



PSHCE Policy

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ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2023 -24 has six aims.

1	A powerful curriculum
2	The best teaching and learning
3	Great achievement and progress
4	Excellent personal development
5	Behaviour for a strong community
6	A model for a better world

As part of aim 6 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

1. Aims

Personal, Social, Health, Citizenship and Economic (PSHCE) education at Thomas Tallis School deals with a wide range of personal and civic development issues for students, parts of which are statutory (see section 2 below).

At Thomas Tallis School we have high expectations of all students and work to ensure that every child achieves academically, socially and personally across the curriculum, using the Tallis Habits and Tallis Character and the PSHCE programme is an integral part of this work.

Our PSHCE programme has both curricular and co-curricular elements of delivery and is part of the broader Guidance offer at Thomas Tallis and The PSHCE curriculum is based on a model of both well-being and 'well-becoming', equipping our young people with the knowledge, skills, values and attitudes that will help them to make safe and informed personal and civic decisions both now and in the future. The teaching is based on a non-catastrophe model. This model focuses on teaching relevant skills and attitudes that will serve young people in a variety of situations, rather than dwell on the negative consequences of different behaviours.

While there is a set yearly programme for PSHCE (see Programme of Study [Guidance - Thomas Tallis School](#)), we tailor our offer to the needs of each year group. These will always change over time, as well as being often dictated by events in wider society, however there may also be issues that are faced by specific groups of students, and we address these as they arise.

The teaching of PSHCE foregrounds the Tallis Character traits of Kindness, Honesty, Fairness, Respect and Optimism and this is complemented by the weekly Ways to Change the World registration sessions which highlight how to put these character traits into action.

2. Statutory requirements

While the full range of content covered in PSHCE at Thomas Tallis School is not statutory, there are aspects of it that all maintained schools are required to teach. New statutory guidance came into effect from September 2020 to teach Relationships and Sex Education and Health Education. In addition, in line with the Education and Inspections Act 2006, there is a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. Both of these statutory elements fall under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).

Citizenship Education is also a National Curriculum subject and, as such, a statutory part of the curriculum since 2002. There is an additional expectation on schools to meet the Gatsby Benchmarks for careers education and it is statutory to provide impartial careers guidance to students, as outlined in the Baker Clause in [updated statutory guidance of July 2021](#). In the most recent government policy amendments, this guidance must now be offered to from year 7.

It is required to teach Relationships, Sex and Health Education (RSHE) (Department of Education, September 2020) and Citizenship Education (Department of Education 2002).

3. Content and delivery

3.1. What we teach

The new statutory RSHE guidance provided the impetus for a curriculum review of PSHE in the summer term of 2020. The PSHE Association's suggested curriculum content was applied as a basis for curriculum design, along with information gained from student consultation, via the then-student council. A brief update of this consultation was conducted in the autumn term of 2021, using a Microsoft forms questionnaire with year groups 7-11. The questionnaire was designed to ascertain where there were gaps in statutory RSHE delivery as a result of COVID, and to ask what other kinds of content students would like to see in this programme. In September 2021 students identified financial topics as an area they would like to do more of and this has been incorporated into the new programme. Additionally, the RSE content has been moved to the start of the academic year to ensure that all students receive the RSE they are entitled to and that further work can be carried out later in the year if necessary.

Every two years we also undertake the Greenwich Health Related Behaviour Survey, which highlights key health and relationship issues in the school and compares to the borough. This survey is done by years 8, 10 and 12.

As stated above, we are required to cover the content for Relationships and Sex Education, and Health Education, as set out in the statutory guidance (linked to above). Please refer to our Relationships and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject. All content, including RSHE statutory content, is delivered at an age and developmentally appropriate level and builds on previously taught knowledge, year on year in a spiral curriculum. ([Guidance - Thomas Tallis School](#))

Please see 'Monitoring arrangements' below for how we use Student Voice and lesson monitoring to influence our planning and delivery of PSHCE.

3.2. How we teach it

All students have 1 hour per fortnight of timetabled PSHCE. These lessons are taught by their tutors, who are the adults in the school most familiar with the students. Lessons are centrally produced by the Guidance team, using a combination of self-made and PSHE Association certified resources. Some elements of the PSHE and RSHE curriculum are taught through the RE curriculum where there is a specialist team available. At the moment, these areas include FGM, contraception and marriage. They are taught in a secular way but with. All lessons are in line with our annual PSHE scheme of work and underpinned by the Tallis Character traits of kindness, fairness, respect, honesty and optimism, linking also with the government stated British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. All content aims to be fully inclusive in nature and we regularly review our materials in light of changes in the world around us.

Paid school membership to the PSHE Association has provided us with access to reviewed and accredited PSHE resources and materials that provide us with a sound and up-to-date research base for planning and preparing lessons and materials for all students.

Students learn about PSHCE-related themes through a range of avenues. These include dedicated PSHCE lessons, Community Days (3 per year), the AM registration programme Ways to Change the World, assembly themes, and various in-school and co- and cross-curricular events. Students are helped to record their learning from the non-lesson-based events through the use of Character passports (on Community Days) and Tallis Futures careers education tracking sheets on their PSHCE folders. Staff assess student understanding through the use of pre- and post-lesson activities that indicate where student learning has taken place and what students have understood.

To facilitate children's learning in the taught PSHCE lessons, to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHCE and that lessons remain fully inclusive for all we focus on the following:

- Ground rules are established at the beginning of the year, and returned to at least termly, to create an environment of safety, maturity and security.
- The purpose of each lesson is made clear.
- Students are expected to complete a written starting and plenary task every lesson that is linked to the learning objectives. This written task forms the basis of PSHCE assessment, in which classroom teachers are able to see clearly the progress made in each lesson.
- Appropriate learning experiences are planned in line with our annual PSHCE scheme of work to meet the needs of all the children in the class.
- Where necessary, the school's SENCO is consulted on best practice for delivery. Although, differentiation of lessons is expected to be undertaken by class teachers who know and understand the needs of their class, lessons in PSHCE include a slide with key words, simple definitions and related images and visual icons on slides to indicate the kind of task required
- Scenario-based learning experiences draw on children's own knowledge and understanding to provide them with a range of opportunities to learn, practice and demonstrate skills, attitudes, knowledge and understanding.
- Time is given for children to reflect, consolidate and apply their learning of skills to relevant scenarios.
- Trigger warnings are given on those lessons in which there is a risk of students being impacted personally by the content and teachers are reminded of how to respond in these situations. There is also a slide at the end of each lesson, showing students where they can get further help and advice
- Staff training in PSHCE takes place through a combination of learning in pastoral team meetings, start-of-year overview (including safeguarding), and in-year sessions around topics such as handling sensitive and controversial issues and confidentiality. This is ongoing through the format of the lessons and as a standing item in Pastoral team meetings.

The Guidance department leads the programme. However, carefully selected and screened outside visitors may play a role in delivering content where it is considered beneficial. We only use external organisations that we have had a long-standing relationship with, that have been used and positively rated by other educational institutions or that have been vetted by either

Greenwich Borough/government bodies or the PSHE Association. All visitors are sent an summary of the school and a visitor document that outlines the expectations for conduct in the school.

3.3. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Annual safeguarding training is delivered to all teachers, and they know to report any concerns to the designated Safeguarding lead or, in their absence, their deputy. Visitors/external agencies which support the delivery of RSE are required to be DBS checked and if they are not then a member of school staff must accompany them at all times. As stated above, we work only with groups who have been approved by the PSHE Association or government bodies, or are in wide use by other educational institutions.

4. Roles and Responsibilities

4.1. The Governing Board

Thomas Tallis School's Governors will approve the PSHCE Policy and hold the Headteacher to account for its implementation. Where possible, there will be a governor representative to oversee student development, including the delivery of PSHCE with particular attention to RSHE.

4.2. The Headteacher

The Headteacher is responsible for ensuring that PSHCE is taught consistently across the school.

4.3. Staff

Staff are responsible for:

- Delivering PSHCE through dedicated lessons in a sensitive and informed way
- Modelling positive attitudes to personal development and wellbeing in PSHCE lessons and other areas of school life
- Monitoring progress of children in PSHCE lessons, through regular routines enforced relating to starter and plenary tasks
- Responding to the needs of individual pupils in PSHCE lesson, signposting to further help and advice where necessary
- Highlighting to the Guidance team any issues or oversights related to lesson content and teaching, for example in terms of fair representation and equality of access.

Lessons are created and delivered by the Guidance team which includes the AHT Co-curricular and Deputy of Guidance, alongside teachers with specialist posts and/or interests such as the Head of RE and other teachers where there is an identified need or benefit.

4.4. Pupils

Pupils are expected to engage fully in PSHCE lessons and, when discussing issues related to PSHCE, treat others with respect and sensitivity. This includes behaving in keeping with the Tallis Character traits and Tallis Habits. Pupils also have a key responsibility in the co-creation of the PSHCE curriculum through their student voice contributions.

5. Monitoring arrangements

The delivery of PSHCE is monitored by the Guidance team, Pastoral leads (Heads of Year) and the Leadership Group. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer questions such as:

- Are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes?
- What training needs are identified for the effective implementation of the PSHCE programme?

These questions are addressed in a range of ways including planning reviews, learning walks, stakeholder surveys (including the HRBS), regular review of the PSHE & RSE policies, student voice feedback, governor visit and review.

6. Remote Learning

There are particular issues to consider for PSHCE where teachers are asked to provide work for pupils to do at home or to teach remotely. There is a lot that can be done remotely to deliver some aspects of PSHE education, but some topic areas are not appropriate. Topics that can work well for remote/home learning include:

- Strategies for preventing infection
- Ways of promoting positive mental health and emotional wellbeing
- Sleep and good sleep habits
- Balancing time online with other activities
- Managing online friendships and social media
- Maintaining healthy eating habits and physical activity
- Study and revision skills
- Careers education
- Shared responsibilities in caring for others

However, not all PSHE education topics are appropriate to deliver remotely. The PSHE Association strongly advises schools to carefully consider whether a topic is safe to be addressed remotely or through home learning before setting any work in PSHE education for a number of reasons:

- Many topics covered in PSHE education are complex and sometimes sensitive. Pupils should engage with such topics in discussions and activities facilitated by a teacher, within a safe classroom environment.
- Researching certain PSHE education topics can lead pupils to access websites that may be unreliable or even harmful.
- Learning in PSHE education should always take place within a carefully sequenced, developmental programme, which is far harder to achieve through setting activities to be completed over a period of time with no teacher input.

Topics that should NOT be addressed through remote teaching or home learning for the reasons above include:

- Unhealthy coping strategies such as eating disorders and self-harm
- Other mental health issues (other than ways of promoting positive mental and emotional wellbeing)
- Abusive relationships and exploitation, FGM, forced marriage
(*PSHE Association 2020*)

7. Communication with home

The support of parents and carers in delivering information and positive messages relating to personal development and wellbeing is essential. We will keep parents and carers informed of PSHCE in Tallis through the following means:

- Communication home at the beginning of each academic year, reminding parents what PSHCE is and informing them of when RSHE is taught
- Other communications throughout the year via the Headteacher's parent email and/or the school Newsletter
- Up-to-date programmes of study on the Tallis website for all year groups
- Consultation and information events to discuss new or current issues.

Where parents or carers wish to review PSHCE resources they should contact the Curriculum Leader for Guidance who will arrange a time to go through resources with them or send copies of resources where appropriate.

8. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education (RSE) Policy
- SMSC (including FBV) Policy
- CEIAG Policy
- Drugs Policy
- Safeguarding Policy

This policy will be reviewed by SLT and Governors annually. At every review, the policy will need to be approved by the School Governors.

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