



# ST ALBANS GIRLS' SCHOOL

## PSHE Policy

**GB sub-committee: Curriculum, Assessment & Standards Committee**

**Co-ordinator: Mrs P Jarvis**

**Last Reviewed: Autumn 2023**

**Next Review: Autumn 2024**

**Signed by:**  
**Margaret Chapman**  
*Head Teacher*

**Signed by:**  
**Claire Barnard**  
*Chair of Governors*

### 1. RATIONALE

**1.1** The intention of PSHE lessons in Years 7-11 and Step Up in Years 12 and 13 is to ensure that all students at STAGS have the skills and attributes needed to stay healthy, safe and thrive now and in the future. Our programme aims to educate, inform and encourage debate. The learning environment is designed to provide a caring, non-judgemental setting that has space for debate and we encourage all students to explore their own thoughts, feelings and opinions. The learning objectives of the whole programme is to develop students to have the skills to be resilient, risk aware, healthy, and pro-active citizens who are prepared for life in modern Britain.

### 2. AIMS

**2.1** The core themes covered in our PSHE and Step Up programmes of study are:  
Health and Wellbeing  
Relationships  
Living in the Wider World

**2.2** The teaching of PSHE is timetabled at STAGS in the following way:  
KS3 1 hour per week;  
KS4 1 hour per fortnight  
KS5 6 weeks of one hour lessons as part of the Step Up programme.  
An example overview of content by Year group can be found in Appendix 1

**2.3** Students who do not attend PSHE lessons in Years 7-11 are provided with 1:1 or small group catch up sessions to ensure that they have received the knowledge and developed the skills required to stay healthy, safe and thrive now and in the future.

**2.4** Students have the chance to experience open discussions with their PSHE/ Step Up teachers to enable them to develop the confidence to ask questions that they are curious about the

	<p>world. Often these will be difficult to ask or students might be embarrassed by the question. To overcome these barriers, we provide students with access to a question box in the classroom, they can email their teacher, or quietly speak to the teacher within the lesson. Teachers will provide honest and educated responses to their questions to ensure that students are given factually accurate information.</p>
<b>2.5</b>	<p>External visitors or agencies, for example local Magistrates, can be invited to our school and classrooms. This will only happen as part of a planned programme which enhances the teaching going on in that block of lessons. The outside contributors where possible will be recommended by other schools or local authorities and will have their material vetted in line with the PSHE policy and RSHE policy as applicable. Time is made in lessons following this visit to allow students to respond to the content of the presentation and to allow full understanding to take place and to enable the teacher to address any misconceptions or concerns that the presentation raises.</p>
<b>2.6</b>	<p>Due to the sensitive nature of the topics contained within the PSHE/Step Up programme there is a requirement of students to keep classroom discussions confidential. Confidentiality in lessons is underpinned by a set of general classroom rules, set out and agreed with the class and reminded about on a regular basis. Students are encouraged to speak freely and we impress on the students the importance of not taking information and commenting on it outside of the classroom. The students are reminded at regular intervals about the teacher's role in safeguarding them and that any information which we deem worrying or important will only be passed on to the relevant DSL. Less serious disclosures will be discussed with the Curriculum Leader in the first instance and then (if necessary) passed on to the pastoral team.</p>
<b>2.7</b>	<p>The programme will be led by the Curriculum Leader for PSHE. It will be taught by a small dedicated group of highly trained and motivated PSHE teachers, at STAGS we are passionate about delivering high quality PSHE education and we are well supported by the SLT and Governing body in keeping to this commitment.</p>
<b>2.8</b>	<p>Inclusion and adaptation within PSHE ensures that all students have access to this lesson. We respect students' unique starting points by providing learning that is age appropriate and aimed at deepening knowledge and understanding through a spiral curriculum which re-visits topics at sensible gaps in time. Additionally, we ensure that students with SEND receive access to PSHE education through adapted worksheets, supported learning - partnering students with a peer/buddy. By simplifying topics and checking learning at regular intervals. If required we provide additional lessons and small group activities for students who are deemed vulnerable due to their SEND to ensure that they are fully aware of how to stay healthy, safe and thrive now and in the future</p>
<b>3. PROCEDURES</b>	
<b>3.1</b>	<p>This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:  Review – the Curriculum Leader of PSHE pulled together all relevant information including relevant national and local guidance;  Staff consultation – all teachers of PSHE were given the opportunity to look at the policy and make recommendations;  Parent consultation – parents were invited to attend Parent information evenings which explain how potentially controversial topics such as Online Safety, RSHE and Drugs and Alcohol are taught;  Student consultation –Learner Voice takes place regularly with each year group to learn what students want from their PSHE lessons;</p>

	Ratification – once amendments were made, the policy was shared with governors and ratified.
<b>4. MONITORING</b>	
<b>4.1</b>	Monitoring of the impact of the Scheme of Learning will be undertaken by the Curriculum Leader in the first instance through school procedures, and will report findings to SLT and any issues raised in that monitoring procedure
<b>4.2</b>	Student development in PSHE is monitored by class teachers as part of our internal assessment systems.

### Appendix 1: Example Programme of Study for PSHE and Step Up

Week	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
1	No lessons, Staff CPD days and Y7 &12 Induction						
2	Induction	Dove Self Esteem	Careers and Finance	Healthy Relationships	Preparing for Post 16 Careers and Finance	Study Skills	VESPA - vision
3							
4							Study Skills
5							
6	Intro to Resilience						UCAS/ Careers
7						Public Speaking	
8						Preparing for Post 16	Wellbeing
Half Term							
9	Intro to Resilience	Personal Safety	Personal Safety	Healthy Relationships	Preparing for Post 16	Wellbeing and stress	VESPA check point
10					Study Skills	Personal Safety	Study Skills
11					MOCKS	Unifrog	MOCKS
12	Growing Up	First Aid (Yr8 First Aid workshop 27.11.23)		Careers and Finance	MOCKS		MOCKS
13							Academic Language
14		Healthy Living	Healthy Relationships		Preparing for Post 16		Finance
15						Preparing for Post 18	Wellbeing
16							Yearbook
Christmas Holidays & PPD Days							

17	Growing Up	Healthy Living	Healthy Relationships	Careers and Finance	Personal Safety	Consent (after 1/2 term)	VESPA
18	Healthy Living	Healthy Relationships	Sexual Health			Animal Rights (REP)	Yearbook
19				Holocaust (REP)	Study Skills		
20	Personal Safety	Mental Health	Resilience	Holocaust (REP)		NAW - careers	
21							
22							
HALF TERM							
23	Personal Safety	Healthy Relationships	Mental Health	Personal Safety	Sexual Harassment	Study Skills	
24					Careers	Inequality and Poverty (REP)	
25	Careers and Finance					Sexual Violence (RSHE) Forced Marriage	
26						MOCKS	MOCKS
27				Personal Safety	study skills	Contraception (RSHE) Pregnancy choices (abortion)	
Easter Holidays							
28	Careers and Finance	Careers and Finance	Exam Week	Study Skills	Personal Safety	study skills	VESPA Check point
29	Discrimination		Exam Week 1	First Give		Resilience	Study Skills
30		Exam Week 2	Something's not right for KS5				
31							Celebration
32	Exam Week 1	Exam Week 1			GCSEs		Exams

33	Exam Week 2	Exam Week 2					Work Placement Week			
	Half term									
34	Discrimination	Government and Democracy	First Give	Personal Safety	GCSEs		Body Image			
35	Career for change (Environment Agency)								Healthy Relationships	
36									P18 Next Steps	
37										
38										
39	CEW			Work Experience Week		CEW				
40	Review of Y7	Review of Y8	Review of Y9				Celebration			
22/07 /24	End of School Year									