



ST ALBANS GIRLS' SCHOOL

PSHE Policy

GB sub-committee: Curriculum, Assessment & Standards Committee

Co-ordinator: Mrs P Jarvis

Last Reviewed: Spring 2024

Next Review: Spring 2025

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
Personal Safety
Careers, Enterprise and Finance
- 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** In ensuring that PSHE is both age and stage appropriate, and accessible for all, some students in Years 7-11 may be 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	<p>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.. 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 known as the 'ask it basket', they can also 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>
2.5	<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 RSE policy as applicable. Time is made in lessons following a 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>
2.6	<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 be passed on to the relevant member of staff or Designated Safeguarding Lead (DSL).</p> <p>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>
2.7	<p>The programme will be led by the Curriculum Leader for PSHE, Pegah Jarvis. It will be taught by a dedicated group of highly trained and motivated PSHE teachers.</p> <p>Staff are responsible for:</p> <ul style="list-style-type: none"> ● Delivering PSHE in a sensitive way ● Modelling positive attitudes to PSHE ● Monitoring progress ● Responding to the needs of individual pupils <p>Below are the names/roles of those responsible for teaching PSHE/Step Up at STAGS:</p> <ul style="list-style-type: none"> ● Pegah Jarvis (PSHE Curriculum Leader and Assistant Headteacher) ● Jen Lamb (Curriculum Leader, Sociology) ● Kristy Hare (Lead Practitioner, Health and Social Care and Psychology Teacher) ● Jess Flint (Assistant Headteacher) ● Diana Clutterbuck (English Teacher) ● Lyndsey Mathurin (English Teacher) ● Eleanor Lambert (6th Form Director of Learning and Teacher of H&SC and Business) ● Sally-Ann Taylor (Head of Key Stage 5 and Assistant Headteacher) ● Catherine Cartmell (Computing Teacher) ● Simon Cole-Savidge (Curriculum Leader, Media Studies) ● Chris McCarthy (Computing Teacher) ● Ruth Wheatley (Curriculum Leader, Performing Arts) ● Rachel Cardani (Associate Assistant Headteacher, Curriculum Leader, History)

	<ul style="list-style-type: none"> • Sarah Brennan (English Teacher) • Maria Taj (Sociology Teacher) • Alison Keat (Geography Teacher) • Sian Pennock (PE Teacher) • Rebecca Sharp (English and Media Studies Teacher)
2.8	<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 both age and stage appropriate and aimed at deepening knowledge and understanding through a skills-based 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. In addition, teachers will also check student learning and understanding 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>
3. PROCEDURES	
3.1	<p>This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:</p> <p>Review – the Curriculum Leader of PSHE pulled together all relevant information including relevant national and local guidance;</p> <p>Staff consultation – all teachers of PSHE were given the opportunity to look at the policy and make recommendations;</p> <p>Parent consultation – parents are invited to attend Parent Information Evenings.</p> <p>Student consultation – Learner Voice takes place regularly with each year group to learn what students want from their PSHE lessons;</p> <p>Ratification – once amendments were made, the policy was shared with governors and ratified.</p>
4. MONITORING AND REPORTING	
4.1	<p>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.</p>
4.2	<p>Student development in PSHE is monitored by class teachers as part of our internal assessment systems, these include:</p> <ul style="list-style-type: none"> • Opportunities for Assessment for Learning during the lesson such as discussions and verbal feedback • Regular use and monitoring of the 'ask it basket' • Monitoring and feedback on individual student progress trackers • Parent progress reports on each student's Attitude to Learning (ATL)
4.3	<p>This policy links to the following policies and procedures:</p> <ul style="list-style-type: none"> • STAGS RSE policy • Gender Identity policy • EDI policy

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	Wellbeing - being adult		
	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)	Healthy Relationships	Careers and Finance	MOCKS		MOCKS			
13					Preparing for Post 16		Academic Language			
14		Healthy Living					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)
20						Holocaust (REP)	Study Skills
21	Personal Safety					Mental Health	
22							
	HALF TERM						
23	Personal Safety	Healthy Relationships	Mental Health		Personal Safety	Sexual Harassment	Study Skills
24						Careers	Inequality and Poverty (REP)
25					MOCKS		Sexual Violence (RSHE) Forced Marriage
26	Careers and Finance				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		First Give	Exam Week 1		Mocks	Personal Safety
30				Exam Week 2			Something's not right for KS5
31				Resilience	Study Skills	Personal Finance	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						