Croydon High School GDST
Senior School Personal, Social, Health and Economic Education (PSHE)
(Locally styled as 'Citizenship, Wellbeing & Personal Development')

Responsibility: Head of Citizenship, Wellbeing & Personal Development
Last review: October 2021
Next review: September 2022

Aims
Personal, Social, Health and Economic Education (hereafter, PSHE) is referred to as Citizenship, Wellbeing & Personal Development at Croydon High School and is a planned programme of teaching and learning that promotes pupils' personal and social development and their health and wellbeing. For the purposes of this policy, and to ease understanding of it, references to Citizenship, Wellbeing & Personal are given below as PSHE.

PSHE helps to give our pupils the knowledge, skills and understanding they need to lead confident, healthy, and independent lives and to become full members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up.

The PSHE programme aims to develop essential skills and attributes given in Figure 1. It is part of a whole school approach to achieving those outcomes. PSHE incorporates Relationships and Sex Education (hereafter, RSE). The school holds a separate policy for this which is available on the school website. This PSHE policy should also be read in conjunction with the school's Mental Health policy.

Figure 1: The Main Themes in PSHE
The table below gives the learning theme of each of the six units, and these are taught across the school; the learning deepens and broadens every year.

Term	Unit	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem, and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement, and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Through these units we aim to provide a balanced curriculum that:
- Promotes the spiritual, moral, cultural, mental, and physical development of our pupils;
- Enables our pupils to engage with the wider community as local, national, and global citizens, and;
- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.

The outcomes we wish to see are:
- Pupils developing confidence and responsibility and making the most of their abilities;
- Pupils developing a healthy, safer lifestyle which in turn will lead to a better society;
- Pupils developing good relationships and respecting the differences between people, and;
- Pupils preparing to play an active role as citizens, to the ultimate benefit of society.

In PSHE lessons we provide pupils with opportunities to address real-life issues and show them that they can make a difference.

Policy Context
Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Delivery

Croydon High School provides a combination of:

- Discrete provision for PSHE during a fortnightly 1hr period (Years 7-11) and is delivered by classroom teachers who are given responsibility for one of the half termly themes;
- 'Life', 'Academic' & 'Futures' strands of the Sixth Form experience which take place for one hour each week;
- Whole-school activities such as "drop down" days;
- Specific cross-curricular events e.g., Holocaust Memorial Day;
- External speakers on a range of issues;
- Explicit opportunities in other curriculum subjects taking opportunities to develop cross-curricular projects, and;
- Involving pupils in the life of the school and wider community through, for example, School Council, Discussion and Action groups and co-curricular endeavours.

Establishing A Secure Learning Environment

Fundamental to PSHE is the need to discuss sensitive, controversial, and challenging social and moral issues, and to make sense of them in the context of pupils' own life experiences now and in the future. It is important that such discussion takes place in a climate of trust, cooperation, and support. Teachers need to create a safe environment in which pupils can share their feelings, explore their values and attitudes, express their opinions, and consider those of others without attracting negative feedback. This will help to enhance self-esteem and encourage more open discussion. It will also help to make sure that teachers are not anxious about unexpected language use or comments.

To do this, teachers should:

- Help pupils set ground rules about how they will behave towards each other in discussion;
- Judge when to allow pupils to discuss issues confidentially in small groups and when to support them by listening in to these group discussions;
- Make sure that pupils have access to balanced information and differing views, including contributions made by visitors to the classroom, with which they can then clarify their own opinions and views;
- Decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the framework of the school's values;
- Make sure that they are sensitive to the needs of individuals in the class when tackling issues of social, cultural, or personal identity, and;
- Have time to reflect on all their experiences across the curriculum, identifying what they have learnt. This will help them transfer their knowledge to situations in their own lives, now and in the future.

Other ways of managing a secure learning environment include:

- Using distancing techniques, for example role play, scenarios based on real situations, and boxes in which pupils can place anonymous questions or concerns to avoid having to voice them in front of the class;
- Making sure that you and your pupils understand school policies on pupils disclosing confidential information and following up concerns in a more appropriate setting outside lessons;
- Teachers presenting themselves as facilitators for pupil learning, rather than as the sole authority on matters of fact or opinion;
- Making sure that outside visitors adhere to the school's policies and programme aims

- Linking PSHE into the whole-school approach to supporting pupil welfare, and;
- Making pupils aware of sources of support both inside and outside the school.

In lessons, teachers should establish from the beginning that it is inappropriate to disclose some personal information. Pupils need to be clear about not putting pressure on one another to answer questions about their own experiences. This also applies to any adult in the school.

Setting Ground Rules

Ground rules help to minimise embarrassment, inappropriate and unintended disclosures and comments of a negative nature made towards other pupils, whether intentional or not. Ground rules will support broader class rules and the school's own code of conduct.

It is essential teachers, and their pupils develop ground rules together rather than being presented with ones produced elsewhere. You need to test them in discussion and group activities, amending them as necessary. Some examples of ground rules might include agreeing an appropriate vocabulary to use (during relationship and sex education activities, for example), or not asking personal questions. The rules could also include respecting what people say, listening, using anonymous examples ('when someone…'), and having the option to 'pass'. Using distancing techniques such as role play and case studies with invented characters can also help to depersonalise discussions. Pupils should be regularly reminded of the ground rules and their importance when handling sensitive issues during whole-class and group discussion.

One class agreed the following ground rules:
- Listen to each other;
- Make positive comments that help people;
- Respect what people say or do;
- Take turns and help each other;
- You don't have to say anything if you don't want to, and;
- The teacher may dictate which side of a debate pupils are asked to argue, so not assigning views/beliefs to the people who shared them is necessary.

Handling Sensitive and Controversial Issues

Learning from real-life experience is central to PSHE. Sensitive and controversial issues are certain to arise. Pupils should not be sheltered from such issues; through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict, and distinguishing between facts and opinions. Almost any issue can prove sensitive to an individual. However, issues that are most likely to be sensitive or controversial include those that have a political, social, or personal impact, those which deal with questions of values and beliefs or those which are raised by sex and relationship education. Other issues likely to be sensitive or controversial include:

- Family lifestyle and values (including cultural and religious values);
- Physical and medical issues;
- Financial issues (including unemployment);
- Bullying (including homophobic and racist bullying), and;
- Bereavement.

Recognising Bias

When teaching controversial issues there is always a risk of bias. Teachers should include in

their PSHE provision, activities that allow pupils to learn how to recognise bias, evaluate evidence put before them, look for different interpretations, views, and sources of evidence, and give reasons for what they say and do. The need for a balanced judgement should not inhibit a clear stand against racism and other forms of discrimination. Our common values require that there are behaviours we should not tolerate. For example, racism, bullying, and cruelty are never acceptable in any form.

The PSHE programme has been developed to meet the needs and concerns of the pupils in the Croydon High School community. The programme addresses the diversity of the school community, including its range of faiths and cultures, and it considers local health issues.

Confidentiality
Should pupils make personal disclosures, either in class or to individual teachers, the treatment of these will fall under the normal safeguarding policy and procedures of the school.

Differentiation Teaching and Learning
PSHE offers explicit opportunities for discussing sensitive issues and teachers are alert to the profile of pupils in their class in planning how they will approach topics for SEND, G&T and EAL pupils.

Discipline and Classroom Behaviour: Attitude to Lessons
Pupils should expect to concentrate, participate, learn, and to enjoy the lessons as they do in other subjects. Classroom behaviour should be in accordance with that which is normally expected. PSHE is an area where pupils can become very engaged and excited by topics which directly engage with their own lives. However, this does not mean that classroom discipline should be lost sight of. Much better teaching and learning will take place in an orderly classroom.

Spiritual, Moral, Social and Cultural Development of Pupils
PSHE provides specific opportunities for pupils to explore the range of attitudes and values in society and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attributes that promote:
● Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others;
● A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions, and;
● A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

Given the topics covered by the PSHE curriculum, the subject may give rise to more explicit references to discrimination and protected characteristics. The school recognises the value and opportunity to educate on the Equality Act of 2010 in such discussions. All departments are aware of the protected characteristics of age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. PSHE lessons will address these at age-appropriate times.

PSHE promotes **spiritual development** through fostering pupils' awareness and an understanding of issues that involve differing beliefs and values in human society. PSHE helps pupils develop self-knowledge through an exploration of their identity and belonging, their ideals and commitment and the meaning or purpose they see in life.

PSHE promotes **moral development** through helping pupils acquire a critical appreciation of issues of right and wrong, justice, fairness, rights, and obligations in society. Pupils have opportunities to explore the ethical and moral dimensions of legal, political, social, economic, and environmental issues and to exercise responsibility at a personal and social level.

PSHE promotes **social development** through helping pupils acquire the understanding
and skills they need to become responsible and effective members of society. They develop an understanding of how society works and how decisions are influenced and made. They take part in community and social activities that help to promote personal and social skills.

PSHE promotes **cultural development** through helping pupils understand the nature and role of the different groups to which they belong, learn about the origins and implications of the diversity in society and develop respect for difference.

Opportunities to reflect on the spiritual, moral, social, and cultural dimensions, and for all pupils to consider their own views and opinions about them, occur through many aspects of PSHE – in particular, as pupils investigate and think about topical issues, problems and events and as they participate in activities in their school, neighbourhood and communities.
PSHE lessons throughout the school cover topics that engage with pupils' spiritual, moral, social, and cultural development.

Fundamental British Values
Croydon High School's ethos promotes British values through encouraging respect, and this is reflected in the PSHE programme. It is achieved both in how lessons are conducted alongside the material in topics covered.

This policy will inform the school's Equalities Policy
The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Croydon High School we promote respect for all and value every individual pupil.
We also respect the right of our pupils, their families, and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

Use of ICT
ICT is integral to the work in PSHE. Pupils can often produce PowerPoints or films for assemblies or presentations. They are encouraged to identify and evaluate websites for their accuracy and usefulness. Pupils learn to be discriminating and get to grips with often conflicting sources of information. E-safety is taught within the Year 7 Scheme of Work and a common tutor time/assembly theme.

Selection of PSHE & RSE resources

The PSHE curriculum uses a range of resources, (videos, card games, photographs, posters, newspaper articles etc.) from a variety of trusted sources, adapted as necessary for the age of the class. In keeping with the school 'Every Girl, Every Day' motto, these resources are curated for pupils and are refreshed/edited based on teacher observation review.

Monitoring and Review

The Deputy Head (Pastoral) monitors this policy on an annual basis. They give serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments.

Evaluation & Reporting

The PSHE & RSE programme is evaluated annually by both teaching staff and pupils. Pupil views are recorded electronically to judge learning outcomes by topic, and pupil input sought at the end of each half term or theme to inform future delivery. Reporting is done annually, when pupils are given the necessary tools to consider their understanding of the topics across the year and reflect on aspects most important to them. This personal pen portrait is then included in pupils' end of year written reports.

Our Partnership with Parents & Guardians

The school aims to keep parents informed about all aspects of the PSHE and RSE curricula. RSE is a vital part of the school curriculum, and it supports the whole development of the child. Parents have the right to withdraw their children from sex education. Any parents considering withdrawing their child should contact the Headmistress or Deputy Head (Pastoral) to discuss their concerns. According to Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance paragraph 41-43, pupils themselves can opt into sex education from three terms before their 16th birthday.

There is, however, no right to withdraw pupils from Relationships Education as we believe, in accordance with DfE guidelines the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. All resources used are available to view on the Firefly Citizenship, Wellbeing & Personal Development page. Parents and Guardians are given lists of content covered in the previous term in tandem with details about upcoming content in the subsequent term as part of the regular reporting cycle.

Safeguarding & PSHE/RSE

The school has comprehensive safeguarding strategies in place. Teachers follow these in the event of a concern or a disclosure following or during a lesson on PSHE/RSE. Establishing consistent ground rules for lessons creates an appropriate atmosphere in which teachers and pupils feel comfortable so that even sensitive and/or potentially embarrassing issues can be considered. Distancing techniques (defined above) are employed by staff as well as opportunities for pupils to ask questions anonymously. Pupils are reminded regularly of appropriate avenues of support if they have concerns for themselves or a peer.

Use of Visitors/External Agencies

The use of visitors from external agencies is sometimes invaluable in the delivery of RSE. The school's Visiting Speakers Risk Assessment is adopted as normal in such circumstances and includes consideration of materials to be used and supervision of the session by school staff.

Dissemination of the RSE policy

The RSE policy is available to all pupils and parents on the school website and the lesson resources available on Firefly pages should they wish to refer back to information at a later date. The RSE policy is available to all pupils/parents/staff on the school website. Parents are welcome to arrange a meeting with the Head of Citizenship, Wellbeing & Personal Development at any time to discuss the PSHE/RSE program of study.

Staff Training on PSHE & RSE

The PSHE & RSE policies are available to all staff in the Staff Handbook which is updated annually. PSHE teachers have access to relevant CPD, and we regularly share examples of good practice.

Appendix: Indicative Scheme of Work

The tables below provide the indicative content for each strand of our PSHE/RSE programme; the order of delivery may differ and parents' will be notified of this in tandem with the half-termly report.

Year/ age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, peer on peer abuse, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self- identity, groups, influences, social media, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, peer on peer abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, peer on peer abuse, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation

Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, peer on peer abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media Risk and emergency contacts Positive and negative relationships	Equality including in the workplace, in society, in relationships Equality Act 2010 Vulnerable groups including disability and hidden disability Workplace expectations Rights and responsibilities Power and control in relationships, coercive control Benefits of multi-cultural societies Equity, equality and inequality My health	Impact of physical health in reaching goals, relationships and reaching goals, resilience, work/life balance, connections and impact on mental health, balanced diet, vital organs, blood donation, benefits of helping others, online profile and impact on future goals and employability	Improving health, mental health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, substances and the body, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, intimacy, healthy relationship with self Attraction, love, lust Relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, Impact on family understanding love, fake news Pornography	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, peer on peer abuse, physical and emotional changes, family change, sources of support
Year 11 (15-16)	Becoming an adult. Age limits and the law Relationships and the law, consent, coercive control, peer on peer abuse, domestic abuse, honour-based, violence, arranged and forced marriages The Equality Act 2010 The law on internet use and pornography Social media concerns, sexting Keeping safe, emergency situations, key advice, first aid, scenarios and consequences		Anxiety, solution focused thinking, sleep, relaxation, Aspiration on; career, finances, budgeting, borrowing, relationships, Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, employment, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong	Managing anxiety and stress, exam pressure, concentration strategies, work- life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility issues, contraception, consent, peer on peer abuse, pregnancy facts and myths, pregnancy choices including adoption, abortion, bringing up a baby, financial implications, identifying a range of risks including rape and strategies for staying safe Expectations in relationships	Stages of intimate relationships, positive and negative connotations of sex, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, 'coming out' challenges, LGBT+ media stereotypes, peer on peer abuse, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	