

### 1. INTRODUCTION - What does this policy cover?

This policy covers our school's approach to the teaching of PSHE (Personal, Social and Health Education). It was produced through consultation with staff, students and relevant external bodies. Parents will be informed about the policy through the school website.

At Cranleigh PSHE is taught alongside Moral Education.

### 2. OVERALL SCHOOL AIMS AND OBJECTIVES

- Our school seeks to help to equip each new generation of children with the knowledge, skills, ideas and feelings, and to be successful learners who enjoy learning, make progress and achieve success – key criteria for a fulfilling and happy life in our society.
- We aim to encourage the children's sense of self-awareness as a basis for self-respect and their development of personal attitudes, values and beliefs, together with an awareness and understanding of the world around them and a respect for the cultures and religious beliefs of others.
- The children are encouraged to achieve their best, to develop confidence and responsibility, to make the most of their abilities and to be a part of and to contribute to the school as a working community in which there is respect for, sensitivity to and care for others.

### 3. ROLES & RESPONSIBILITIES

Curriculum planning is the responsibility of the Heads of Year and Lead Tutors (Senior School) and is coordinated by the relevant SMT Pastoral Lead from SMT. Heads of Year and Lead Tutors (Senior School) have direct responsibility to provide the learning resources for each year group. They will liaise with the PSHE teachers and ensure that the materials are distributed prior to the timetabled PSHE lesson. Staff and student feedback will also be used to develop lesson planning and delivery.

PSHE teachers have the responsibility of delivering the curriculum, assessing students' understanding through use of Assessment for Learning (AfL) and providing formative and summative written marking feedback (as per the Whole School marking policy). They should familiarise themselves with the content to be delivered and consider the most appropriate teaching strategy related to their specific group. Guidance and support with this is available from the Head of Year and Lead Tutors. On occasions where an external speaker or other expert is used to make a contribution to PSHE lessons it is the responsibility of the PSHE teacher to attend the session and manage the class appropriately.

### **Safe and supportive learning environment**

We will create a safe and supportive learning environment by ensuring that all students and staff subscribe to a policy of respect and confidentiality within lessons. Furthermore, adherence to the Behaviour Policy allows for the creation of a safe learning environment. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate and immediate support through urgent staff referrals to the Designated Safeguarding Lead.

### **Equality and Diversity**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by ensuring that teaching and learning takes into account the ability, age, readiness, and cultural backgrounds of our young people, with particular consideration given to the traditions, values and beliefs of our Muslim students. We promote social learning and expect our pupils to show a high regard for the needs of others by demonstrating a level of tolerance and respect. We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all.

## Values

This policy should be read in conjunction with our Values policy. Our PSHE programme promotes, develops and subscribes to the core values outlined in the Values policy.

## Intended outcomes

The learning outcomes of our programme will be that our students gain the following skills:

- understanding of how to keep themselves safe from relevant risks such as when using the internet and social media and evaluate present and future risks
- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- knowledge and understanding of their values, beliefs, rights and responsibilities
- personal development - so that they are well prepared to respect others
- and contribute to local and global society
- be able to demonstrate and develop enquiry and interpersonal skills through active engagement in learning
- employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training

## 4. ORGANISATION OF PSHE

At Cranleigh each tutor group receives one hour of discrete PSHE teaching each week during a dedicated PSHE lesson. The PSHE programme is taught alongside the Moral Education Programme

A combination of four different forms of curriculum provisions are implemented.

- Discrete curriculum time

- Teaching PSHE, Citizenship, Values and Moral Education through themes in other subjects/curriculum areas
- Through PSHE and Citizenship activities and school events
- Pastoral care and guidance
- Assemblies

The programme is based on three key themes:

- Health & wellbeing
- Living in the wider world – economic wellbeing and being a responsible citizen.
- Relationships-We are unable to teach the RSE Curriculum due to ADEK Guidelines and cultural sensitivities. We deliver a series of opt-out Personal and Social Development Seminars in the Senior school (Year 9-13) which covers topics such as self-esteem, healthy relationships and choices.

The PSHE programme includes:

- Healthy Lifestyles
- Relationship Education (delivered through PSD Seminars. Prior consent is provided by parents)
- Personal Safety
- Drugs Education (We are unable to teach the RSE Curriculum due to ADEK Guidelines and cultural sensitivities. We deliver a series of opt-out Personal and Social Development Seminars in the Senior school (Year 9-13). Prior consent is provided by parents)
- Economic Wellbeing
- Financial Capability
- Careers
- Citizenship

- Spiritual, Moral, Cultural and Social criteria

## 5. TEACHING AND LEARNING

It is important that pupils are helped to make connections between the learning they receive in PSHE and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE. We will seek to understand pupils' prior knowledge by undertaking an assessment of learning at the start of a lesson. The programme will be taught through a range of teaching methods, including discussions, debates, collaborative group learning, investigations, games, role play, individual reflective tasks, written work, etc. The use of external visitors and multimedia clips also contribute to the teaching of PSHE. We will ensure cross-curricular learning through delivery of a range of cross-curricular tasks and activities (literacy, numeracy, ICT, humanities, etc.)

## 6. CONTENT AND COVERAGE IN EACH YEAR

The [Whole Child Document](#) forms the basis for our PSHME schemes of work

See relevant Schemes of Work

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