


# Personal, Social, Health and Economic Education (PSHE) Policy



ST ANDREW'S COLLEGE POLICY DOCUMENT	
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## Introduction

At the heart of life at St Andrew's is a desire to see our students mature into adults equipped to face the many challenges of living in a world beyond the confines of the college. Helping our students to become responsible adults is achieved by a variety of processes influenced by background, upbringing, family life, relationships, friends, the community, their religion, as well as media, and society, as a whole.

Amongst these various influences, we believe that the College has a vital role to play. We aim to develop skills that will help students to look in a non-judgemental way at significant global challenges, to support them as they navigate new ideas and ventures and to build a sense of resilience when others challenge their thinking.

The development of mature, responsible adults is a concern of every aspect of education at St Andrew's; House Parents, Tutors, and indeed with all the staff, responsibility for the social, moral, spiritual and cultural development, including health and economic education with an emphasis on the various relationships we all encounter growing up, is at the core of learning.

## What does this Policy cover?

This policy covers the delivery of PSHE (Personal, Social, Health and Economic education), Relationships & Sex Education (RSE), and Spiritual, Moral and Social Cultural education (SMSC) at St Andrew's College, Cambridge. Lessons and timetables for these subjects at St Andrew's College from hereafter will be known under the single subject heading PSHE for ease of brevity. As of September 2021, this policy was implemented in full by St Andrew's College as per Government Guidelines (see below), and further updated by the College in January 2022 to allow for one single policy reference codifying all the above.

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## Key aims of this policy

The aim of this policy is to ensure that PSHE, RSE and SMSC at St Andrew's College pays due regard to the DfE Regulations 2019 (updated September 2021), made under sections 34 and 35 of the Children and Social Work Act 2017, and Education (Independent School Standards) Regulations 2014, which make Relationship Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. They also make Health Education compulsory in all schools.

The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE, and Health Education. They require schools to have regard to that guidance and make a statement of policy on their provision of Relationships Education and RSE. They also set out the circumstances in which a student is to be excused from RSE.

The regulations and guidance in relation to Health Education for independent schools is provided for under the Education (Independent School Standards) Regulations 2014.

These regulations emphasise that for young people to lead happy and successful adult lives they need:

- "...knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy.
- "...to put knowledge in to practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. The belief is that by educating students within these subjects, students can be supported to develop resilience, to know how and when to ask for help and to know where to access support.
- "High Quality, evidence-based and age-appropriate teaching of these subjects can help prepare students for the opportunities, responsibilities and experiences of adult life. They can also enable colleges to promote the spiritual, moral, social, cultural, mental and physical development of students, at college and in society." (DfE, 2019. p.8)

At St Andrew's College we have chosen to deliver RSE and SMSC alongside our timetabled PSHE programme. These lessons will be discreet; however, some content is also covered in other related curriculum areas such as Science, Physical Education, and humanities subjects. This allows a whole school approach. We also deliver some PSHE, RSE, and SMSC through specific individualised targeted groupings, such as weekly personal tutorials, extra curricula activities, College clubs, and pastoral support.

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By delivering RSE, SMSC alongside PSHE as well as using complimentary cross curricular links, we are able to cover the main concepts set out in the Government regulations, with regard to [Annex C](#) of the Cross-government Strategies (updated 13<sup>th</sup> September 2021, see p8 below):

- Families
- Mental Health and Wellbeing
- Respectful relationships, including friendships
- Intimate and sexual relationships, including sexual health and pregnancy
- Equality and Diversity (including LGBTQ+)
- British Values including respect for others & democracy and human rights
- Parliamentary Law Making
- On-line and Media influences
- Being Safe
- Mental health and Wellbeing
- Internet safety and harms
- Physical health and Fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent body
- Careers Guidance

## Key Outcomes of the Policy

Across all year groups, and its complimentary cross curricular links, students will be supported with developing the following skills:

- Acquisition of Knowledge
- Communication (including relationships)
- Recognising and assessing potential risks
- Assertiveness; building confidence and self-esteem.
- Seeking help and support when required
- Consumer rights
- Budgeting and financial decision making
- Study Skills
- Informed decision-making
- Self-respect and empathy for others irrespective of sexuality or beliefs
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

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- Rights and responsibilities as citizens; the Law and British Values. These skills are taught within the context of family and social life.

## Summary

The above mentioned information forms part of St Andrew's College statutory guidance from the Department for Education (DfE) issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The Guidance therefore states that "Schools must have regard to the guidance and, where they depart from those parts of the guidance which state that they should, or should not, do something, they will need to have good reasons for doing so".

This statutory guidance applies to all schools, and is for:

- governing bodies of maintained schools (including schools with a sixth-form) and non-maintained special schools
- trustees or directors of academies and free schools
- proprietors of independent schools (including academies and free schools)
- management committees of student referral units (PRUs)
- teachers, other school staff and school nurses
- headteachers, principals and senior leadership teams
- diocese and other faith representatives
- relevant local authority staff for reference

## Evaluation and Assessment by PSHE Teacher

Teachers are required to critically reflect on their work in delivering PSHE through the use of qualitative assessment, student evaluation and feedback from peers and or line managers. Students will also be given opportunities to reflect on their learning during lessons and student voice will be a key feature in adapting and amending planned learning activities. Student voice is through the student council and other key activities such as voting for key student personnel and regular contact with the SLT and SMT.

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A good understanding of students' faith backgrounds and positive relationships between the college and local faith communities help to create a constructive context for the teaching of these subjects. The college provides a prayer room in No. 13 Station Road for all students and staff to use. The room doubles up as a quiet space for staff and students where counselling can take place if required by a staff member and or student.

When teaching subjects with a faith/religious element, the religious background of all students must be considered when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Therefore, each teacher must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

St Andrew's College has the same high expectations of the quality of students' work in these subjects as it does in all other curriculum areas. A strong curriculum will build on the knowledge students have previously acquired, including in other subjects, with regular feedback provided on student progress.

Lessons are planned to ensure that students of differing abilities, including the most able, are suitably challenged. Teaching should be assessed, and assessments used to identify where students need extra support or intervention. Schemes of work are checked and monitored by the SMT, and any concerns are discussed with the teacher concerned.

Whilst there is no formal examined assessment for the subjects in PSHE, there are some areas considered in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, tests, written assignments or self-evaluations, to capture progress.

## Roles and Responsibilities of Others

### The Principal

The Principal will approve the PSHE policy, once each academic year and hold the PSHE Co-Ordinator to account for its implementation.

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## The PSHE Co-Ordinator – Mark Boden

The PSHE Co-Ordinator is responsible for ensuring that PSHE is taught consistently across the college, and for managing requests to withdraw students from components of PSHE where applicable, following discussions with parents/carers/agents. The Co-Ordinator must also ensure that all elements of Government Guidelines and updates are implemented and relayed back to all staff.

## All Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way in their subject specific delivery, this will be checked during regular observations and drop-in observations.
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of PSHE - Staff do not have the right to opt out of teaching PSHE in cross curricular teaching and activities. Staff who have concerns about teaching aspects of PSHE are encouraged to discuss this with the PSHE Co-Ordinator or their line manager.
- Keeping Children Safe In Education ([KCSIE](#)) underlines the importance that all staff cross curricular should know what to do if a student tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or deputy).
- At the heart of all teaching there is a focus on KCSIE and the important role in preventative education. KCSIE sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

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## Students

Students are expected to engage fully in PSHE and, when discussing issues treat others with respect and sensitivity. If a student has any issues regarding either, sensitive topics or the delivery of PSHE in classes then they must speak with their personal tutor in the first instance.

## Parents' right to withdraw

Parents' have the right to withdraw their children from sex education within RSE aspects of PSHE only. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from RSE elements of PSHE.

## Monitoring arrangements

The delivery of PSHE is monitored by SMT and PSHE Co-Ordinator/Principal. This can be achieved in part through Mid Term Planning, scrutiny, Lesson Observations. Students' development in PSHE is monitored by class teachers as part of our internal assessment systems as well as through Termly Observation questions. This policy will be reviewed by the Principal annually.

This policy should be read in conjunction with, amongst others, the following policies:

Anti-bullying and harassment

Disciplinary Procedure

Equality

Online Safety

Keeping Children Safe in Education

Safeguarding

Staff Code of Practice

Student Code of Practice

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## Annex C: cross-government strategies

These subjects support many cross-government strategies of which schools will want to be aware. Whilst we have not referenced all strategies or supporting documents, we have included some of the key areas below.

Transforming children and young people's mental health provision: a green paper. The green paper announced new support in and near schools and colleges to support children and young people with their mental health.

The drug strategy 2017 sets out how the government and its partners, at local, national and international levels, will take new action to tackle drug misuse and the harms it causes.

Internet Safety Strategy green paper sets out steps towards developing a coordinated strategic approach to online safety.

The Children's Commissioner Digital 5 A Day provides a simple framework that reflects the concerns of parents as well as children's behaviours and needs.

Government aims to significantly reduce England's rate of childhood obesity within the next ten years. The childhood obesity plan sets out the approach to reduce childhood obesity.

Guidance from the Chief Medical Office (CMO) on how much physical activity people should be doing, along with supporting documents.

Over the last 18 years, the teenage pregnancy rate has reduced by 60%. However, a continued focus is needed to maintain the downward trend and narrow inequalities in rates between and within local authorities. The Teenage Pregnancy prevention framework provides evidence based guidance for local authorities, including the important role of RSE and links to local sexual health services.

Sustaining the downward trend and making further progress is one of the key objectives of the Department of Health and Social Care's Framework for Sexual Health Improvement in England. These subjects provide a key opportunity to strengthen support for young people to develop healthy relationships and prevent early unplanned pregnancy.

Reproductive health - a public health issue. A consensus statement, data and women's experiences, covering reproductive health through the life course, from menstruation to menopause. (PHE. 2018)



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The cross-government loneliness strategy, which sets out the Government's vision for supporting individuals, businesses and communities to build and maintain strong relationships.

**Review:** July 2015, July 2016, August 2017, July 2018, August 2019, May 2020, June 2021, January 2022

**Next review: August 2022.**