

Habs

HABERDASHERS'
GIRLS' SCHOOL

Personal, Social, Health, Citizenship and Economics Policy

Habs Girls' Junior and Senior School

Regulation	ISSR: 2
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1 Related Information

1.1 Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

2.— (1) The standard in this paragraph is met if—
(d) personal, social, health and economic education which—
(i) reflects the school's aim and ethos; and
(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);

1.2 Supporting Documents

The following related information is referred to in this policy:

Curriculum Policy
The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
The Education Act 1996
Equality Act 2010
Fundamental British Values and Curriculum – Junior School
Fundamental British Values and Curriculum – Senior School
Individual Needs and SEND Policy
Relationship, Sex and Education Policy
Safeguarding Policy
SMSC Policy

1.3 Terminology

School means Haberdashers' Aske's Elstree Schools Limited as Trustee of Haberdashers' Aske's Charity trading as Haberdashers' Girls' School as now or in the future constituted (and any successor).

Student or **Students** means any Student or Students in the School at any age.

2 Introduction

PSHCE is designed to complement and deepen the Students' understanding of themselves and the contemporary world. The programme is delivered through the PSHCE lessons, the academic curriculum, off timetable sessions and extra-curricular activities. It is the intention that PSHCE will help each student to lead an informed, healthy and socially responsible lifestyle, being aware of the responsibilities, risks and challenges faced by young people and adults in the global society of the 21st century. The School is constantly evolving the programme with new resources and reaction to prominent issues like Covid-19 and mental health.

3 Objectives

In PSHCE, the view is that in the event of a student asking a question, the subject matter often becomes age-appropriate by default. Consequently, staff will endeavour to respond by answering the student's question honestly and informatively in order to foster a frank and informative atmosphere, whilst maintaining appropriate language and terminology for the students present. Where a member of staff is unable to, or feels it inappropriate to, answer the question in the given environment, the student may be referred to an appropriate staff member or external agency. There may be occasions when a teacher will use discretion about dealing with particularly explicit subject matter and may suggest that the question is dealt with in a less public forum (such as at the end of a lesson). The teacher may also choose to refer the matter to the DSL if concerned about the language, content or theme of the question. In any event, full consideration of the School's Safeguarding Policy will be maintained at all times to protect all students.

PSHCE reinforces the School's aim of educating the whole person. Each Student will be given access to resources and a curriculum that provides opportunity for intellectual, cultural, emotional, moral, social and spiritual development.

PSHCE offer to Students

- Develop confidence and responsibility to make the most of the Student's abilities
- Develop socially and emotionally
- Understand how to maintain their wellbeing
- Develop a healthy, safe lifestyle
- Develop good relationships
- Respect the differences between people and cultures
- To develop skills regarding financial capability

Experience a breadth of opportunities to participate, meet and work with people and make informed life choices and decisions.

4 Equality and British Values

PSHCE aims to help each student develop qualities of tolerance and understanding, so that they are able to make independent judgements. PSHCE lessons help each student to develop confidence and integrity to support a view they believe to be right, whilst respecting the rights and opinions of others. These values will be instilled through PSHCE lessons, which are often discussion-based, and will consider the views of all, with an approach that is respectful and inclusive to all religious beliefs, genders, races, disabilities, sexual orientations, and social and economic backgrounds. PSHCE lessons will promote a clear ethos that challenges discrimination and bullying of any kind, in line with the School's values. Students will be encouraged to examine their own prejudices and give proper consideration to the concept of discrimination both within the School setting and the wider community. Students will learn about the importance of speaking out against discrimination and will be encouraged to report any such experiences, whether directed at, or witnessed by, themselves within the School community and beyond. A historical understanding of the origins of racism and prejudice will be encouraged.

Students will learn about British values, in terms of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This will enable Students to challenge extremist views, whilst still debating controversial issues. PSHCE Education lessons will provide a safe space in which students and staff can understand the risks associated with extremism and develop knowledge and skills to help challenge extremist arguments. All teachers are aware of their safeguarding duties within the wider framework, and best practice is encouraged in order to promote students' welfare and prevent radicalisation and extremism.

British values are actively promoted through lessons and enable students to develop their self-knowledge, self-esteem, and self-confidence; to distinguish right from wrong; to respect the civil and criminal law of England. They are also encouraged to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. Students are expected to be tolerant of different cultural traditions and acquire an appreciation of, and respect for, their own and other cultures.

5 Relationship and Sex Education

Our PSHCE programme includes a comprehensive Relationship and Sex Education (RSE) programme. The provision of RSE within both the Junior and Senior Schools is explained in detail in our separate RSE Policy.

6 Health Education

PSHCE includes a Health Education programme that encourages students to develop an understanding of the importance of maintaining a healthy lifestyle, through a balanced diet, appropriate exercise and sleep.

6.1 Junior School

In the Junior School, within the Healthy Me units, student are introduced to a range of skills and knowledge needed to be able to look after their own health and wellbeing. This includes a series of Mindfulness practices, which students are given the opportunity to explore throughout the programme. Emotional and mental health is nurtured every lesson through the Calm Me time, social skills are grown every lesson through the Connect Us activity and respect is enhanced through the use of the Jigsaw Charter.

6.2 Senior School

In the Senior School programme, students are encouraged to consider the impact of the media in terms of body image and self-esteem, with a view to recognising media stereotypes, unhealthy lifestyles and negative peer pressure, so that they may develop appropriate resilience strategies to support their wellbeing and promote healthier, positive lifestyles. Students are taught about the challenges of the 21st Century and how to seek help and keep safe in stressful and emergency situations. Students are taught essential life skills including first aid and CPR techniques. Students are taught a number of evidence-based techniques for

the management of stress and maintenance of wellbeing, including an in-depth Mindfulness programme, and a Yoga for Stress Management course. Students are encouraged to develop a regular practice in the techniques that they find work for them.

7 Communication and Study Skills

PSHCE aims to develop skills that are useful in academic subjects: study skills; confidence in verbal and non-verbal communication; group work; responding to ideas different to their own; responding to teachers in a different fashion to that experienced in other more traditional academic lessons; encouraging flexibility of mind whilst maintaining appropriate boundaries.

PSHCE is an integral part of the curriculum. It is not viewed as an 'optional extra' within the School community.

8 Citizenship

Citizenship is taught as an integral part of the PSHCE curriculum. The curriculum explores the concept of British values, the rule of law, political systems and democracy – both micro and macro, the importance of freedom of expression, rights and responsibilities, moral and legal obligations, the concept of community, and speaking out against bullying, racism and prejudice. Citizenship is also explored throughout the wider School community, both within the School curriculum and the ethos practiced by School staff and students alike.

9 Teaching Strategies

Staff provide a variety of experiences/activities within the PSHCE Programme. This includes discussion, debate, research, visual stimuli, presentations, thought and reflection where appropriate. Opportunities are provided for group discussion. At these times students are encouraged to listen and respond to the views of other students, and time is allowed for reflection. Emphasis is placed on understanding and appreciating the breadth and variety of social and cultural traditions and beliefs at School and within the wider community. Lessons are conducted in a supportive and disciplined manner that reinforces mutual respect. Staff make use of the School's rewards system for good work.

10 PSHCE Head of Department Responsibilities

The PSHCE programme is led by the Head of PSHCE in the Senior School and PSHCE Subject Leader in the Junior School who work in conjunction to ensure there is a spiral programme throughout the School. A spiral programme ensures that topics gradually increase in content and depth to match the growing needs and understanding of students.

11 Special Educational Needs and/or Disabilities

PSHCE will be made available to all students, irrespective of any special educational needs and/or disabilities (SEND). Lessons will be planned and/or modified as required (wherever possible and practicable) to take into consideration any students with special educational needs and disabilities; teaching will be appropriately differentiated and personalised to support accessibility. Particular care and attention will be directed towards those students who are more vulnerable to exploitation, bullying and other issues due to the nature of their special educational needs and/or disabilities. RSE can be particularly important to those with social, emotional and mental health needs or learning disabilities; lesson planning will take into consideration individual circumstances, wherever possible and practicable.

12 Consultation with Parents

The PSHCE Policy (including a curriculum overview) and the RSE Policy is published on the School website. In the Senior School information concerning topics covered by specific year groups is also disseminated via email. Parents are invited to speak to the Head of PSHCE or an appropriate member of the Senior Leadership Team and/or offer feedback on the PSHCE, RSE and Health curriculum delivered to Students, and the overarching PSHCE / RSE & Health policy.

Parents are referred to useful online resources, in order to assist with conversations at home around key topics. The School is also affiliated with Tooled Up Education - a resource that aids teachers and parents.

Students are consulted (through surveys and student voice groups etc.) in order to obtain feedback on the PSHCE curriculum and to support appropriate two-way dialogue, so as to enhance the PSHCE programme in order to better support the students' needs.

13 Framework

13.1 EYFS

In the Early Years Foundation Stage (EYFS), PSHCE is an integral part of the topic work covered throughout the entire year. Many aspects of the Early Learning Goals are steered towards children's physical and emotional development and wellbeing. The PSHCE curriculum in our EYFS incorporates the Relationship Sex and Education (RSE) requirements. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. Children are empowered with language to discuss their emotions and advocate for themselves. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. These aspects form elements of our weekly PSHCE sessions, but also discussed, highlighted, referenced and role-modelled daily. A weekly PSHCE lesson is taught in reception. The sessions range from circle time discussions, role play or story-based learning.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being me in my world	Celebrating Difference	Dreams and Goals	Changing Me	Relationships	Healthy Me
Being yourself. Understanding different feelings. Being in a classroom. Being gentle and kind. Understanding rights and responsibilities	Identifying and recognising talents. Being and feeling special. Where we live. Friends and friendship. Standing up for yourself. Celebrations	Challenges and perseverance. Setting personal targets. Overcoming obstacles. How, where, when to seek help. Different jobs. Achieving goals.	The body. Respecting my body. Adjusting to change. Growing up. Growing and changing. Fun and fears.	Family life. Making friends; friendships; missing a friend. Falling out. Dealing with bullying. Being a good friend. Caring for others. Self-confidence and self-awareness.	Exercising the body and the importance of physical activity. Healthy food. The importance of sleep. Keeping clean. Being safe. The importance of sharing thoughts and feelings.

13.2 Junior School

In the Junior School, we allocate an hour to PSHCE each week in order to teach the PSHCE knowledge and skills in a developmental and age-appropriate way. All PSHCE and form time sessions are led by the class teacher.

These explicit lessons are reinforced and enhanced in many ways: assemblies and form times, the house points system, and the Learning Charter.

The Jigsaw scheme provides the core themes for the curriculum and is supplemented with additional appropriate lessons to ensure all relevant topics are covered e.g. PREVENT duty, county lines, consent and child-on-child abuse.

PSHCEE is taught within a safe and supportive learning environment, where students can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

Term	Puzzle (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

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

13.3 Senior School

In the Senior School, the timetabled elements of PSHCE Education courses are delivered by form tutors. All teaching staff therefore receive training and guidance on teaching PSHCE. Additional guidance on the teaching of specific topics is also provided by the Head of PSHCE in conjunction with the Head of Year. There are also timetabled carousel courses on key topics in U4 and L5, including body image, mental health, stress management techniques (mindfulness and yoga) and intimate relationships. Teachers delivering carousel courses are chosen (subject to timetabling constraints) so that the courses they run are most suited to their role and level of training. Sharing good practice is encouraged at every level. Other key elements of the PSHCE programme are delivered off timetable, by external providers or teachers with specialist training in a particular area. Off timetable sessions are timed to fit with the work being done on timetable, so that students can build up and down from the work they do with topic experts.

Lower Four

Students receive between three and four single lessons a half term, totalling approximately 20 PSHCE Education lessons during the course of the year. Related off timetable sessions are delivered on the key topics of friendship (3 hours) and puberty (3 hours). The following topics will be covered:

- Introduction to PSHCE Education and “What to do at School if ...”
- Friendships
- Friendships with boys
- Bullying
- Physical Development (puberty)
- Health and Hygiene
- Emotional Development
- Self Esteem
- Relationships, consent and reporting concerns

Upper Four

Students receive between three and four single lessons a half term, totalling approximately 20 PSHCE Education lessons during the course of the year. Timetabled carousels are delivered on the topics of yoga for stress management (approximately 6 hours), body image, nutrition and eating disorders (approximately 6 hours) and relationships and identity (awareness of LGBTQ+ rights and terminology, relationship values and online – approximately 3 hours). An

off-timetable morning will be focussed on mental health (3 hours). In addition, the following topics will be covered:

- Financial Awareness
- Citizenship & British values
- Healthy Relationships, including online and sexting

Lower Five

Students receive between three and four single lessons a half term, totalling approximately 20 PSHCE Education lessons during the course of the year. Timetabled carousels are delivered on the topics of Mindfulness for stress management (approximately 6 hours), Intimate Relationships (approximately 6 hours), Sex Education, consent, contraception, STIs, pornography and Mental Health, including self-harm and depression (approximately 3 hours). Off timetable sessions are focussed on careers (1 to 2 hours); first aid and introduction to CPR, mental health and FGM (whole PSHCE day), and addiction (90 minutes). In addition, the following topics will be covered:

- Drugs and Alcohol Awareness
- Self-Awareness
- Relationships Education
- Managing change, including within families
- Politics and citizenship, including an exploration of the origins and dangers of radicalisation

Middle Five

Students receive four single lessons a half term, totalling approximately 24 PSHCE Education lessons during the course of the year. Off timetable sessions are focussed on stress management techniques (3 hours), mental health workshops (3 hours) and relationships and sex education (1 and a half days). In addition, the following topics will be covered:

- First Aid
- Wellbeing and mental health – anxiety and fear, eating disorders, self-esteem, bereavement, stress
- Online communication
- Risk taking and drugs
- Fundamental British Values, focussed on the concepts of equality and justice
- Relationships and sex – sex, contraception, STIs
- Goals: resilience, values and approaches to planning
- Introduction to Higher Education - introduction to careers' vocabulary/terminology, investigating personal qualities and skills, introduction to computer programmes, writing CVs, job applications

Upper Five

Students receive between three and four single lessons a half term during the autumn and spring terms, totalling approximately 14 PSHCE Education lessons during the course of the year. Off timetable sessions are focussed on mental health (3 hours); relationships and sex education, drugs and harm reduction (3 hours). In addition, the following topics will be covered:

- Choices -building a portfolio, sources of information, work patterns, preparation for work experience, interview preparation

- Wellbeing and mental health
- Adulthood and the law - young people and the law, FGM, sexuality, gender identity. Exploitation, the criminal justice system in the UK, citizenship
- Management of risks - sexual health, pregnancy, drugs, spiking
- Current affairs - current affairs and the political landscape
- Financial capability - value of money, salaries, financial responsibility and managing debt.

Lower and Upper Sixth

PSHCE Education is partly delivered within the Form Tutorial sessions in the Sixth Form. Sixth form students also take part in a programme of sessions delivered by external organisations, on topics including consent and pornography (3 hours), gender equality (90 minutes), navigating digital spaces (90 minutes) and techniques for stress management (3 hours).

14 Staff Training and Development

In both Junior and Senior Schools, the Head of PSHCE/subject lead liaises with academic and pastoral senior Leadership in the organisation of appropriate INSET for all staff. In the Senior School teachers of specialist elements of the programme, such as the carousels, are to be encouraged to take on further training their areas of expertise.

The Head of PSHCE/subject lead will encourage PSHCE Education teachers where applicable to include PSHCE Education teaching as part of their Professional Development cycle. The Head of PSHCE/subject lead will also monitor Teaching and Learning through observation of PSHCE Education lessons and feedback.

The Head of PSHCE/subject lead is responsible for supporting all and especially new staff in the teaching of PSHCE. This will include discussion of materials, teaching methods and provision of Programmes of Study and Resources.

Staff INSET

There have been a number of whole-School INSET sessions in previous years that have been applicable to the delivery of PSHCE Education. All teaching staff are to be given a refresher in the key principles of PSHCE teaching early in the academic year.

15 Confidentiality and handling sensitive issues

15.1 Procedures

- Information about Students should not be passed on indiscriminately
- The DSL should be informed as appropriate and in line with the School's Safeguarding Policy
- Teachers should not offer unconditional confidentiality to Students or parents
- Teachers should make it clear that some information may need to be passed on in the Student's best interests. The Student should be told when this has to happen, what will be done with the information and who will have access to it

- In the case of illegal activity, the DSL (and the Headmistress, if the Safeguarding Policy allows) should be informed immediately; preferably the Student should be taken to the DSL/Headmistress
- Where outside agencies or speakers are engaged at School, they should be made aware of, and abide by, confidentiality procedures and the School's Safeguarding Policy.

15.2 Teaching Controversial Issues

Learning from real life experience is central to PSHCE Education, and sensitive and controversial issues are certain to arise. Students should not be sheltered from such issues, as these issues may help the Students develop an important range of skills including listening, accepting another point of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.

Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact. Sex education, religion, politics, family lifestyle, values, bullying and bereavement are all likely to fall into this category.

In the teaching of controversial issues, there is always a risk of bias, whether unwitting or otherwise. Teachers should adopt strategies that will teach students how to recognise bias, how to evaluate evidence put before them, how to look for different interpretations, views, sources of evidence, and how to give reasons for what they say and do.

Teachers will seek to avoid bias by resisting any inclination to:

- Highlight a particular selection of facts or items of evidence thereby giving them a greater importance than other equally relevant information
- Present information as if it is not open to alternative interpretation/qualification / contradiction
- Set themselves up as the sole authority, not only on matters of 'fact' but also on matters of opinion
- Present opinions and other value judgements as if they were facts
- Reveal their own preferences by facial expression, gesture, tone of voice etc.
- Imply preferences by a particular choice of respondents or by not opening up opportunities for all students to contribute their views to discussion
- Neglect challenging a consensus of opinion which emerges too readily.

Teachers should aim to secure within the classroom a climate in which all Students are free from any fear of expressing reasonable views that contradict those held by either their class teachers or by their peers.

The need for balance should not be regarded as inhibiting a clear stand against racism and other forms of discrimination.

15.3 Legal Statutory Requirements

The Education Act 1996 aims to ensure that children are not presented with only one side of political or controversial issues by their teachers. Section 406 of the Act requires school governing bodies, head teachers and local education authorities to forbid the promotion of partisan political views in the teaching of any subject in schools. Section 407 requires them to take all reasonable practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views.

16 Teaching Strategies

These guidelines are particularly applicable to teachers delivering PSHCE courses where, by their nature, the subjects covered in lessons are more sensitive.

17 Ground rules

These are explained to each class at beginning of units. There should be no personal questions, nobody should be forced to take part in the discussion, the meaning of all words should be explained in a sensible, factual way, and all correct names should be used for body parts. Staff must make it clear that information may have to be passed on to a DSL if necessary. It may be useful for a class to draw up a list of their own ground rules for use in the PSHCE Education lessons or discuss the ground rules provided. This can be referred to at a later stage and allows students to take 'ownership' of their rules.

17.1 Depersonalisation

Discussion should be depersonalised; the use of role play and case studies is encouraged.

18 Links

1.1 Links to other aspects of School life

PSHCE Education opportunities lie in many aspects of School life:

- School events (St Catherine's day, Carol Service, charity events)
- Visits, trips and activity days
- Attending, preparation and participation in main School assemblies, denominational assemblies and section and form assemblies
- Within the form time and tutorial programmes; during academic subject lessons
- Participating in sports teams, tours and activities
- Helping to produce the School magazine
- Involvement in societies and clubs (e.g. Amnesty, Philosophy Society, Debating, EYP, MUN, drama, academic, sporting, music ensembles and orchestras etc.)
- Making choices for the future (GCSE, A level, UCAS application and career choices)
- Working with the community such as, work experience, the Junior School Charity Programme and the Senior School Partnerships Programme
- Organising charity fund-raising events (St Catherine's Day and form charity events)
- Prefect Duties
- Student Voice (taking part in the decision-making process of the School)
- Performing in front of an audience (School Plays, Music Festival, Concerts, Debating etc.)
- Inter-form/house competitions (sporting, quiz etc).

18.1 Links between the Junior and Senior Schools

The Junior School PSHCE Education co-ordinator and Head of PSHCE meet regularly to discuss relevant issues, ensure continuity and share ideas.

18.2 Links with the Boys' School

The Head of PSHCE/Subject Leads at the Boys' and Girls' Schools meet regularly to discuss relevant issues, ensure continuity and share ideas. Some PSHCE sessions are delivered jointly and resources are often shared.

Boys' and Girls' School staff engage in joint training sessions, focussed on particular issues such as consent and diversity.

18.3 Signposting of Web Resources around the school

Posters are placed in a number of locations around school which highlight to students recommended online resources relating to mental health, sexual health and other PSHCE Education topics, along with information about support charities, for themselves and/or other Students (and staff).

18.4 Links with Parents

Parent talks on relevant topics are organised throughout the year, and we will continue to do this where relevant issues have been identified, in consultation with Pastoral Leaders.

Within the Senior School:

- reports include curriculum information on PSHCE Education.
- parents are emailed periodically with information concerning topics covered by specific year groups
- links to relevant supporting materials are shared with parents in the process of informing them about upcoming off timetable sessions.

19 Assessment and Recording

19.1 Junior School

A full assessment process is embedded in the Jigsaw program including a set of attainment descriptors for every year group and assessment activities to involve children in the process.

Children will produce a variety of work in the six Jigsaw lessons that make up each unit of work (Puzzle). Much of this will be verbal, and some of it written. Within Jigsaw Primary materials there are specific assessment activities in Piece (lesson) 6 with some exemplification of the nature of the responses the students might give in relation to these.

19.2 Senior School

While students' values and their self-esteem may be difficult to assess, factual knowledge (e.g., the effects of certain drugs, where help can be sought etc.) may be more assessable. Quizzes, word searches and games often work best in this respect. Dedicated and specific areas of reflection have been set aside within PSHCE Education booklets, where Students can offer their personal reflection on the topics covered. The booklets also often contain the opportunity to identify 5 Facts that the Student has learnt or revised during their study. Other subject understanding can be assessed and observed through discussion or role play, or by

capturing before and after 'screenshots' or photographs or collective/individual work. Personal and social skills can also be observed and assessed in real or simulated activities, by students, peers, teachers or other staff. Much evidence is ephemeral and qualitative. Limited homework is set in PSHCE Education lessons, as per the lesson plans only. PSHCE Education teachers are expected to use their ongoing assessment of students' understanding and development to inform and review the teaching and learning process.

Outstanding work, written or otherwise, should be recommended for the Excellence Book by PSHCE Education staff. The cornflower awards and house points can also be used to good effect in PSHCE lessons.