

Habs

HABERDASHERS'
GIRLS' SCHOOL

Personal, Social, Health and Economics Policy

Habs Girls' Junior and Senior School

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

EYFS

1.3 Personal and emotional development (understand own feelings; manage emotions; develop positive sense of self; set simple goals; confidence in own abilities; wait for what wanted; direct attention as necessary; look after own bodies (healthy eating); manage personal needs).

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

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

2 Introduction

PSHE is designed to complement and deepen the Students' understanding of themselves and the contemporary world. The programme is delivered through the PSHE lessons, the academic curriculum, off timetable sessions and extra-curricular activities. It is the intention that PSHE 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 to ensure that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

3 Objectives

In PSHE, 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.

PSHE 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.

PSHE 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. PSHE gives every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.

4 Equality and British Values

PSHE aims to help each student develop qualities of tolerance and understanding, so that they are able to make independent judgements. PSHE 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 PSHE 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. PSHE 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. PSHE 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 PSHE 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

PSHE 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

PSHE 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.

PSHE 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 PSHE 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 PSHE 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 PSHE Head of Department Responsibilities

The PSHE programme is led by the Head of PSHE in the Senior School and PSHE 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

PSHE 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 PSHE 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 at the beginning of the academic year. Parents are invited to speak to the Head of PSHE or an appropriate member of the Senior Leadership Team and/or offer feedback on the PSHE, RSE and Health curriculum delivered to Students, and the overarching PSHE / 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 PSHE curriculum and to support appropriate two-way dialogue, so as to enhance the PSHE programme in order to better support the students' needs.

13 Framework

13.1 Rainbow (Early Years Foundation Stage)

In Rainbow, PSHE 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 PSHE curriculum in Rainbow 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 and resolve simple arguments.. These aspects form elements of our weekly PSHE sessions, but also discussed, highlighted, referenced and role-modelled daily. A weekly PSHE lesson is taught in Rainbow. 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 PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. All PSHE and form time sessions are led by the class teacher.

These lessons are reinforced and enhanced in many ways: assemblies and form times, external speakers the house points system, and the Learning Charter. There is also an important link with home, therefore parents are invited to listen to speakers and seminars on relevant topics. The School also works with Dr Kathy Weston and is a "Tooled Up School". Dr Weston works with a team of qualitative researchers and collaborates with eminent mental health and other professionals to source, curate and develop resource information that can empower parents, carers or those who work with children. This resource provides many helpful resources and talks for parents on a variety of topics.

The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and breadth to our children's learning in PSHE. To ensure progression and a spiral curriculum, we use Jigsaw and adapt it to suit the needs of our children.

PSHE 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. Lessons are introduced and structured to ensure that respectful listening occurs. This is set up at the start of each lesson and reiterated when required. A strong rapport is built with the teacher through a positive classroom atmosphere of mutual respect and where no question or comment is dismissed or disregarded, which allows for open discussions and sharing of knowledge without judgement. The School is aware that some students may be more vulnerable than others in different lessons, for example, due to the death or serious illness of a close relative, mental health issues etc. Approaches to learning will be adapted for those students where needed.

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 PSHE Education courses are delivered by form tutors. All teaching staff therefore receive training and guidance on teaching PSHE. Additional guidance on the teaching of specific topics is also provided by the Head of PSHE in conjunction with the Head of Year. There are also timetabled carousel courses on key topics in U4/Year 8 and L5/Year 9, 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 PSHE 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/Year 7

Students receive between three and four single lessons a half term, totalling approximately 20 PSHE 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 PSHE 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/Year 8

Students receive between three and four single lessons a half term, totalling approximately 20 PSHE 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 diversity (protected characteristics, awareness of LGBTQ+ rights and terminology, relationship values and online – approximately 3 hours). An externally run session will be focussed on Female Genital Mutilation. In addition, the following topics will be covered:

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

Lower Five/Year 9

Students receive between three and four single lessons a half term, totalling approximately 20 PSHE 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, Relationships and Sex Education, including a practical introduction to contraception (whole PSHE 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/Year 10

Students receive four single lessons a half term, totalling approximately 24 PSHE Education lessons during the course of the year. Off timetable sessions are focussed on stress management techniques (3 hours) and mental health workshops (3 hours). Key information related to relationships and sex education is covered by sessions run by external experts (4 hours) within the timetabled PSHE sessions.. In addition, the following topics will be covered via the KS4 Jigsaw Programme:

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	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
Autumn 2 to Spring 1:	Celebrating Difference	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
Spring 2:	Dreams and Goals	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
Spring 2 to Summer 1:	Healthy Me	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
Summer 1:	Relationships (primarily sessions run by external organisations, not derived from the Jigsaw programme)	<u>Keeping Your Body Safe & Sexual Health</u> Sex isn't just a physical thing, Expectations & Pleasure, Inclusive Sexual Health (STIs), Contraception & Choice, Emergency Contraception, Support services
Summer 2:	Careers (run by our in house careers department, not derived from the Jigsaw programme)	Introduction to Unifrog and its' psychometric testing tool, reflections on aptitudes in relation to career, higher education and A-level pathways.

Upper Five/Year 11

Students receive between three and four single lessons a half term during the autumn and spring terms, totalling approximately 14 PSHE Education lessons during the course of the year. Externally run sessions are focussed on relationships and sex education and drugs and harm reduction (2 hours). In addition, the following topics will be covered, via the KS4 Jigsaw programme:

Term	Puzzle (Unit)	Content
Autumn 1:	Careers	Choices - building a portfolio, sources of information, work patterns, preparation for work experience, interview preparation
Autumn 2 to Spring 1:	Being Me in My World	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
Spring 1 to 2:	Healthy Me	Managing anxiety and stress, exam pressure, concentration strategies, work- life balance, sexual health, hygiene, self- examination, STIs, sexual pressure, fertility issues, contraception, consent, 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
Spring 2	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
Summer: exam leave		

Lower and Upper Sixth

PSHE Education is partly delivered within the Form Tutorial sessions in the Sixth Form. These 40 minute sessions run fortnightly and are derived from the KS5 Your Journey of Life scheme of work.

Topics covered in Lower 6 are as follows:

Term	Topics
Autumn 1	Starting Salaries & Deductions Considering Your Living Arrangements Luxury Items & Their Costs

Autumn 2	Learning to Drive LGBT+ Issues Credit Cards
Spring 1	Responsible Borrowing Responsible Sexual Activity Managing Mental Health
Spring 2	Politics Travelling Safely Drug Use
Summer 1	Wellness Sustainable Living Pregnancy
Summer 2	Getting Married Crime & Your Behaviour Employment Rights And Responsibilities

Topics covered in Upper 6 are as follows:

Term	Topics
Autumn 1	Understanding and respecting others Fake News and the Media Media distortions of body image
Autumn 2	Emergencies Health and Wellbeing Online Behaviour and its' ramifications
Spring 1	Recognising destructive behaviour in yourself and others Sleep Credit scores
Spring 2	Whistle-blowing Dealing with disability The distribution of wealth and power

Sixth form students also take part in a programme of sessions delivered by external organisations, on topics including consent and pornography (90 minutes), gender equality (90 minutes), driving safety (90 minutes) and navigating digital spaces (90 minutes).

14 Staff Training and Development

In both Junior and Senior Schools, the Head of PHSCE liaises with the Senior Leadership Team to organise appropriate training 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 in their areas of expertise.

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

The Head of PHSCE/subject lead is responsible for supporting all and especially new staff in the teaching of PSHE. 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 PSHE Education. All teaching staff are to be given a refresher in the key principles of PSHE teaching early in the academic year. Staff also have access to Dr Kathy Weston “Tooled Up” resources and sessions are co-ordinated for students, parents and staff.

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 must 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 PSHE 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 PSHE 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 PSHE 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

PSHE 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 PSHE Education co-ordinator and Head of PHSCE meet regularly to discuss relevant issues, ensure continuity and share ideas.

18.2 Links with the Boys' School

The Head of PSHE/Subject Leads at the Boys' and Girls' Schools meet regularly to discuss relevant issues, ensure continuity and share ideas. Some PSHE 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 PSHE

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 PSHE 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. All children receive an 'Attitude to Learning' grade descriptor for PSHE in their annual school report.

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 PSHE 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 PSHE Education lessons, as per the lesson plans only. PSHE 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 PSHE Education staff. The cornflower awards and house points can also be used to good effect in PSHE lessons.