



Outcomes
First Group

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

The Tower School

POLICY NAME

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1.0 INTENT

PSHE (Personal, Social, Health, and Economic Education) is an integral part of the curriculum at The Tower School, of which we aim to provide a safe and nurturing environment for every child to explore and understand themselves, their relationships, and the wider world around them. The curriculum encourages open discussion, allowing individuals to voice their opinions and gain a deeper understanding of diverse communities, contributing to their overall personal, social, and cultural development. Dedicated pastoral staff at the school prioritise the well-being of the children and liaise with external agencies when required.

2.0 IMPLEMENTATION

The PSHE curriculum at The Tower School covers all statutory requirements as per the Government guidance, Fundamental British Values, and Keeping Children Safe in Education. We use the Crea8tive Resources RSHE and PSHE platform which provides direction to create a curriculum that covers core areas, and the school uses a thematic approach. This approach ensures that the curriculum is progressive, building on the pupil's prior knowledge, and is adapted to meet the needs of the cohort, context of the school and the local community.

Crea8tive Resources provide a whole-school approach to PSHE / Health & Well-being, which includes statutory RSHE (England DfE 2019).

As pupils progress and move through their learning journey, they will gain knowledge, understanding and skills in:

- Physical, mental and emotional health and wellbeing
- Self-esteem, self-awareness and resilience
- Healthy, respectful and safe relationships
- Relationships, Sex and Health Education (RSHE)
- Online safety, digital literacy and media awareness
- Personal safety, risk management and safeguarding
- Diversity, equality, inclusion and protected characteristics
- British Values, citizenship and social responsibility
- Financial education and economic wellbeing
- Careers education, employability and preparation for adulthood
- Rights, responsibilities, justice and ethical decision-making
- Independent living, community participation and life skills

The PSHE curriculum is delivered throughout Key Stages 3, 4 and 5.

The PSHE curriculum is integrated into other subject areas across the school, and links are made to English, Maths, Science, ICT, History, Next Steps, Food Technology, Careers, and Physical Education. The aim is to empower pupils to make positive decisions about their health and well-being, gain awareness of early intervention, and seek appropriate support when required. The curriculum aims to promote positive physical, mental, and emotional well-being, which is essential for the pupil's overall development.

The PSHE curriculum aims to ensure that all pupils develop self-respect, understand their rights and the laws and rules in place to enjoy a happy, healthy, and safe childhood/adulthood, acquire skills to develop positive relationships, appreciate and respect differences, and develop resilience when faced with challenging situations.

The impact of the PSHE curriculum is expected to be reflected in pupils who are: confident in voicing their opinions, show understanding of the importance of a healthy, active lifestyle, becoming respectable citizens of the local and global community, and are embracing the challenges of creating a happy and successful adult life.

3.0 CAREERS

The Tower School provides careers education and a guidance programme for its pupils in all years. Careers (Next Steps) is as a standalone lesson, as well as throughout other lessons such as PSHE and also with curriculum visits highlighting the routes into the workplace in a variety of sectors.

The primary learning outcomes of this programme are:

- a) Self-development: Pupils should learn how to understand themselves and develop their capabilities.
 - b) Career exploration: Pupils should learn how to investigate careers and opportunities.
 - c) Career management: Pupils should learn how to implement their career plans.
- Pupils in all years will have positive careers input by school staff, as well as trained external careers advisers from our Regional CEIAG, Anna Leese.
 - Please see the Careers Policy for greater detail on careers.

4.0 BRITISH VALUES AND PROTECTED CHARACTERISTICS

British values are promoted in so much of what we do, not least during our form time, whole school activities, Topic lessons and in PSHE. Modern British values are integral to our school vision and ethos and underpin our daily school lives. As well as actively promoting British values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British values, including 'extremist' views.

Please refer to the British Values Policy to read more about the British Values education that we follow.

Our PSHE curriculum reflects the beliefs, values, and vision set out in our Curriculum Policy, including our commitment that no child is left behind. We recognise that discrimination can lead to feelings of exclusion, which in turn can create barriers to learning and prevent pupils from fully participating in society.

As a school, we are committed to modelling, promoting, and teaching the values of inclusion and empowerment for all. This includes, but is not limited to, upholding the Protected Characteristics as defined by the Equality Act 2010, which ensure that no individual is discriminated against on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

5.0 SAFEGUARDING AND DISCLOSURES WITHIN PSHE LESSONS

If a disclosure is made, the teacher must act in accordance with the School Safeguarding Policies. Please refer to the school's Safeguarding Policy for further information on disclosures.

The following are protocols for discussion-based lessons with pupils:

- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is their parents.

If a member of staff has any concern that a child protection concern is arising during or following a PSHE lesson, it is their responsibility to follow the procedures outlined in the school's Safeguarding Policy without delay.

6.0 NON-PARTISAN VIEWS

Our curriculum is designed to be non-partisan and the OFG group reminds those with an influence over our pupils to always maintain a non-partisan approach during curriculum delivery.

7.0 CONFIDENTIALITY

The aim of this part of the policy is to set out the School's position on confidentiality so that it meets the requirements of:

- Data Protection Act 2018
- Children Act 2004.
- School Standards and Framework Act 1998.
- Working Together to Safeguard Children (latest statutory guidance).

Teachers are clear that they cannot be totally confidential and that if a pupil makes a disclosure that indicates that child abuse is taking place, the teacher is bound by law to refer that pupil to the designated person in the school, giving a value free report of the disclosure. At The Tower School our Designated Safeguarding Lead is Natalie Aiken.

8.0 Equality and Diversity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment. Teaching will consider the ability, age, readiness and cultural background of pupils in order that all pupils can access the PSHE curriculum.

We actively promote social learning in PSHE lessons and across the school. We expect our pupils to show high regard for the needs of others as encompassed in our school values. We will use PSHE education as a vehicle to address diversity and equality for all.

9.0 Subject review and monitoring

The PSHE elements of the curriculum are planned and monitored by the Head of PSHE & Careers.



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