



SIR WILLIAM BORLASE'S  
GRAMMAR SCHOOL

# PSHE Policy

Senior Leader Review Lead : Rachael Holmes, Assistant Headteacher

Head of PSHE: Craig Robertson

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*Inspire  
Empower  
Shape The Future*

## **Curriculum Intent:**

The PSHE curriculum at Sir William Borlase's Grammar School will focus on:

Health Education,  
Well being,  
Relationships and Sex Education,  
and Living in the Wider World.

We have a spiral curriculum that revisits key themes in an age appropriate manner.

## **Aims**

Our sincerest aim is to teach key themes and develop important competencies that will support Borlase students to develop into happy, confident and resilient individuals and positive contributors to society, ready for life at school, and life beyond school.

It will develop curiosity and encourage reflective thinking on current topics that will enable students to understand, embrace, and celebrate diversity.

It fosters and develops an understanding of safe, consensual and healthy relationships; it aims to develop character and embed the core value of respect for oneself, respect for other people, and respect for the world in which we live and the world we hope to hand on to future generations.

The PSHE Curriculum instills the school's values which embrace British Values and the values of the Equalities Act of 2010.

Borlase students are encouraged to Follow things worthy of themselves - to show Responsibility, Respect, Integrity, Courage and Kindness.

## **Curriculum Structure & Implementation:**

At SWBGS students are taught PSHE as a discrete subject in years 7 to 11 for one hour each week. They are taught by specialist teachers; these are predominantly the heads of year in their teaching classes who have PSHE as their first or second subject. Key Support staff also contribute to assisting teachers for appropriate topics including the school counsellor and qualified matron.

There is a Head of Department, currently the Head of KS3, and time is given to allow the teachers to share best practice and discuss teaching approaches. This allows coherence across the KS3 and 4 Curriculum and discussion of age appropriate approaches to topics. Some KS3 and 4 content is also delivered through the school Tutor System, collapsed days and school assemblies. All departments reinforce Equalities and school values.

At KS5 students access the PSHE themes via various routes including scheduled workshops, the weekly lecture series, daily tutor time schemes of work, focus weeks and school assemblies. The Head of Sixth Form works closely with the Head of PSHE, discussing the spiral curriculum and how themes are revisited in an age appropriate way.



## Staffing

The school is committed to having specialist PSHE staff who play an important role in the personal development of the students in their year groups and key stages and in modeling the highest standards of positive behaviours. It is derived from the strong belief that the relationships between these groups of students and teachers will facilitate a safe and supportive learning environment for such high stakes conversations and content.

Tutors, although not specialists with this subject, are specialists of their tutor groups, and can tailor the resources and intended outcomes provided to the specific needs of their group. Tutor groups consist of students of the same Key Stage. Heads of year deliver the bulk of the PSHE curriculum in lesson time for years 7 to 11, afford more specialism and make up the core PSHE department team.

The Heads of Year and Key Stage also play the lead role in the students pastoral support which complements a range of PSHE themes and curriculum content.

We have two staff members who have requested to join the team due to a career interest in PSHE and pastoral leadership; they also attend training.

The PSHE team of staff collaborate in developing the written scheme of work led by the Head of PSHE, with learning objectives, outcomes, key questions to ask, guidance notes, curriculum objectives to be met each lesson and links to accredited, age related resources. All of this can be found on the School's Google drive.

We have a spiral curriculum which aims to build upon concepts covered throughout the years using age -appropriate materials and approaches, and scaffolds the learning of students as they become more aware and engaged with the world around them. The department considers how all students can access the curriculum including SEND students. The SENDco, Assistant SENDco KS4 and the Specialist SEN Teacher are all in the PSHE department.

## Resources

We reflect the local context of the students' experiences and developmental requirements as previously mentioned, by canvassing the student's opinion through surveys and questionnaires each year. Resources used enable teachers to take a positive approach to teaching PSHE, handling issues with sensitivity and care, in a safe and supported learning environment. Teachers are trained to present the topics in a way that aims to avoid shock or provoke guilt or judgment; information presented is realistic, relevant and reinforces the range of acceptable social norms. Students are made aware of the role of the Law where appropriate. All resources used are age and maturity level appropriate, often accredited by the PSHE association, and carefully selected by the teachers of PSHE.

The PSHE Curriculum is divided into three core themes and different aspects of the theme as detailed in the table found on the school's website. This is highlighted to parents.



In line with the advice from the PSHE Association, learning falls under three main themes which are shared with parents at Information Evenings during the Autumn Term:

- **Health & Wellbeing** – The focus of this core theme is to develop students' own identity in terms of their physical, emotional and mental health. There is also an element of RSE\* within this unit as students understand their body changes and the transitions into adulthood with managing risky situations and making informed choices about their health and wellbeing.

- **Wider World** - The focus of this core theme is to facilitate students in making informed real decisions about their lives through structured sessions focusing on a wide range of career opportunities, option choices, study skills, enterprise activities, managing personal finances. Teachers emphasise Equalities in looking at future pathways and opportunities, opening minds to opportunities for all and challenging stereotypes. All departments also reference careers opportunities and this is also supported through the Tutor Programme.

- **Relationships** - The focus of this core theme is to develop skills in maintaining a variety of healthy relationships, within a range of social and cultural contexts. There is a focus on informing students of the Law and how to seek support in negative relationships including bullying and abusive situations and a clear link to the Relationships and Sex Education (RSE) Policy.

#### **Knowledge and skills to be gained at each Key Stage:**

See each appendix document for the learning opportunities for each core theme of the PSHE curriculum:

Appendix 1 – PSHE Intended outcomes for each core theme [pshe-association-POS](#)

#### **Monitoring Impact:**

Lesson Observations, departmental discussion, collaboration on Schemes of Work are primarily used to gather evidence that there is a consistency in the quality of PSHE education that our students receive.

The most valuable measure of impact for our curriculum is the level of engagement from students and the recorded information about student's attitudes to learning in this key area of our schools' curriculum. This is triangulated with evidence from discussions with staff, evidence on Google Classrooms and through the student questionnaires.

Assessment for Learning is used as a basis to promote new learning opportunities and to reflect upon what a student brings with them, in terms of attitude and understanding when approaching new content. Formal assessments will come through larger pieces of project work.

Assessment will also come through a range of formative mechanisms including 'then and now' grids for themes and topics as they are taught.

PSHE lessons can include the use of learning intentions for that lesson or sequence of lessons. The teacher will be able to demonstrate opportunities for baseline assessments (then and now



assessments) and planned activities which build upon current thinking to reach intended outcomes.

Lessons will provide students with opportunities to develop their capacity for pivotal progression, enabling them to reflect on what the learning means for their own lives and see the importance of why they are doing that concept at that time.

Lessons create opportunities for students to engage in discussion and thoughtful exchange of ideas. PSHE promotes confident oracy and listening skills. Success in this area of our student's education is not measured through examination results but rather through students sustaining learning and demonstrating understanding about themselves and the world around them. It is about the learning progress that they have made and recognising the journey of learning that is yet to come.

The impact of PSHE learning is visible in behaviour and attitudes, student aspiration and focus on learning across the curriculum; it is evident through students living the school values. It is also evident through student destinations.

### **Marking and Feedback:**

Teachers will review students' work in order to assess whether they “can do” or “know more” and will use a variety of assessment for learning strategies throughout the curriculum journey. Students are encouraged to reflect upon their own learning and the progress that they have made, and to transfer what this means to their lives in the wider community. The department considers the value of any formal marking alongside teacher workload.

### **Training of Deliverers :**

Teachers use the published resources to engage students and promote effective and appropriate discussions about the key areas of learning. They are supported to become fluent in this subject area through CPD sessions and online learning platforms. Guidance documents are provided for staff within each SOW, to ensure that they have the most up to date information and to be able to signpost students to both in school and out of school sources of support. Teachers with responsibility for teaching certain aspects of PSHE will be provided with training opportunities to develop RSE expertise.

We use external contributors for performances and presentations through assemblies and performances to support teaching and learning. The Head of PSHE reviews the work of any outsider provider to ensure their approach aligns to the school's policy and practice. The Head of PSHE and / or the Head of Year / Key Stage will also discuss the detail of how the visitor will deliver their sessions, ensure that the content is age- appropriate and accessible for the students and ensure that the visitor understands how safeguarding reports should be dealt with in line with the school's safeguarding policy. As with any visiting speaker, external providers will be assessed and checked in line with the school's Prevent Duty and safer recruitment processes. SWBGS recognises the importance of vetting materials / content prior to the delivery of external material in all year groups.



## Assemblies and tutor time:

PSHE is taught in timetabled lessons each week. However, our core values and healthy relationships agenda is also promoted and embedded with students and staff through our assembly programme and tutor time. Tutors are given resources to be used during tutor time in follow up to the assembly theme enabling students to question and discuss the content of the week. With this we aim to link together our PSHE curriculum with our pastoral support and whole school approaches, fostering a palpably inclusive community culture.

## Links to Other School Policies:

Anti-bullying Policy

Careers Education Information and Advice Policy

Child protection and safeguarding policy

Drugs and Substances Policy

Equalities and Cohesion Policy

Mental Health Policy

RSE Policy

Appendix 1 - [PSHE Programme of Study](#) including intended outcomes for Health and well being, living in the wider world, and relationships education.

## The PSHE Programme in the Sixth Form

By the end of key stage 5, many Borlasians will leave home for the first time and live independently, possibly in distant locations. There is a balance throughout their Programme of Study between preparing students to manage their current lives and laying the foundations for managing future experiences. As students progress through the key stages, this balance shifts towards teaching related to young people's current experiences. It is essential to provide a comprehensive PSHE education programme in key stage 5; this ensures students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives. The learning opportunities at key stage 5 assume that students have already covered those in key stage 4. However, with many students entering the Borlase VI form from different feeder schools, students may bring a range of experience and understanding, so it may be appropriate to also draw on learning opportunities in key stage 4.

It is important to revisit and reinforce earlier learning through learning that 'connects' it to contexts that are relevant to this age group, such as the workplace. This key stage represents the last opportunity to ensure that students have the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career.

The [PSHE Association Programme of Study](#) for Key stage 5 is used to guide delivery in the VI form. The Key PSHE themes are delivered to the Sixth Form in a manner and using resources that are age appropriate. This includes:



A weekly lecture series  
Assemblies  
Extension and Enrichment  
Masterclasses Programme  
Futures Programme  
Tutor Time  
Collapsed Days

