



AYLESBURY  
GRAMMAR SCHOOL  
*Founded 1598*

# PSHE EDUCATION POLICY

This policy is updated and approved by the Governing Body every three years.  
This version was approved on 19 January 2024

The next update will be due by January 2027

SIGNED: \_\_\_\_\_

Richard Williams (Chair of Governors)



## **PSHE EDUCATION POLICY**

### **Personal, Social, Health & Economic Education**

#### **1. Aims of PSHE education**

1.1 At Aylesbury Grammar School our aim is to create a community and environment which actively respects, supports and encourages each student to:

- Aspire to achieve their personal best in whatever they are doing, and to develop confidence in themselves as a person
- Behave appropriately and with respect towards people and the environment, and to learn to work with, and for, others
- Enjoy their learning and to work effectively, and to take increasing responsibility for their own development
- Develop their own values and beliefs, and to show respect for the views, values and beliefs of others
- Acquire the attitudes, skills, knowledge, and qualifications necessary for success in their chosen path in life, and to take a full part as a citizen of their community
- Lead a healthy lifestyle, and to use their leisure time positively and creatively

1.2 In our PSHE education lessons we will;

- Develop students' assertion skills
- Develop each individual's self-esteem
- Develop informed decision-making skills
- Enable students to become good citizens
- Enable students to consider their own attitudes and values and those of others
- Help students understand the dangers of exploitation
- Learn about social and personal dangers to health and well-being
- Provide comprehensive, unbiased and correct information
- Start where the students are

#### **2. Background to PSHE education**

2.1 Every state-funded school must offer a curriculum which is balanced and broadly based and which:

*'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

#### **3. What is PSHE education?**

3.1 Personal, Social, Health and Economic education (PSHE education) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.

## **4. Why is PSHE education provision important to schools?**

4.1 PSHE education makes a major contribution to schools' statutory responsibilities to:

- promote children and young people's wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education and sex education (including statutory RSHE which was introduced from 2020)

4.2 The relationship between PSHE education provision and school ethos is important. An effective school ethos requires:

- effective relationships between all members of the school community
- pupils to play an active part in decision making
- school policies to be compatible with what is taught in PSHE education

## **5. The relationship between PSHE education and Personal Development**

5.1 PSHE education makes a significant contribution to children and young people's personal development but is not synonymous with it. The promotion of young people's personal development (which includes their social development) is a fundamental aspect of education. It underpins other learning.

5.2 Personal development is enhanced as children and young people develop the skills they need to grow and develop as individuals and members of society. All aspects of a child and young person's experience at home, in school and out of school contribute to personal and social development. It is a function of all subjects and curriculum areas.

5.3 PSHE education contributes to personal development by helping children and young people to build their personal identities, confidence and self-esteem, make career choices and understand what influences their decisions including financial ones. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

5.4 Developing an understanding of themselves, empathy and the ability to work with others will help them to form and maintain good relationships, and better enjoy and manage their lives.

5.5 Our PSHE education programme complements a suite of tools used at Aylesbury Grammar School to cover Personal Development including assemblies, tutor time activities and the AGS learner.

## **6. Why is PSHE education important to children and young people?**

6.1 PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. PSHE education also enables children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

## **7. Safeguarding in PSHE education**

7.1 PSHE education works with students' real-life experiences and it is key that both staff and students are protected in these lessons. A safe and supportive environment is created by the use of ground rules.

7.2 Many of the topics covered in PSHE education will be of a sensitive nature and it is important that ground rules are set at the start of the session (available in the PSHE education resources). This will provide a safe working environment for staff and students. If tutors feel that they need extra help or support when delivering a particular topic area, then they should approach the PSHE education leader for advice and training.

7.3 All staff receive annual safeguarding training and should report any concerns to the Designated Safeguarding Lead (DSL), or a member of the Safeguarding Team (ADSLs) and the relevant Head of Year.

## **8. Agreeing ground rules / group agreement**

8.1 This establishes the standards by which teachers and students will be able to work together safely in PSHE education lessons.

8.2 Here are some examples of suitable elements to include in a group agreement - it is essential that teachers let students create their own in addition to this.

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement but not the individual making it
- Right not to answer questions
- No personal questions to be asked by students or teachers
- If giving an example make it anonymous.
- Everyone has a right to his or her own space
- Right to Privacy

8.3 These is a suggested working agreement available for use on the PSHE education shared resource drive.

## **9. Dealing with questions (guidelines)**

9.1 Teachers need to establish guidelines of what is appropriate and inappropriate in a whole class setting. Having ground rules will reduce the chance of this happening but teachers are supported through training so that they are prepared for the unexpected. E.g. If the question is too personal, draw attention to the ground rules.

9.2 If the student needs further support, teachers should refer them to the appropriate person such as; the DSL, Student Health & Welfare Officer, Student Support Team.

9.3 If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about sexual abuse, teachers should acknowledge it and promise to attend to it later on an individual basis. In this way the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information.

9.4 Staff must remember to talk with the student later. If there are concerns in any way that a student is at risk of sexual, or any other kind of abuse, the school's safeguarding procedures must be followed and refer the incident/disclosure to any staff with safeguarding responsibilities.

## **10. Equality and diversity**

- 10.1 We promote the needs and interests of all pupils irrespective of gender, culture, sexuality or background. The PSHE education provision is available to all students in order to ensure that they are able to make fully informed decisions as they move towards adulthood.
- 10.2 The PSHE education programme should complement the personal and social development of the young person that is provided within the family and within the local community.

## **11. Cover lessons**

- 11.1 It is the responsibility of the teacher to set cover work in their absence, just as with every other lesson. This may mean adapting materials provided or slightly changing the lesson delivered in the scheme of work (in the main, the scheme of work can be delivered in any order the teacher decides – as long as all of the lessons are covered over the course of the module). Please note that supply staff covering will not have access to the PSHE education Resource Google Drive.
- 11.2 Usually, most lessons can be adapted to allow students to complete an individual research activity using their Chromebooks, producing a factsheet on their findings.

## **12. Discipline issues**

- 12.1 The PSHE education leader is responsible for all the course resources.
- 12.2 Any discipline issues that occur during the lesson must be dealt with by the teacher following the schools Behaviour policy. The relevant HOY will oversee this and any serious issues should be referred to the HOY.

## **13. Training**

- 13.1 The PSHE education Leader will conduct training with new staff during the autumn term as well as a separate session for existing staff who would like to learn more about teaching PSHE education.

## **14. Working with parents/carers**

- 14.1 It is acknowledged that students come from a range of cultural and social backgrounds and that sensitivity is required to avoid offending students or their families.
- 14.2 Parents/Carers do have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (Relationships & Sex Education). Please see the RSE policy for full details.

## **15. Social, Moral, Spiritual & Cultural Development (SMSC)**

- 15.1 SMSC is a central focus of the PSHE education programme at Aylesbury Grammar School.
- 15.2 Students are encouraged and expected to develop not only their own spiritual and moral development, but to accept and embrace that in others.
- 15.3 Lessons allow students to explore a range of differing attitudes and viewpoints, enabling them to further develop socially, enhancing their understanding of the diversity of society.

## **16. Citizenship**

16.1 The National Curriculum for Citizenship is addressed across all subjects at Aylesbury Grammar School, including PSHE education.

16.2 The national curriculum for citizenship aims to ensure that all students:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

## **17. Policy management**

17.1 This policy will be updated and determined by the full governing body every three years or sooner in the case of amendments to government legislation concerning PSHE education.

# APPENDIX 1

## The teaching of PSHE education at Aylesbury Grammar School

PSHE education is delivered by a team of form tutors in a one hour session once a fortnight (currently Monday Week A Period 5). There are also a number of drop-down days and school- based activities that cover elements of PSHE education in greater detail.

The programme is designed to be age appropriate and is adapted to reflect changing issues that young people are faced with. All materials can be accessed through the PSHE education Shared Google Drive.

### Year group overview:

#### **Year 7**

Tutors in Year 7 will be responsible for delivering the PSHE education programme to their tutor group, as part of the AGS induction process. All lesson material is provided for them by the PSHE education leader

#### **Year 8 – 10**

Tutors are allocated a module of 5 lessons and are provided with all the lesson plans and materials for the all the lessons at the start of September. These have all been produced by the PSHE education leader. These lessons are delivered on a carousel, so the tutor will teach their module 3 times over the course of an academic year. Tutors can adapt these materials to meet the individual needs of their students, but the overarching aims of each lesson must still be prevalent. Tutors in Years 8 -10 will remain with their 'module' until their tutor group enters Year 11, when they will transfer to the Year 11 programme.

#### **Year 11**

In Year 11, delivery is the same as in Years 8-10 with two differences - modules are 3 weeks in length and Year 11 tutors only will deliver the programme.

# APPENDIX 2

## Overview of provision

The PSHE education programme has been written following feedback from students and staff, in reaction to events within the school community and following advice from external agencies.

A brief outline of the syllabus for each year group:

### **Year 7**

The first few weeks are spent following an induction course, including introductory talks at the beginning of term:

- Life at AGS (HOY)
- AGS Learner
- The House System

**Following this the Year 7 PSHE education course is based on a variety of sources and materials.**

Topics covered include:

- Study Skills
- AGS ICT System
- Friendship
- Role of the Development Office
- First Aid
- Bullying
- Finance
- Making Choices
- A Message to Year 6
- Eco Schools Talk
- Understanding of SEND

### **Year 8**

#### **Health and Wellbeing:**

- Healthy lifestyle - eating
- Drugs - what are they?
- Smoking, vaping and addiction
- Mental Health - Depression, mindfulness, emotional literacy
- Online safety and digital footprint

#### **Relationships:**

- Positive Relationships
- Relationships - love and dealing with new feelings
- Bullying and Banter
- Sexualised Behaviour
- Image Sharing



## **Living in the Wider World:**

- Aspirational Students
- Self Esteem
- Behaviour
- Teamworking
- Work Skills

## **Year 9**

### **Health and Wellbeing:**

- Breast and testicular cancer
- Eating disorders
- Drugs - the law and drug use.
- Mental health - anxiety
- Body image and the media

### **Relationships:**

- What does it mean to be LGBT+?
- Different Types of Relationships
- Consent
- Social media and self esteem
- Healthy relationships - role models

### **Living in the Wider World:**

- Crime, gangs and county lines
- Consumer rights
- Extremism
- Knife free
- Finance - saving, credit and debt

## **Year 10**

### **Health and Wellbeing:**

- Why do people self harm?
- Grief and bereavement
- Binge drinking
- Managing stress
- Homelessness

### **Relationships:**

- Gender and Sexuality
- Sexism and Gender Prejudice

- CSE/Exploitation
- Domestic violence and healthy relationships
- Pornography including revenge porn (and dangerous online behaviour)

### **Living in the Wider World:**

- Finance - Gambling and Online Gaming
- The Law and You
- Government and democracy
- Fake News and Critical Thinking
- Online Fraud and Scams

### **Health Day**

In the Autumn term, we hold a year 10 health day where we invite experts in to deliver specialist topics to the students. These topics usually include:

- Mental Health
- Finance
- First Aid
- Sexual Health
- Drug and Alcohol awareness

Responsibility for Health Day lies with the PSHE education leader. Additional support can be gained from the HOY 10 and Head of Section.

## **Year 11**

### **Health and Wellbeing:**

- Preparing for Adult Life
- Importance of Sleep
- Personal Safety and Risk

### **Relationships:**

- Consensual relationships (inc issues surrounding honour-based violence, FGM)
- Safe and Healthy Sex
- Fertility

### **Living in the Wider World:**

- The world of work - Interviews
- Privilege
- Preparing for Driving and Road Awareness