



Altrincham Grammar School for Girls

Bright Futures EDUCATIONAL TRUST

Name:	PSHE Policy
Approved by:	Governors – TLB&S Committee
Policy Created:	2008
Date of review	3 years
Update Approved:	
All policies are available to stakeholders either on the school website or upon request from the school office.	

PRINCIPLES

The PSHE Policy is committed to and guided by the principles of:

PSHE stands for Personal, Social, Health and Economic Education. The curriculum aims to develop the health and wellbeing of a child and is an essential part of developing well rounded pupils who are equipped for their futures.

PSHE is a non statutory subject. However, under the Education Act 2002/Academies Act 2010 all schools must provide a balance and broadly based curriculum 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.**

Here are AGGS we feel providing discrete time within the teaching of Citizenship provides an opportunity to address relevant topics. There is a programme of study for both Key Stage 3 and 4. PSHE in school develops the knowledge, understanding and skills young people need to manage their lives, now and in the future.

PURPOSE

The aims of this The PSHE Policy are to:

PSHE aims to enhance children's understanding of their choices and explore a whole manner of behaviours and emotions within a safe, secure and unbiased environment.

PSHE aims to provide space to explore and assess viewpoints on sometimes controversial topics, to develop opinions and explore individual emotions relating to various topics.

The aims of the PSHE curriculum are supported by a strong emphasis upon SEAL and wellbeing within the school. PSHE topics are and should be addressed across the curriculum and during extra-curricular activities such as form time, assemblies, lunch times and charity events.

POLICY

1.	What does PSHE education provide for our children and young people? Opportunities to learn about:
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	<ul style="list-style-type: none">▪ Relationships: developing and maintaining positive relationships; dealing with negative relationships (which may include bullying and sexual violence); communicating effectively, sexual exploitation▪ Health: healthy lifestyles; healthy eating and exercise; mental and emotional health; drug, alcohol and tobacco education.▪ Personal finance: savings, debt management and budgeting.▪ Risk: financial and careers choices; personal safety; internet safety and violent incidents, extremism.▪ Career choices: enterprise, business and finance. <p>Although PSHE is not a statutory subject there is a programme of study and assessments linked to the pupil's learning.</p>
3	<p>PSHE assessment</p> <ul style="list-style-type: none">▪ Assessment in PSHE is focused on the learning which takes place▪ Teachers will use a variety of assessment methods including teacher, self and peer assessment to ensure progress is being made
3	<p>How will pupil entitlement be delivered?</p> <p>PSHE topics are taught in a variety of ways within the school. The school has an ethos which, at its heart, promotes the wellbeing and safety of its pupils. Many of the expectations of the pupils link with their PSHE curriculum and are promoted by all staff via, for example, the modelling of good relationships.</p> <ul style="list-style-type: none">▪ A discrete, timetabled subject – PSHE is taught alongside Citizenship & Enterprise in both KS3 & 4. Citizenship and PSHE and Enterprise are taught alongside one another at key stage 4 in years 10 and 11 pupils have a one hour lesson in every ten-day cycle of the timetable. Year 7,8 & 9 have two lessons of Citizenship & PSHE every cycle.▪ PSHE lessons are taught by a team of specialist teachers, wherever possible, who have an interest in or show expertise in particular PSHE topics. The team is lead by a Citizenship and PSHE subject specialist. PSHE is distinguished from Citizenship by its focus and content.▪ Special events and extra-curricular activities – There are a vast range of events and extra-curricular activities taking place at AGGS throughout the academic year. Many of them are direct examples of PSHE in action although they may not always be recognised as such – e.g. Young Enterprise, Charity Committee, Comenius Project, Sponsored Walk, Year 11 Prefects, Year 12 and 13 Peer Mentors.▪ Collapsed timetable days or events from experts in the field –PSHE topics are occasionally explored through full or half days away from pupils' usual timetables. Pupils should be involved in the preparation and organisation of these activities wherever possible. Certain off-timetable activities will be arranged in advance, whereas other events depend upon the successful development of partnership work in the community and therefore require some flexibility in arrangements.▪ Form time and assemblies – All year groups have weekly form, year and main school assemblies. Pupils and staff are encouraged to prepare and present relevant assemblies and may often link to the SEAL theme (Social and Emotional Aspects of Learning) Sixth Form mentors come into form time and deliver the SEAL and Mindfulness materials to form groups each week to develop across- year group relationships. Form teachers are updated every half term about the different



	<p>Citizenship and PSHE linked events that are taking place throughout the world during the school year. These can help form the basis of discussions and debates within form time and also encourage active Citizenship and PSHE learning.</p> <ul style="list-style-type: none"> ▪ Mindfulness –Mindfulness provides a toolkit for managing stress and anxiety to enable students to feel happier, calmer and more fulfilled. Mindfulness also supports the building of resilience and improved concentration and focus. This is increasingly being used within both educational and business contexts. Mindfulness practices are taught within KS3 when we explore alternative coping strategies to difficult situations and when considering how to deal with stress and worry. We use elements from the Paws.b curriculum. Enrichment then complete a full Mindfulness course with year 10 students. ▪ Across the whole school curriculum and within the school ethos. The school promotes an ethos of understanding and positive wellbeing, encouraging girls to explore and communicate their emotions in a positive way. Therefore, all subjects have a duty to approach aspects of PSHE learning across the various curriculum subjects. The school is dedicated to delivering outstanding SMSC across the curriculum. Many aspects of SMSC can be identified within the PSHE curriculum; however all subjects must identify social, moral, spiritual and cultural aspects of their lessons within their schemes of learning. This ensures that PSHE related topics are being addressed in other areas of the school, not just within the discrete lessons. This has a lasting impact upon the pupils as they realise that PSHE skills and topics relate to many other subjects that they learn about. PSHE is relevant and skills developed here are transferable.
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4. Links with other policies

- This policy is to be viewed in conjunction with the following policies
 - Safeguarding
 - Equality and Diversity
 - Citizenship
 - Substance misuse
 - Teaching and Learning
 - Self Injury
 - Eating Disorders
 - Preventing Extremism and Anti Radicalisation

Responsibility

Responsible Staff	Mrs Bowyer
Policy administrator	Mrs Ogunmyiwa
Approving body	TLB&SCommittee