



NOTTING HILL & EALING  
HIGH SCHOOL

GDST  
GIRLS' DAY SCHOOL TRUST

Senior School

# PSHCEE Policy

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2024-2025

# Contents

|  |          |
|--|----------|
| <b>PSHCEE Policy</b>   | <b>3</b> |
| Aims   | 3        |
| Objectives   | 3        |
| Provision  | 3        |
| Procedure and strategies for delivering the PSHCEE programme                         | 3        |
| Time Allowance   | 3        |
| Keeping records of work  | 4        |
| Teaching Methods   | 4        |
| Establishing a secure learning environment   | 5        |
| Guidance on setting ground rules   | 6        |
| Guidance on handling sensitive and controversial issues                              | 6        |
| Guidance on recognising bias   | 6        |
| Guidance on confidentiality  | 7        |
| Spiritual, moral, social and cultural development of students                        | 7        |
| Other forums and opportunities for social, moral, spiritual and cultural development | 9        |
| Assemblies   | 9        |
| Charity Work   | 9        |
| Volunteering   | 9        |
| Duke of Edinburgh Award  | 10       |
| Resources and programmes of study  | 10       |
| Schedules and Schemes of Work  | 10       |
| Related policies   | 10       |



# PSHCEE Policy

## Aims

Personal, Social, Health, Citizenship and Economic Education (known as “PSHCEE”) at NHEHS is a planned programme of teaching and learning that promotes students’ personal and social development and their health and well-being. It helps to give our students the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It is important to run an innovative and imaginative PSHCEE programme which is flexible enough to meet the changing needs of our students while still providing continuity and the re-enforcement of basic concepts. This programme will include elements of health education, citizenship and careers guidance, as well as opportunities for discussion on moral and social issues, which will help to prepare pupils for life out of school.

## Objectives

- To enable students to develop confidence and responsibility, and to encourage them to make the most of their abilities
- To equip students with the skills to make informed choices about their health and wellbeing
- To equip students with the ability to make safe lifestyle choices
- To enable students to develop good relationships and to respect the differences between people
- To prepare students to play an active role as citizens, to the ultimate benefit of society.
- To foster a sense of emotional resilience, both within and outside school

## Provision

NHEHS aims provide PSHCEE through a combination of:

- discrete provision for Citizenship and PSHCEE during tutor periods
- whole-school initiatives such as Anti-Bullying week, mental health awareness week and House events
- suspended timetable activities
- explicit opportunities in other curriculum subjects
- involving students in the life of the school and wider community through, for example,

School Council, Charities weeks and charity work, leading and attending assemblies, Harvest Festival, the House system, positions of responsibility in subject departments e.g. subject representatives, mentoring, peer support

## Procedure and strategies for delivering the PSHCEE programme

In PSHCEE lessons we provide students with opportunities to address real-life issues and show them that they can make a difference. It is taught by Form Tutors, Co-tutors, external speakers and specialist staff for areas like health education and SRE. The PSHCEE policy is also shared with parents via the website and firefly at the beginning of each year.

## Time Allowance

Form Time for all years on Tuesdays: 8.45 a.m. – 9.35 a.m.



Tutor period on Tuesdays and/or Wednesdays - 8.30 a.m. – 9.05 a.m.

For PSHCEE:

Years 7 – 10: 1 period per week

Year 11: 1 period per week. Much of this year's work involves preparation for option choices and training in study and examination skills. Outside speakers are invited and there is an emphasis on personal guidance from tutors.

Year 12: 1 period per week, including one period when outside speakers are invited in to speak on a variety of relevant topics.

Year 13: 2 periods per week, including one period when outside speakers are invited in to speak on a variety of relevant topics.

Year 11: A lecture programme is also run fortnightly

Year 12 – 13: A lecture programme is also run fortnightly and overlaps with many PSHCEE topics.

## Keeping records of work

At Key Stage 3 and 4: Schedules, schemes of work and detailed lesson ideas are maintained by the Head of PSHCEE; series of lessons may be focused around role play and discussion, students are encouraged to take notes in individual PSHCEE booklets to help structure their ideas and process complex topics. Worksheets and regular, structured reflection are also recorded giving both students and tutors ownership of learning and progress. Booklets will be reviewed as part of the Senior School work scrutiny schedule and student feedback will be obtained from girls through student voice as part of lesson observations.

At Key Stage 5: Schedules, schemes of work and detailed lesson ideas are maintained by the Head of Sixth Form.

## Teaching Methods

Evidence from a range of sources, small and large scale studies, quantitative and qualitative, suggests that the most effective PSHCEE:

- Involves children, young people and their families in planning and delivery
- Is delivered by well trained and supported adults
- Is positive about children, young people and their behaviours
- Develops positive skills and values as well as imparts information
- Uses active and participatory learning methods
- Is well linked to health services and one to one support and advice

The teaching methods employed by staff involved in delivering this curriculum therefore try to incorporate these principles into their lessons, aiming at variety. Discussion, drama, work sheets, textbooks, DVDs and outside speakers are all used as part of the Active Learning process.

The PSHCEE curriculum is delivered in a proactive way.

- Pupils take part in an activity, formulate a response and hear how other groups responded.
- Pupils review and reflect.
- Pupils identify the positive strategies or messages that emerge from the discussion.
- Pupils apply learning to their own situations such as “What would you recommend a friend to do in a similar situation?”



The aim is to establish an atmosphere of trust and informality so that girls have an opportunity to air their views and are encouraged to listen to the views of others.

## Establishing a secure learning environment

Fundamental to PSHCEE is the need to discuss sensitive, controversial and challenging social and moral issues, and to make sense of them in the context of students' own life experiences now and in the future. It is important that such discussion takes place in a climate of trust, cooperation and support. Teachers need to create a safe environment in which students can share their feelings, explore their values and attitudes, express their opinions and consider those of others without attracting negative feedback. This will help to enhance self-esteem and encourage more open discussion. It will also help to make sure that teachers are not anxious about unexpected language use or comments.

To do this, teachers should:

- help students set ground rules about how they will behave towards each other in discussion
- judge when to allow students to discuss issues confidentially in small groups and when to support them by listening in to these group discussions
- make sure that students have access to balanced information and differing views, including contributions made by visitors to the classroom, with which they can then clarify their own opinions and views
- decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the framework of the school's values
- make sure that they are sensitive to the needs of individuals in the class when tackling issues of social, cultural or personal identity

Students should have time to reflect on all their experiences across the curriculum, identifying what they have learnt. This will help them transfer their knowledge to situations in their own lives, now and in the future.

Other ways of managing a secure learning environment include:

- using distancing techniques, for example role play, scenarios based on real situations, and boxes in which students can place anonymous questions or concerns to avoid having to voice them in front of the class
- making sure that staff and students understand school policies on students disclosing confidential information and following up concerns in a more appropriate setting outside lessons
- teachers presenting themselves as facilitators for pupil learning, rather than as the sole authority on matters of fact or opinion
- making sure that outside visitors adhere to the school's policies and programme aims
- linking PSHCEE into the whole-school approach to supporting pupil welfare
- making students aware of sources of support both inside and outside the school

In lessons, teachers should establish from the beginning that it is inappropriate to disclose some personal information. Students need to be clear about not putting pressure on one another to answer questions about their own experiences. This also applies to any adult in the school.



## Guidance on setting ground rules

Ground rules help to minimise embarrassment, inappropriate and unintended disclosures and comments of a negative nature made towards other students, whether intentional or not. Ground rules will support broader class rules and the school's own code of conduct.

It is essential that staff and students develop ground rules together rather than being presented with those produced elsewhere. Some examples of ground rules might include: agreeing an appropriate vocabulary to use (during sex and relationship education activities, for example), or not asking personal questions. The rules could also include respecting what people say, listening, using anonymous examples ('when someone...') and having the option to 'pass'. Using distancing techniques such as role play and case studies with invented characters can help to depersonalise discussions. Students should be regularly reminded of the ground rules and their importance when handling sensitive issues during whole-class and group discussion.

## Guidance on handling sensitive and controversial issues

The law relating to teaching about controversial issues is contained in the Education Act 1996. Section 406 requires school governing bodies, Headteachers and local authorities to forbid the promotion of partisan political views and to forbid the pursuit of partisan political activities by students under 12. Section 407 requires them to take all reasonably practicable steps to make sure that where political or controversial issues are brought to students' attention, a balanced presentation of opposing views is offered. If anyone thinks that a school is not complying with these requirements, they can make a formal complaint using the complaints procedure.

Learning from real-life experience is central to PSHCEE. Sensitive and controversial issues are certain to arise. Students should not be sheltered from such issues; through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.

Almost any issue can prove sensitive to an individual. However, issues that are most likely to be sensitive or controversial include those that have a political, social or personal impact, deal with questions of values and beliefs or are raised by sex and relationship education. Other issues likely to be sensitive or controversial include:

- family lifestyle and values (including cultural and religious values)
- physical and medical issues
- financial issues (including unemployment)
- bullying (including homophobic and racist bullying)
- bereavement

## Guidance on recognising bias

When teaching controversial issues there is always a risk of bias. Teachers should include in their PSHCEE provision activities that allow students to learn how to recognise bias, evaluate evidence put before them, look for different interpretations, views and sources of evidence, and give reasons for what they say and do. The need for a balanced judgement should not inhibit a clear stand against racism and other forms of discrimination. Our common values require that there are behaviours we should not tolerate. For example, racism, bullying and cruelty are never acceptable in any form.

The PSHCEE programme has been developed to meet the needs and concerns of the students in the NHEHS school community. The programme addresses the diversity of the school community, including its range of faiths and cultures.



Students are consulted on the PSHCEE programme via School Council discussions and special consultations and evaluations after activities and units. This regularly results in changes to what is taught and when.

## Guidance on confidentiality

Students could make personal disclosures, either in class or to individual teachers. For example, they may disclose that they or their friends or relatives are using drugs, are engaging in illegal activity or have been abused. NHEHS' policy on confidentiality (found in our Safeguarding policy) should be followed. You are reminded that:

- information about students should not be passed on indiscriminately
- teachers are not able to offer students or their parents unconditional confidentiality. If staff receive information about behaviour likely to cause harm to the pupil or to others, they must pass it on to the Designated Safeguarding Lead, following NHEHS' child protection procedures.
- Where outside agencies support PSHCEE, they must be made aware of, and abide by, the school's policies for PSHCEE, including disclosures and confidentiality. However, they may also have a role in providing advice and support directly to young people. The boundary between these two roles must be agreed with the school. Students must be clear about what their rights to confidentiality are.
- Other professions are bound by their own codes of confidentiality. For example, health

professionals, such as the school nurse and school counsellor, are bound by the medical code of confidentiality in their work with children and young people.

## Spiritual, moral, social and cultural development of students

Many aspects of SMSC are an integral part of our identity. The following lists show some of the ways we feel we promote pupils' personal development in these areas, through PSHCEE in particular, and throughout the school curriculum as a whole. For a detailed breakdown of how this is supported throughout the curriculum, see the PSHCEE audit document.

PSHCEE provides specific opportunities for students to explore the range of attitudes and values in society and to consider the kind of society they want to live in. Through exploration and discussion of topical, political, spiritual, moral, social and cultural issues they develop skills and attributes that promote:

- empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others;
- a willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions; and
- a willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

PSHCEE promotes spiritual development through fostering pupils' awareness and understanding of issues that involve differing beliefs and values in human society. PSHCEE helps pupils develop self-knowledge through an exploration of their identity and belonging, their ideals and commitment and the meaning or purpose they see in life.

As a school we:

- Value pupils' questions and encourage them to think through their ideas and concerns
- Recognise that teachers act as role models
- Ensure that in the school environment every child may reach their potential regardless of gender, race, disability, or other equalities issues
- Help pupils to be aware of their potential and support them to achieve it



- Provide opportunities for spiritual development through learning outside the classroom, e.g. drama, music, art, visits to museums, visiting speakers
- Encourage pupils to explore and critically analyse what interests and inspires themselves and others
- Encourage pupils to reflect and learn from reflection
- Encourage individual endeavour and celebrate achievement and success, both within and outside the classroom e.g. through drama, sports, music and competitions
- Provide opportunities for pupils to develop leadership skills and challenge so they can take care of themselves and others, and develop self-reliance

PSHCEE promotes moral development through helping pupils acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. Pupils have opportunities to explore the ethical and moral dimensions of legal, political, social, economic and

environmental issues and to exercise responsibility at a personal and social level.

As a school we:

- Provide a clear framework of values and behaviours which is promoted consistently throughout the school
- Give pupils opportunities across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities
- Reward good insight and behaviour
- Teach pupils about the importance of being a good citizen
- Discuss in an informed and balanced way breaches of agreed moral codes where they arise, and their impact on society and themselves
- Discuss moral issues by studying e.g. literature and in assemblies

PSHCEE promotes social development through helping pupils acquire the understanding and skills they need to become responsible and effective members of society. They develop an understanding of how society works and how decisions are influenced and made. They take part in community and social activities that help to promote personal and social skills.

As a school we:

- Foster a sense of community
- Encourage pupils to work co-operatively
- Encourage pupils to work in different group activities
- Encourage pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Encourage pupils to mix with pupils from different areas/cultures/faith
- Help pupils to develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for difference and sound moral principles
- Provide opportunities for participating in different communities – for example, religious, cultural, local and global
- Provide opportunities for pupils to exercise leadership and responsibility;
- Ensure that through lessons and other formal and informal settings opportunities are provided for pupils to demonstrate initiative, develop their interests and organise activities for themselves and others





PSHCEE promotes cultural development through helping pupils understand the nature and role of the different groups to which they belong, learn about the origins and implications of the diversity in society and develop respect for difference.

As a school we:

- Teach pupils about the importance of being a good citizen
- Ensure that pupils are aware of their rights and the rights of others as human beings
- Provide positive and effective links with the world of work e.g. work shadowing, work experience, and visits from professionals, and the wider community e.g. school visits
- Provide opportunities for pupils to discuss political, racial and ethical issues.
- Provide opportunities for pupils to meet and interact with people from other races and cultures
- Provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events
- Provide opportunities for pupils to link with children from other cultures e.g. pen friend (MFL)
- Develop partnerships with outside agencies and individuals to extend pupils' cultural awareness

## Other forums and opportunities for social, moral, spiritual and cultural development

### *Assemblies*

School and year group assemblies also cover a wide range of issues which question assumptions about lifestyles and challenge pupils to consider how other people's experience may differ from their own. The Sixth form are encouraged to develop and give assemblies for other year groups. A wide range of staff regularly deliver assemblies on a range of topics. All of the above contribute to the spiritual, moral, social and cultural development of students.

### *Charity Work*

Charity work helps students to develop skills of empathy and understanding of inequalities in society and is an important part of values education. It fulfils many strands of Citizenship education as well as promoting spiritual, moral and cultural development. Teachers help the class to choose a charity with which all members of the form are happy. The School's work with charities is overseen by the Charities Co-ordinator, and each form plays an active part in raising funds for their nominated charity. Students develop autonomy and skills of action and participation throughout this process. It is stressed to students that charity work is two-way; they can gain benefits in terms of knowledge and understanding as well as giving.

### *Volunteering*

The school is committed to the pupils developing altruistic qualities and our community. We aim to seize opportunities for pupils to get involved in volunteering where possible. This could be through one-off volunteering events or leading partnership opportunities to further embed ourselves in the local community. These are overseen by the Charities Co-ordinator, Senior Deputy Head Pastoral and Assistant Head special projects.

### *Diversity & Inclusion*

All pupils should have access to the curriculum and make the greatest possible progress irrespective of gender, ethnicity, religious beliefs or disability. We value all children equally, and we also recognise and value their



differences. Our aim is that all adults and children in our school acknowledge, respect and appreciate the diversity within the school, the community and in society as a whole. We aim to educate children to take their place in a multicultural and multi-faceted society, recognising and valuing the contribution of others. We aim to promote self-esteem in all pupils. We will help all children to understand the importance of each individual's contribution to society regardless of race, beliefs, gender, disability or social background. We aim to overcome prejudices and stereotyping, in the ethos of our school and in our teaching of a balanced and differentiated curriculum these have no place.

We aim to:

1. Give students a strong historic and cultural education, which allows them to sense their place in the world, and the place of others
2. Develop knowledge and understanding about different races, religions, disabilities, sharing people's lived experiences
3. Teach tolerance, equality, and why discrimination is wrong, and to promote good values in students
4. Develop a curriculum where diversity is normal; embedded; integrated; constant
5. Ensure that staff understand the importance of British values, and how to be sensitive to race and other protected characteristics
6. Empower students and train staff to be able to talk about diversity by being able to acknowledge the complexity of the subject and how to respond to others.
7. Inspire students to take action in a meaningful way both in school, in our community and in life beyond NHEHS.

### *Duke of Edinburgh Award*

Girls in Year 10 and above are given the opportunity to participate in the school's thriving Duke of Edinburgh Award programme at Bronze, Silver and Gold level, which provides them with chances to operate as a team, develop leadership skills and confidence, as well as make a real difference in other peoples' lives and their community as a whole.

We have conducted a PSHCEE audit to ensure we are addressing social, moral, spiritual and cultural issues through the mainstream curriculum

## Resources and programmes of study

NHEHS belongs to the PSHE Association and has access to its bank of recommended resources as well as their new PSHCEE Programme of Study.

The Child Exploitation and Online Protection service ([CEOP](#)) has excellent resources for dealing with E-safety and a number of staff are CEOP trainers.

## Schedules and Schemes of Work

The Head of PSHCEE, together with the Deputy Head Pastoral and relevant Head of Year, is responsible for co-ordinating the programme and resources for the delivery of the PSHCEE programme within their year.

The schedules and lesson plans can be found in the PSHCEE folder in the departmental area.



## Related policies

The following school policies support and contribute to the effective delivery and management of PSHCEE in the school:

- [Anti-Bullying Policy](#)
- [Safeguarding Policy](#)
- [Pastoral Care Policy](#)
- [Drug Abuse Policy](#)
- [Sex and Relationships Policy](#)
- [First Aid Policy](#)
- [Careers Policy](#)
- [Online Safety Policy](#)

Reviewed July 2024

Next review July 2025

