

Person Responsible:	D. Watkins (PSHE Lead), ratified by V. Howe (Deputy Head)
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Gretton School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Gretton School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:

- all biological parents, whether they are married or not*
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person*

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- *HR and Employment Law*
- *Health & Safety Guidance*
- *DBS Check processing*
- *Mandatory Safeguarding, Health & Safety, and other relevant training*
- *Data protection and GDPR guidance*
- *Specialist insurance cover*

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Gretton School.

The policy documents of Gretton School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

1 INTRODUCTION

PSHE/Citizenship is a statutory subject for learners in Gretton School. Our teaching follows the programmes of study outlined in the PSHE Association's statutory framework (2020) and utilises aligned resources published by EC Publishing.

PSHE/Citizenship lessons support the school's aims and align with the principles set out in the Curriculum Policy. The curriculum incorporates Citizenship topics, British Values, Relationships and Sex Education (RSE) and Spiritual, Moral, Social, and Cultural (SMSC) development, ensuring a comprehensive and cohesive approach.

2 WHAT IS PERSONAL, SOCIAL, HEALTH AND EDUCATION? (PSHE)

PSHE encompasses all areas designed to promote the learner's personal, social, health and economic development. It gives learners the knowledge, skills and understanding that they need

to stay healthy and safe - in life and within the virtual community, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, learners will come to appreciate difference and diversity.

PSHE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote learners' development in these areas are provided in the framework for personal, social and health education (PSHE) and Citizenship.

3 AIMS

The teaching of PSHE/Citizenship ensures that learners acquire and apply knowledge and understanding to become informed citizens. This includes developing skills in enquiry, communication, participation, and responsible action. The depth of study varies based on individual needs and school priorities.

The three statutory strands of PSHE taught in Key Stages 2, 3, and 4 are:

- Relationships and Sex Education (RSE)
- Health and Wellbeing
- Living in the Wider World

While PSHE is not compulsory in Key Stage 5, we continue to deliver topics from these strands, tailoring content to individual learner needs and building on prior learning from Key Stages 3 and 4.

PSHE/Citizenship lessons and other activities will be used to encourage all learners to play a more active role in school life and within the local, national and global community.

The lessons will provide learners with the knowledge and understanding about the:

- Basis of our cultural heritage;
- Practices of our democracy;
- Development of different communities;
- Differences, injustices, rights and responsibilities within their own and the wider community;
- Help learners develop lively and enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life;
- Help learners to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations;
- Help learners achieve self-discipline and commitment so that they reach the highest standards of which they are capable;
- Encourage learners to develop creativity and expression;
- Encourage learners to take an active and responsible role in their learning.

Citizenship activities will be aimed at helping learners to develop their self-confidence and decision-making skills. The Curriculum Leader, along with the Headteacher, will have responsibility for the oversight of the planning and delivery of the school's programme of PSHE/Citizenship. The PSHE/Citizenship teachers will ensure the schemes of work devised will include periodic opportunities for assessment to inform annual reporting to parents and end of term summary assessments. PSHE is not a National Curriculum assessed subject but is a compulsory requirement based on the new statutory guidelines from September 2020.

4 DELIVERY OF PSHE/CITIZENSHIP

PSHE/Citizenship will be delivered in line with the statutory requirements set by the Department for Education (DfE) in September 2020. These subjects will be taught through weekly lessons, with PSHE/Citizenship teachers inviting appropriate, approved, and experienced outside speakers to deliver certain aspects of the curriculum. All speakers will be fully briefed and involved in the evaluation process to ensure consistency and relevance.

Learners are already encouraged to take an active role in the life of the school and the wider community. These opportunities include assemblies, charity events, drama performances, volunteering opportunities linked to the Duke of Edinburgh Award, and participation in the School Council. These activities not only support a key aim of the school—to develop positive values and attitudes—but also help learners build skills of participation and responsible action.

5 DIFFERENTIATION FOR SEN AND ABLE CHILDREN

Throughout their school journey, learners will be at different levels of maturity, with varied life experiences, attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected.

In relation to some sensitive issues, such as Relationships and Sex Education (RSE) or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the learner. This is particularly relevant to the learners at Gretton school as all of the learners have a diagnosis of Autism. Communication and language can be an area for development for learners, so it is vital to check understanding and allow additional processing time for the learners, along with other identified adjustments and provisions that enable learners to access lessons and resources.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their learners. This may include the use of timers and visuals to enable the learners to learn. The programme should be broad and balanced and provide for learners' different learning styles.

6 ASSESSMENT AND REPORTING OF PSHE/CITIZENSHIP

Assessments in PSHE are completed throughout the lessons formatively, and where appropriate, summatively at the end of certain topics. All learners have the opportunity to be assessed, which feeds into termly and end of year reports.

At times during the academic year, the schools' processes of reflective learning, universal support from the multidisciplinary team and trends identified in Behaviour, Welfare and Safeguarding data may inform changes to the PSHE curriculum to respond to learners' needs in particular areas of learning, ie. If safeguarding concerns highlight an issue with online safety, we may adjust the PSHE curriculum to focus on this area.

7 MONITORING AND EVALUATION

The Curriculum Lead and Head teacher will ensure that the school is meeting the statutory requirements for PSHE/Citizenship. They will monitor the quality of provision as part of the evaluation cycle.

This policy should be viewed in line with the school's Positive Relationships Policy, the Relationships and Sex Education (RSE) Policy and the Safeguarding and Child Protection Policy.

Appendix 1 - Details of content and when PSHE specific topics are taught during the academic year.

A detailed breakdown of the rationale, content, and delivery of PSHE/Citizenship, along with medium- and long-term schemes of work outlining what topics are taught and when, can be found on our [school website](#).