



Barnet Hill Academy
FAITH • EXCELLENCE • KNOWLEDGE

PHSE Policy

Sept 2020
v3.0



1. Introduction

Personal, Social, Health, Citizenship and Economic Education (linked with Islamic Studies) is central to the work of Barnet Hill Academy to support pupils' personal and social development and well-being. It encourages pupils to arrive at a personal code of responsible behaviour, underpinned by Islamic moral principles, that meets the standards of society as a whole, and also those of their own culture. It enables pupils to live healthy, well-balanced and secure lives and to contribute to society at large.

The government set out its definition of fundamental British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. The School understands that actively promoting fundamental British values helps to build young people's resilience to radicalisation and violent extremism. The Prevent Duty guidance recommends building pupils' resilience to radicalisation by:

- providing a safe environment for debating controversial issues
- helping them to understand how they can influence and participate in decision-making.

In this area of learning, as well as in others, teachers are expected to abide by the code of conduct stated in the current Teachers' Standards and the School's code of conduct for staff.

2. Aims

These aims are intended for all pupils in school. How they are implemented will be dependent on the age and ability of the pupils.

- To develop the knowledge and understanding required to lead confident, healthy independent lives
- To reflect on their own experience and understand how they develop personally and socially
- To explore the spiritual, moral, social and cultural issues which are part of growing up
- To be aware of their responsibilities, rights and duties as individuals and members of communities; as such, to develop commitment to the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- to build a resilience to radicalisation and to be able to identify and challenge extremist views
- To understand and respect our common humanity, diversity and differences; to develop an increasing awareness of equality issues and understanding of how the Equality Act 2010 protects the characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation



The aims are promoted throughout the school through:

- Our ethos
- The values transmitted through our Islamic studies curriculum; National Curriculum subjects and enrichment activities
- Discrete PSHCE lessons or circle time
- Our relationships with all those involved in the school
- The role models presented by staff and our management of the day to day incidents
- Break and lunch time play
- Assemblies
- School Council activities and projects with the wider community
- Our programme to be a Healthy School with its focus on - Eating Healthily, Physical Exercise, Emotional Well Being (including bullying) RSE and Drugs Education
- Teaching and learning methods that include discussion, debates, role play, and making presentations in class and in assembly

3. Planning

The School uses a wide range of materials to plan PSHE lessons throughout the School. Planning is based on National Curriculum guidance and includes elements of the PSHE Association programme.

The School has taken a cross-curricular approach to developing pupils' spiritual, moral, social and cultural (SMSC) awareness, British values and equality issues. The SMSC curriculum overview demonstrate how the School meets the SMSC standards for independent schools. The overview also give examples of how commitment to the fundamental British values and awareness of equality issues are actively promoted.

Early Years

PSHCEE is taught in Reception classes as an integral part of the topic work covered during the year. As the Reception class is part of the Early Years framework we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in the Reception class when we teach 'how to develop a child's knowledge and understanding of the world'.

Whole School

The Curriculum provision for PSHCEE adopts a whole school approach and is based around three core themes:

- Health and Wellbeing
- Relationships
- Living in the wider world, including understanding and managing finances

4. Relationship and Sex Education (RSE)

RSE is taught within an Islamic framework and sex is understood to be part of a loving relationship between a man and woman who have freely entered a marriage contract. RSE includes elements taught through Islamic studies (mainly relationships), science and PSHCEE. Relationships include how to relate to elders, parents, teachers, classmates, siblings, younger



children, neighbours and people in wider society. RSE also includes teaching children about specific safeguarding issues in an age-appropriate way.

In Years 5 and 6, the PSHE elements are taught separately to girls and boys to support the Islamic principles of modesty and propriety, and to enable pupils to ask questions in full confidence. The PSHE elements of RSE focus on:

- the main stages of the human lifecycle.
- the physical changes which occur in girls and boys during puberty due to hormones. These changes include: bone structure, muscle development, fat deposits, voice deepening, breast development and periods
- the emotional changes which occur during puberty

Parents are informed by letter prior to the lessons and have the opportunity to see the teaching materials and ask questions. Teachers do their best to answer all questions with sensitivity and care (see RSE Policy for further details).

5. Resources

Apart from teaching materials published by mainstream educational publishers, teachers will use resources published by the NHS, the police, the PSHE Association, local and national organisations and the internet to make learning as lively and relevant as possible.

6. The Role of the Parents

We believe that parents play a fundamental role in promoting children's learning and to ensure that they become responsible citizens that make a positive contribution to our society. We expect parents to support the aims of this policy.

7. PSHE and safeguarding issues

Occasionally, a child makes a disclosure during or following a PSHE topic. Staff should be sensitive to pupils' responses to PSHE topics and follow the Safeguarding and child protection policy.

8. Assessment

There are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Clearly defined learning outcomes assist the assessment process. The main outcomes should be high standards of behaviour, high levels of spiritual and moral development, a good awareness of cultural and social issues and a secure understanding of what it means to be a responsible citizen.



9. Monitoring and Evaluation

Teachers are at the fore front of monitoring the effectiveness of the PSHE programme as they are best placed to observe children. Weaknesses in behaviour, attitudes to learning, capacity to listen to others and their views and discuss differences of opinion in an acceptable way would point to gaps in the PSHE programme. Conversely, success in those areas would reflect a positive impact on pupils' personal development and well-being.

Teachers and form tutors should take into account the views of pupils, parents, colleagues and external agencies when reviewing and evaluating this policy.

The responsibility of the implementation of this policy is shared between teachers and senior leaders.