



The
Henrietta Barnett
School
FOUNDED IN 1911

Personal, Social, Health, Citizenship and Economic Education Policy

This PSHCE policy should be read in conjunction with other School policies (all available on the School website), particularly the Safeguarding, Positive Mental Health, Relationships and Sex Education, Preventing Extremism & Radicalisation, British Values, Careers Education, Anti-Bullying, Behaviour, Suspension & Exclusions and Online Safety policies. The Counter-Terrorism and Security Act (February 2015) places a statutory duty on schools to have due regard to the need to prevent people from being drawn into terrorism.

This policy has been devised in accordance with the following legislation and national guidance: the Relationships Education, Relationships and Health Education and Health Education (England) Regulations 2019; Keeping Children Safe in Education (KCSIE), DfE 2025; Working Together to Safeguard Children, DfE 2023; The Counter-Terrorism & Security Act 2015, 'Prevent Duty Guidance: for England & Wales', HM Government (updated 2023); Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools, DfE 2014; Information Sharing: Advice for practitioners, DfE 2024, the Equality Act 2010 and Schools (May 2014).

1. Introduction

The Henrietta Barnett School (the School) aims to ensure that each student studies a broad and balanced curriculum. The Personal, Social, Health, Citizenship & Economic Education (PSHCE) curriculum is integral to the promotion of the spiritual, moral, cultural, mental and physical development of all students at the School and of society.

2. Aims

The aim of the School's PSHCE syllabus is to enable students to lead physically and mentally healthy, responsible and assertive lives. They should be given the opportunity to develop skills and knowledge which will equip them with the ability to deal with a range of spiritual, moral, cultural and political issues. The course will help them to understand the importance of tolerance and respect for diversity in today's modern society. It will develop their confidence in their ability to conduct healthy relationships with others, achieve their aspirations and encourage them to make informed choices about future life decisions. PSHCE also provides valuable time for students and staff to establish solid relationships based on mutual understanding and respect for the views of others.

Our PSHCE programme aims to prepare students for an adult life in which they can be:

- **successful learners** who enjoy learning, make progress and who achieve
- **self-aware and self-confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society
- **effective contributors** who are confident in their thoughts and able to express them.

The programme is also underpinned by, and reflects, the School Values and the belief that all students should experience, develop and recognise:

Authenticity: self-knowledge and the ability to be genuine to one's personality and spirit; being credible and trustworthy; recognising these qualities in others

Endeavour: striving and leading with purpose; having determination and perseverance; challenging oneself and making ambitious attempts

Curiosity: pro-actively seeking knowledge and skill; being inquisitive; undertaking inquiry and research; keeping informed and aware

Connection: identifying, seeking, creating and appreciating relationships and links between people, concepts and environments

Kindness: demonstrating care, concern, compassion and respect for those in and beyond the school community.

3. Delivery of PSHCE

The following methods of delivery are used for PSHCE:

- students in Years 7 to 11 have one discrete lesson of PSHCE per week. This is delivered, as far as possible, by members of the Pastoral Team, with input from other staff as required.
- students in the Sixth Form have some talks linked to the PSHCE curriculum by outside and in-house speakers in a timetabled "Life Skills" session
- through and in other subjects/curriculum areas, for example Science, Religious Education, History and Physical Education
- through PSHCE activities in tutorial time, assemblies and whole school events
- through pastoral care and guidance.

The delivery of certain areas of the curriculum is supported by specialists and/or professionals where appropriate. The curriculum is delivered through a variety of traditional lessons, student-led sessions and debate, outside speakers and presentations. It is a 'spiral' curriculum, in that many of the key topics are re-visited with increasing complexity and adaptations in order to be age-appropriate. The School has a proactive and reactive approach to the delivery of PSHCE: the content of lessons is flexible and influenced by the specific needs of students, with input from teachers (particularly the Pastoral Team) and students, and the recommendations of both local and national governments. A number of different methods are used to obtain feedback on the programme to ensure it stays relevant and helpful: for example, PSHCE focus group meetings, feedback sought from the PSHCE teaching staff, student questionnaires and parents surveys. Any comments on the content of the PSHCE curriculum are very welcome.

Our PSHCE programme reflects the School's aims and supportive and inclusive ethos and encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. The Act 2010 defines these, for the purposes of the School's provision, as race, sex, sexual orientation, disability, religion or belief, gender reassignment, pregnancy and maternity. In line with the National Curriculum and other guidance, our PSHCE syllabus contains lessons on Citizenship, Relationships and Sex Education, Drugs Education, Careers Education and Economic Well-Being Education. Our overall Programme of Study and the PSHCE Scheme of Work for each year group is available on the School Website and is circulated to parents at the start of the academic year.

Citizenship

The incorporation of Citizenship in PSHCE allows for an integrated approach to the major themes of Citizenship such as Rules, Communities, Conflict, and Making Choices etc. In lessons where Citizenship is taught, students learn about:

- British Values
- Human Rights
- Government and democracy
- The Equality Act 2010
- Diversity in the community
- Living in a multicultural society
- How people's differing views can divide a society

In the Citizenship units of work, students learn to raise their awareness of issues that may lead to extremism and radicalisation, and to help them prevent this happening in their lives. Students also learn about multicultural Britain and how to be safe and keep others safe from harmful behaviour, including extremism and radicalisation. They also learn about the different ways in which citizens can make positive contributions to society.

British Values

Our PSHCE programme promotes and incorporates British Values, particularly those pertaining to tolerance and respect for different beliefs and faiths, the rule of law, a broad knowledge of and respect for public institutions and services in England, the understanding and upholding of democratic values and an understanding of 'right' and 'wrong' and respect for civil and criminal law (see *the School's British Values Policy*).

Tackling Extremism and Radicalisation through PSHCE

PSHCE lessons include talking to students about extremism and radicalisation and preparing them for the wider world. This is done in a sensitive manner and appropriate for the age of the students and is primarily addressed in Year 11. It is recognised that those with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance as well as encouraging them to set high standards and expectations for themselves.

Drugs Education

Drugs education is delivered through the PSHCE Programme. It aims to enable students to identify substance use and misuse, relevant legal issues and to recognise and fully understand the effect of drugs and alcohol on themselves and others. The PSHCE programme concentrates on equipping students with the skills necessary for coping with life in a society where many kinds of drugs are available and providing them with the confidence to keep safe and to manage risk. Drugs Education starts in Year 8 and is consolidated in Years 10 and 11 and in the Sixth Form.

4. Approaches to Teaching and Learning

To facilitate students learning in PSHCE:

- successful teaching and learning requires careful planning based upon clear objectives, which are shared with students and have the resources available to support their learning
- appropriate learning experiences are planned using a variety of strategies and differentiation to ensure the curriculum is accessible and meets the needs of all students (including taking into account the needs of those with special educational needs and disabilities)
- learning experiences draw on student's own experiences or existing knowledge and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge and understanding
- lessons are as proactive as possible and draw upon the full range of teaching methods
- attention is given to developing a safe, calm, purposeful and stimulating classroom climate. This is expressly discussed, with the establishment of ground rules, at the start of the school year and is continued throughout. This means students can self-regulate, participating and agreeing on what is acceptable and appropriate to discuss. Furthermore, this process of ground rule establishment also enables all students to contribute and participate in their learning, within an environment of mutual respect, developing skills of responsibility and leadership. The basic ground rules for all classes are:
 - no-one (teacher or pupil) is expected to answer a personal question and information is not personalised
 - no-one is forced to take part in a discussion, but the environment should encourage participation
 - everyone is listened to with respect and without judgement
 - meanings of words are explained in a sensible and factual way.

5. Role of Head of PSHCE

The Head of PSHCE will:

- raise awareness of what is being taught in PSHCE, and of the shared responsibility amongst all staff to contribute to the students' personal and social development through normal daily life
- ensure that best practice is delivered by all teachers of PSHCE

- lead policy development and review as this need arises
- agree the main priorities for the students' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- provide appropriate support and training for departmental staff
- monitor and evaluate the programme, including the use of outside speakers, and students' and parents' response to the programme

6. Equality

The PSHCE Department follows the whole school policy on Equal Opportunities. Issues concerning equality are at the core of many topics covered in PSHCE and the course content is designed taking into account the School's obligations under the Equality Act 2010. All members of the School remain committed to challenging discrimination in all its forms. If unguarded bigotry is expressed during any discussion, this is calmly and rationally countered by open questioning. Constructive ground rules set at the start of the course ensure that emotive issues can and should be tackled.

Our aim is to recognise the individual student irrespective of factors such as their ethnicity, sexuality or social background. We recognise that although the School is selective, there is still a range of ability in classes, as well as a range of cultural and social backgrounds. Equal expectations are set of all students; all students will be given equal access to the materials and opportunities within PSHCE.

Materials have been carefully selected to reflect a diversity of experiences and background. Stereotypical images will be avoided and examples will not be focused or limited to one perspective; the PSHCE programme actively seeks to challenge stereotypes and other issues including racism.

7. Monitoring and Evaluation of PSHCE

It is the responsibility of the Head of PSHCE, with input from the School's Pastoral Team, to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall School plans for monitoring the quality of teaching and learning.

Review & Update: This policy will be reviewed annually. It was updated in October 2025.