



Mary Hare Policy: SCH004

PSHEE Policy

Policy Owner: PSHEE Coordinators

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*Securing the future of deaf children and young people*

Registered charity 1048386



## Contents

Introduction.....	3
Rationale.....	3
Delivery .....	4
Curriculum Design and Practice .....	5
Additional Material for Reference .....	6

## Introduction

1. This policy covers the approach adopted by Mary Hare (MH) in relation to the teaching of Personal, Social, Health Education (PSHE) in the Primary school (MHP) and Personal, Social, Health and Economic Education (PSHEE) in the secondary school (MHS). It should be read in conjunction with the schools' policy on Relationships & Sex Education (RSE).
2. At present, PSHEE/PSHE is a non-statutory subject although 3 elements are included in the statutory guidance issued by the Department for Education (DfE) in June 2019<sup>1</sup>. This statutory guidance states that Relationships Education (RE) is compulsory in all primary schools in England, RSE is compulsory in all secondary schools, and Health Education (HE) is compulsory in all state-funded schools; MHS and MHP have started teaching RE/RSE from September 2020.
3. Nonetheless, PSHEE is considered by the DfE to be an important and necessary part of all pupils' education<sup>2</sup>, and all schools should teach PSHEE, drawing on good practice and focused on meeting the needs of their particular pupils; no new standardised frameworks or programmes of study have, therefore, been provided.
4. This policy has been written based on the current framework provided by the PSHE Association<sup>3</sup>, which MH is a member of. This policy is available to parents/carers and other interested parties either as a written document or on the school website

## Rationale

5. At MH we believe that PSHEE is important for our pupils as we recognise that the children and young people in our care need to know how to stay safe and healthy as they progress through their lives; they also need to be able to manage the demands of their personal, social and academic lives successfully in order to achieve positive outcomes. This takes added significance at MH as we provide 24-hour care for our boarding pupils, who make up the vast majority of the school's population, during term-time.
6. In addition, children and young people with special educational needs and disabilities (SEND) are recognised as one of the groups particularly vulnerable to abuse and exploitation, and so it is appropriate and relevant that this is given prominence within the wider curriculum.
7. The nature of boarding away from home means that the majority of our pupils' parents are distanced, to varying degrees, from the learning processes that their children go through. Nevertheless, MH seeks to complement the role of parents/carers as prime educators by providing sound and current teaching on PSHEE. It is, therefore, necessary to develop the partnership between home and school so that all interested parties are clear about *what* is being taught in PSHEE, including RE/RSE, and the reasoning behind this, as well as *how* this is being taught. This is done via curriculum maps (MHP) and School Comms and in their progress reports (MHS).
8. While recognising the right for all our pupils to have access to PSHEE learning which meets their needs, we are mindful of parents'/carers' right to request the withdrawal of their child(ren) from those parts of

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<sup>1</sup> Department for Education (2019) *Relationships Education, Relationships and Sex Education (RSE) and Health Education*. Updated Nov 21.

<sup>2</sup> Department for Education (2020) *Personal, social, health and economic (PSHE) education – Guidance*.

<sup>3</sup> PSHE Association (2018) *Creating a PSHE education policy for your school*.

RE/RSE not covered within the National Curriculum Science programme of study, details of which can be found in the RSE policy document referred to above.

9. The intended outcomes of our PSHEE programme are that pupils will:
- Know and understand how to keep themselves safe and healthy, both physically and mentally, including the importance of physical activity and diet for a healthy lifestyle.
  - Understand they have a right to be listened to and respected, and to decide what happens to them.
  - Understand they have a responsibility to follow laws and reasonable rules for the sake of themselves and those around them.
  - Develop the skills to play an active role in looking after themselves and to contribute to their community: this includes equipping pupils with a sound understanding of risk, and the knowledge and skills necessary to safe and informed decisions.
  - Develop the attributes necessary to take their place as independent and informed citizens and to overcome difficulties they may face.
  - As we are a Deaf specialist school, we also cover Deafness and identity.

## Delivery

10. At MH we aim to deliver a high-quality PSHEE programme that matches the PSHEE learning in schools across the country, but which is developed and adapted to best meet the needs of all our pupils, irrespective of gender, culture, ability/disability or personal circumstance, by ensuring PSHEE is delivered by motivated and interested staff. Ideally, teachers who wish to develop their teaching of PSHEE will be supported in accessing Continuing Professional Development (CPD) in the subject. Our lessons are tailored to every group depending on their ability or needs, for example lessons suitable to the LEGS+ cohort.
11. PSHEE is delivered in an inclusive and non-judgemental manner that reflects current attitudes in society and which promotes respect for diversity. This includes challenging discriminatory views that are not considered to meet this inclusive approach.
12. At the Primary PSHE is timetables weekly, it is also reinforced and revisited in assemblies and in class topics.  
PSHEE has been a timetabled subject within the school curriculum at Key Stage 3 (KS3) over many years; at Key Stage 4 (KS4), PSHEE has formed part of a wider carousel of subjects, delivered within Religious Studies (RS). PSHEE is included in the programme for Form lessons at Key Stage 5 (KS5).
13. At MHP, the PSHE programme will be led by a member of staff with responsibility for PSHE and will be taught by class teacher and/or supporting teachers who are qualified Teachers of the Deaf (ToDs), or in training.
14. At MHS, the PSHEE programme will be led by members of staff with shared responsibility for PSHEE at KS3 and KS4, and who will also work with the Deputy Head of Sixth Form (who has responsibility for the KS5 Form Lesson programme). The PSHEE programme at KS3 and KS4 will be taught by teachers who are qualified ToDs, or in training, and who have expressed an interest in delivering PSHEE as part of their teaching commitment. We are also using specialised staff to deliver certain topics, for example

Wellbeing Lead to deliver the Mental Health curriculum and school nurses asked to deliver the First Aid lessons.

15. Members of staff with responsibility for PSHEE will prepare and review the programme of study; an outline of this programme is available on request. They will also provide or facilitate in-service training of the teachers who deliver PSHEE, and of the wider staff if necessary. In addition, they will contribute to the appraisal process for teachers of PSHEE, whose appraisal is carried out under their main teaching subject(s), in order to identify and implement relevant training opportunities.
16. Members of staff with responsibility for PSHEE will work with a designated member of the governing body to ensure that the policy and programme of study are fit for purpose and enable MH to provide a relevant and up-to-date education in PSHEE, including RE/RSE. This working partnership will also be important in fostering links between school and parents/carers to ensure that the latter are informed and able to contribute to the ongoing development of the course.

## Curriculum Design and Practice

17. At MHP the tailor-made programme of study is based on the needs of our pupils, we use resources from the NDCS and Jigsaw. We have a PSHE profile for every child which is completed termly by the class teacher. The 8 areas are: Feelings, body awareness and growing up, relationships, healthy living, staying safe, being part of the community, the world around us and deaf identity.
18. At MHS it is based on the 3 themes of Health & Wellbeing, Wider World and Relationships, using a range of resources. We have adopted the PSHE Association's programme of study: the 3 themes are Health & Wellbeing, Relationships and Living in the Wider World. These themes will also form the basis for the development of the Key Stage 4 programme.
19. Our PSHEE programme will be taught through a range of teaching methods and interactive activities which will allow pupils the opportunity to develop and clarify their understanding of relevant topics; where possible, teachers will try to determine pupils' prior knowledge of the topic in order to build on this and better evaluate progress. Resources will be selected on the basis of their relevance and appropriateness and will take into account the level of maturity of the students and their support for the school's values. We have developed a shared resource bank of adapted and devised materials that have been found to work well with our students, and which encourage them to apply their learning to their 'real' lives. We have also introduced specific lessons aimed at Deaf learners, including the National Deaf Children's Society (NDCS) Healthy Minds Programme.
20. As part of the programme, pupils will reflect on their own learning and progress in different topics and will be encouraged to complete evaluative tasks that will enable teachers to have an indication of the learning that has taken place. Pupils will also be asked for feedback on the effectiveness of the course and if there are any improvements that can be made. At MHP photographic evidence is used to record progression, questioning, group work, independent activities and ongoing feedback inform next steps. Application of knowledge applied in other subjects and confidence to discuss/take part in wider issues is also considered.
21. Given the nature of the topics covered as part of PSHEE, teachers will work to cultivate a safe learning environment that will enable sensitive topics to be discussed and encourage pupils to contribute actively to their learning, when they feel able, without fearing any untoward reactions from others; one way of

ensuring this is to agree 'ground rules' for the lessons. Similarly, teachers will use distancing techniques, such as the use of case studies and scenarios, to avoid discussions becoming unnecessarily personal.

22. Teachers will also be aware of best practice in the approach to take when covering specific topics and will aim to avoid fear-provoking or 'shock' strategies. Instead, they will aim to provide an informed and balanced presentation of information on potential consequences of lifestyle choices that will minimise the likelihood of pupils seeking to engage in risky behaviours, while reassuring them that the majority of young people make positive, healthy choices.
23. Where potentially sensitive or controversial issues arise, teachers will be encouraged to seek further advice if needed from colleagues or the PSHEE Association (or other reputable organisations) before responding to pupils.
24. Teachers are aware that effective PSHEE can lead to disclosure of a child protection issue – in this case the teacher will follow the school's safeguarding procedure and consult with the Designated Safeguarding Lead (DSL) (or a Deputy DSL, if necessary).
25. Learning in PSHEE will complement, and benefit from, learning in other curriculum areas, including Science, Information Technology, Food Technology, RS and Physical Education. In addition, this learning will be supported by a number of whole-school policies including those covering safeguarding and child protection, bullying, online safety, drugs, and RSE.
26. Learning in PSHEE is enhanced by having external agencies and visitors invited into school to contribute to certain topics. An example being SignHealth delivering Healthy Relationships Programme to Year 9s. The teacher(s) organising these sessions will need to ensure that any content and approaches used are appropriate to the age and level of maturity of the pupils being taught, and that the visitors are aware of the school's safeguarding policy.
27. Parents/carers are encouraged to discuss issues relating to PSHEE, including RE/RSE, with class teachers or the lead PSHEE members of staff. This can be done using communication channels such as telephone or email at any time. Parents/carers may wish to make an appointment with a teacher during the Parental Consultation Days which take place during the year. Letters are sent to parents informing them on specific PSHE topics or trips that are being covered, for example Healthy Relationships or the 'Period Talk' to Year 7 girls.
28. Should there be a perceived need to make major changes to the delivery of PSHEE, the designated governor and parents/carers will be informed and given an opportunity to air their views on any proposed changes.

## Additional Material for Reference

29. Mary Hare Relationships & Sex Education policy document.