



PSHCE Policy

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ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2020-23 has five aims.

1	A powerful curriculum
2	The best teachers
3	Great learning and progress
4	Excellent personal development
5	A model for a better world

As part of aim 5 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

1. Aims

Personal, Social, Health, Citizenship and Economic (PSHCE) education at Thomas Tallis School deals with a wide range of personal and civic development issues for students, parts of which are statutory (see section 2 below).

At Thomas Tallis School we have high expectations of all students and work to ensure that every child achieves academically, socially and personally across the curriculum, using the Tallis Habits and Tallis Character and the PSHCE programme is an integral part of this work.

Our PSHCE programme has both curricular and co-curricular elements of delivery and is part of the broader Guidance offer at Thomas Tallis and The PSHCE curriculum is based on a model of both well-being and 'well-becoming', equipping our young people with the knowledge, skills, values and attitudes that will help them to make safe and informed personal and civic decisions both now and in the future. The teaching is based on a non-catastrophe model. This model focuses on teaching relevant skills and attitudes that will serve young people in a variety of situations, rather than dwell on the negative consequences of different behaviours.

While there is a set yearly programme for PSHCE (Appendix A), we tailor our offer to the needs of each year group. These will always change over time, as well as being often dictated by events in wider society, however there may also be issues that are faced by specific groups of students, and we address these as they arise.

The teaching of PSHCE foregrounds the Tallis Character traits of Kindness, Honesty, Fairness, Respect and Optimism and this is complemented by the weekly Ways to Change the World registration sessions which highlight how to put these character traits into action.

2. Statutory requirements

While the full range of content covered in PSHCE at Thomas Tallis School is not statutory, there are aspects of it that all maintained schools are required to teach. New statutory guidance came into effect from September 2020 to teach Relationships and Sex Education and Health Education. In addition, in line with the Education and Inspections Act 2006, there is a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. Both of these statutory elements fall under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).

Citizenship Education is also a National Curriculum subject and, as such, a statutory part of the curriculum since 2002. There is an additional expectation on schools to meet the Gatsby Benchmarks for careers education and it is statutory to provide impartial careers guidance to students, as outlined in the Baker Clause in [updated statutory guidance of July 2021](#). In the most recent government policy amendments, this guidance must now be offered to from year 7.

It is required to teach Relationships, Sex and Health Education (RSHE) (Department of Education, September 2020) and Citizenship Education (Department of Education 2002).

3. Content and delivery

3.1. What we teach

The new statutory RSHE guidance provided the impetus for a curriculum review of PSHE in the summer term of 2020. The PSHE Association's suggested curriculum content was applied as a basis for curriculum design, along with information gained from student consultation, via the then-student council. A brief update of this consultation was conducted in the autumn term of 2021, using a Microsoft forms questionnaire with year groups 7-11. The questionnaire was designed to ascertain where there were gaps in statutory RSHE delivery as a result of COVID, and to ask what other kinds of content students would like to see in this programme. In September 2021 students identified financial topics as an area they would like to do more of and this has been incorporated into the new programme. Additionally, the RSE content has been moved to the start of the academic year to ensure that all students receive the RSE they are entitled to and that further work can be carried out later in the year if necessary.

Every two years we also undertake the Greenwich Health Related Behaviour Survey, which highlights key health and relationship issues in the school and compares to the borough. This survey is done by years 8, 10 and 12. In its absence we will conduct our own review of student health and wellbeing to inform our programmes.

As stated above, we are required to cover the content for Relationships and Sex Education, and Health Education, as set out in the statutory guidance (linked to above). Please refer to our Relationships and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject. All content, including RSHE statutory content, is delivered at an age and developmentally appropriate level and builds on previously taught knowledge, year on year in a spiral curriculum. You can view our curriculum for 2021-2022 at Appendix A.

Please see 'Monitoring arrangements' below for how we use Student Voice and lesson monitoring to influence our planning and delivery of PSHCE.

3.2. How we teach it

All students have 1 hour per fortnight of timetabled PSHCE. These lessons are taught by their tutors, who are the adults in the school most familiar with the students. Lessons are centrally produced by the Guidance team, using a combination of self-made and PSHE Association certified resources. All lessons are in line with our annual PSHE scheme of work and underpinned by the Tallis Character traits of kindness, fairness, respect, honesty and optimism, linking also with the government stated British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. All

content aims to be fully inclusive in nature and we regularly review our materials in light of changes in the world around us.

Paid school membership to the PSHE Association has provided us with access to reviewed and accredited PSHE resources and materials that provide us with a sound and up-to-date research base for planning and preparing lessons and materials for all students.

Students learn about PSHCE-related themes through a range of avenues. These include dedicated PSHCE lessons, Community Days (3 per year), the AM registration programme Ways to Change the World, assembly themes, and various in-school and co- and cross-curricular events. Students are helped to record their learning from the non-lesson-based events through the use of Character passports (on Community Days) and Tallis Futures careers education tracking sheets on their PSHCE folders. Staff assess student understanding through the use of pre- and post-lesson activities that indicate where student learning has taken place and what students have understood.

To facilitate children's learning in the taught PSHCE lessons, to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHCE and that lessons remain fully inclusive for all we focus on the following:

- Ground rules are established at the beginning of the year, and returned to at least termly, to create an environment of safety, maturity and security.
- The purpose of each lesson is made clear.
- Students are expected to complete a written starting and plenary task every lesson that is linked to the learning objectives. This written task forms the basis of PSHCE assessment, in which classroom teachers are able to see clearly the progress made in each lesson.
- Appropriate learning experiences are planned in line with our annual PSHCE scheme of work to meet the needs of all the children in the class.
- Where necessary, the school's SENCO is consulted on best practice for delivery. Although, differentiation of lessons is expected to be undertaken by class teachers who know and understand the needs of their class, lessons in PSHCE include a slide with key words, simple definitions and related images and visual icons on slides to indicate the kind of task required
- Scenario-based learning experiences draw on children's own knowledge and understanding to provide them with a range of opportunities to learn, practice and demonstrate skills, attitudes, knowledge and understanding.
- Time is given for children to reflect, consolidate and apply their learning of skills to relevant scenarios.
- Trigger warnings are given on those lessons in which there is a risk of students being impacted personally by the content and teachers are reminded of how to respond in these situations. There is also a slide at the end of each lesson, showing students where they can get further help and advice
- Staff training in PSHCE takes place through a combination of learning in pastoral team meetings, start-of-year overview (including safeguarding), and in-

year sessions around topics such as handling sensitive and controversial issues and confidentiality. This is ongoing through the format of the lessons and as a standing item in Pastoral team meetings.

The Guidance department leads the programme. However, carefully selected and screened outside visitors may play a role in delivering content where it is considered beneficial.

3.3. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Annual safeguarding training is delivered to all teachers, and they know to report any concerns to the designated Safeguarding lead or, in their absence, their deputy. Visitors/external agencies which support the delivery of RSE are required to be DBS checked and if they are not then a member of school staff must accompany them at all times. We work only with groups who have been approved by the PSHE Association or government bodies, or are in wide use by other educational institutions.

4. Roles and Responsibilities

4.1. The Governing Board

Thomas Tallis School's Governors will approve the PSHCE Policy and hold the Headteacher to account for its implementation. Where possible, there will be a governor representative to oversee student development, including the delivery of PSHCE with particular attention to RSHE.

4.2. The Headteacher

The Headteacher is responsible for ensuring that PSHCE is taught consistently across the school.

4.3. Staff

Staff are responsible for:

- Delivering PSHCE through dedicated lessons in a sensitive and informed way
- Modelling positive attitudes to personal development and wellbeing in PSHCE lessons and other areas of school life
- Monitoring progress of children in PSHCE lessons, through regular routines enforced relating to starter and plenary tasks
- Responding to the needs of individual pupils in PSHCE lesson, signposting to further help and advice where necessary
- Highlighting to the Guidance team any issues or oversights related to lesson content and teaching, for example in terms of fair representation and equality of access.

Lessons are created and delivered by the Guidance team which includes the AHT Co-curricular and Deputy of Guidance, alongside teachers with specialist posts and/or interests such as the Head of RE and other teachers where there is an identified need or benefit.

4.4. Pupils

Pupils are expected to engage fully in PSHCE lessons and, when discussing issues related to PSHCE, treat others with respect and sensitivity. This includes behaving in keeping with the Tallis Character traits and Tallis Habits. Pupils also have a key responsibility in the co-creation of the PSHCE curriculum through their student voice contributions.

5. Monitoring arrangements

The delivery of PSHCE is monitored by the Guidance team, Pastoral leads (Heads of Year) and the Leadership Group. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer questions such as:

- Are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes?
- What training needs are identified for the effective implementation of the PSHCE programme?

These questions are addressed in a range of ways including planning reviews, learning walks, stakeholder surveys (including the HRBS), regular review of the PSHE & RSE policies, student voice feedback, governor visit and review.

6. Remote Learning

There are particular issues to consider for PSHCE where teachers are asked to provide work for pupils to do at home or to teach remotely. There is a lot that can be done remotely to deliver some aspects of PSHE education, but some topic areas are not appropriate. Topics that can work well for remote/home learning at this time include:

- Strategies for preventing infection
- Ways of promoting positive mental health and emotional wellbeing
- Sleep and good sleep habits
- Balancing time online with other activities
- Managing online friendships and social media
- Maintaining healthy eating habits and physical activity
- Study and revision skills

- Careers education
- Shared responsibilities in caring for others

However, not all PSHE education topics are appropriate to deliver remotely. The PSHE Association strongly advises schools to carefully consider whether a topic is safe to be addressed remotely or through home learning before setting any work in PSHE education for a number of reasons:

- Many topics covered in PSHE education are complex and sometimes sensitive. Pupils should engage with such topics in discussions and activities facilitated by a teacher, within a safe classroom environment.
- Researching certain PSHE education topics can lead pupils to access websites that may be unreliable or even harmful.
- Learning in PSHE education should always take place within a carefully sequenced, developmental programme, which is far harder to achieve through setting activities to be completed over a period of time with no teacher input.

Topics that should NOT be addressed through remote teaching or home learning for the reasons above include:

- Unhealthy coping strategies such as eating disorders and self-harm
- Other mental health issues (other than ways of promoting positive mental and emotional wellbeing)
- Abusive relationships and exploitation, FGM, forced marriage
(*PSHE Association 2020*)

7. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education (RSE) Policy
- SMSC (including FBV) Policy
- CEIAG Policy
- Drugs Policy
- Safeguarding Policy

This policy will be reviewed by SLT and Governors annually. At every review, the policy will need to be approved by the School Governors.

APPENDIX A: Thomas Tallis School PSHCE Curriculum Yearly Overview Autumn Term 2022

Week	Lesson	Date Week Commencing	Year 7 Assembly Thurs De	Year 8 Assembly Tues WT	Year 9 Assembly Fri RS	Year 10 Assembly Weds WY	Year 11 Assembly Mon MB	WtCtW	Important Days/weeks/ observances	Cross School Events	
1A	1	05/09/2022	Transition 1 Class Contract + Question Box PSHCE baseline	Tallis Character My Tutor Group Class Contract, Equalities Act, Question Box	Tallis Character My Tutor Group Class Contract, Equalities Act, Question Box	Tallis Character My Tutor Group Class Contract, Equalities Act, Question Box	Tallis Character My Tutor Group Class Contract, Equalities Act, Question Box	Character in Action, Equalities Act Quiz			
2B		12/09/2022						Student Voice		Assemblies Start	
3A	2	19/09/2022	Transition 2	Healthy Relationships	Healthy & Abusive Relationships	Intimacy & Pleasure	16+ choices* Apprenticeships Info session	Reporting Abuse and Harassment		Year 11 Medicine & Oxbridge gp	
4B		26/09/2022	Tallis Jury Service Wednesday P1 2 Gallery*					National Clean Air Day			
5A	3	03/10/2022	BHM Diversity in the Workplace	BHM Diversity in the Workplace	BHM Diversity in the Workplace	Workplace Discrimination, Employee Rights	Workplace Discrimination, Employee Rights	BHM	National Clean Air Day 05/10	04/10 HRP drama presentation* (for year 7-9)	
6B		10/10/2022						BHM		11/10 BHM careers Panel Discussions all day 13/10 Andy Culpin S4S*	
7A	4	17/10/2022	BHM Theme: Time for Change, Action not Words (lesson to come)					BHM			20/10 BHM Come Dine with Me
Half Term 24th-28th October 2022											
8B		01/11/2022						Guest Character GENEROSITY	November	Charity Fundraising	
9A	5	07/11/2022	Puberty, Hygiene, PE	Consent	Capacity to Consent	Consent, Persuasion & Coercion	Condom Demo on a rota and pregnancy options	Kindness			
10B		14/11/2022	Tallis Jury Service Wednesday P1 2 Gallery*					Send My Friend to School			
11A	6	21/11/2022	Positive Relationships	Online Relationships	The Impact of Pornography	Reproductive & sexual health	Family Planning and Fertility	Nepal Charity		23/11 S4S Kurt Barling yr13 PSHCE*	
12B		28/11/2022	CD1 Sustainability Choices	CD1 Careers Choices	CD1 Personal Choices	CD1 Personal Choices	CD1 Revision and Self-Care Choices	Community Day, Walkathon Education for all		29/11 Community Day 1	
13A	7	05/12/2022	Just a Joke? online sexual harassment and consent	Sexualised Behaviour	STIs, sexual health, using a sexual health clinic	ICT on rota (start date 19/09)	Post 16 progression and applications	Food Bank/Human Rights		Food Bank collections (could do Oxbridge here)	
14B		12/12/2022						Christmas/ International Migrants Day	Assembly feedback from SV		
			CEIAG	Citizenship	e-safety						
			RSE	Financial Capability							
			EBV	PSHE							

Spring Term 2023

Week	Lesson	Date Week Commencing	Year 7	Year 8	Year 9	Year 10	Year 11	WtCtW	Important Days/weeks/observances	Cross School Events	
15A	8	03/01/2023	Risky Behaviour (& First Aid)	Substance Misuse: Alcohol & Tobacco	Red Cross - Story of a night out (substance misuse & first aid)	Condom Demo (rosie) Healthy Choices	REVISION for MOCKS	Guest Character GRATITUDE		04/01 & 05/01 Humanutopia year 9*	
16B		09/01/2023						Mental Health First Aid Kit			
17A	9	16/01/2023	Sex, Relationships & age ratings 1	Sleep and Mental Health	Cannabis & peer pressure	Mental Health & stigma	Horsforth*		World Religion Day		
18B		23/01/2023	Tallis Jury Service Wednesday P1 2 Gallery*						Holocaust Memorial Day		24/01/23 Jack Petchey Workshops year 10. 2 groups
19A	10	30/01/2023	Criminal Law, Courts, online bullying	Online stress, FOMO	Fake News	Wellbeing & the media	Careers and Moving on	Thomas Tallis' Birthday	LGBT History Month	MAL JP Semi final sessions	
20B		06/02/2023						LGBTQ+	LGBT History Month		
HALF TERM 13th-17th February 2023											
21A	11	20/02/2023	LGBTQ+ Month						Guest Character COURAGE (LGBTQ+ being an ally)	LGBT History Month	Jack Petchey Assmbles
22B		27/02/2023	Friday 03/03 Community Day 2 Tallis Citizens: Social Action						Community Day Social Action		02/03 Jack Petchey Regional Finals
23A	12	06/03/2023	Career Exploration	Goal setting, aspirations	Unifrog Careers and Options Choices (ICT)	Horsforth*	Financial Decision making	International Women's Day	IWD 08/03 National Careers Week 06 11/03	Careers Week	
24B		13/03/2023	Tallis Jury Service Wednesday P1 2 Gallery*								
25A	13	20/03/2023	NHS Step into Careers Comp	Careers of the future	Options Choices	Inclusion, Belonging and Extremism	Political Literacy	Anti Racism	Anti Racism Week		
26B		27/03/2023						Autism Awareness Week	Assembly Feedback from SV		
			CEIAG	Citizenship	e-safety						
			RSE	Financial Capability	SMSC						
			EBV	PSHE							

Summer Term 2023

Week	Lesson	Date Week Commencing	Year 7	Year 8	Year 9	Year 10	Year 11	WtCtW	Important Days/weeks/observances	Cross School Events	
27A	14	17/04/2023	Rule of Law and Policing	Local Democracy	Law and Courts	Political Literacy	REVISION	Guest Character INTEGRITY	Stephen Lawrence Day and Earth Day		
28B		24/04/2023	Tallis Jury Service Wednesday P1-2 Gallery*						Student Voice		
29A	15	01/05/2023	Making Good Decisions	Rights & Responsibilities	Mock Trial	Preparation for Directions Day	REVISION	Elections/ Democracy		05/05 Mock Elections, Democracy Week AWF year 9 assembly and in RE lessons	
30B		08/05/2023								11/05 Year 10 Directions Day	
31A	16	15/05/2023	Climate Justice & Human Rights	Sex, Relationships & age ratings 2	L&Q Rota	Interview Skills		World Day of Cultural Diversity			
32B		22/05/2023									
HALF TERM 29th May- 2nd June 2023											
33A	17	05/06/2023	Your Money Personality Barclays Life Skills	Your Money Personality Barclays Life Skills	Fraud and Scams	Independent Living		World Environment Day (all WtCtW to take place on Monday)	Pride Month 05/06 World Environment Day	Environment Week. Activities can take place in subject areas. School focus on sustainability (eg. low tech day)	
34B		12/06/2023	Tallis Jury Service Wednesday P1-2 Gallery*						Guest Character PRIDE	Pride Month	
35A	18	19/06/2023	Social Action Community Day Prep	Social Action Community Day Prep	Social Action Community Day Prep	Social Action Community Day Prep			Pride Month		
36B		26/06/2023	28/06 Community Day 3 Tallis Voices: Tallis Taking Action								28/06 Community Day 3 Taking Action
37A	19	03/07/2023	The Patriarchy & Feminism	Digital Literacy	Budgeting	Debt and Gambling					
38B		10/07/2023									
39A	20	17/07/2023	Safe over Summer	First Aid	Conflict Resolution	Conflict Resolution		International Day of Friendship	Assembly Feedback from Student Voice		
			CEIAG	Citizenship	Personal Safety						
			RSE	Financial Capability							
			FBV	PSHE							

(this is replaced by the 2022-2023 annual PSHCE Curriculum overview

Term 1 Week	Lesson	Date Week Commencing	Year 7	Year 8	Year 9	Year 10	Year 11	WtCtW	Important Days/weeks/observances
2A	1	06 Sept	Introduction to the year. Class Contracts.					Intro to WtCtW	
4	2	20 Sept	Transition	Introduction to the year. Class contracts	Introduction to the year. Class contracts	Introduction to the year. Class contracts	Introduction to the year. Class contracts	Peace	
6	3	04 Oct	BHM	BHM	BHM	BHM	BHM	Mental Health	
8	4	18 Oct 2020	BHM	BHM	BHM	BHM	BHM	BHM	
Half Term 25 -29 October 2021									
10	5	08 Nov	Positive Relationships	Online Stress & FOMO	The Law & the Courts	Revision Strategies	Political Literacy	Kindness	
12	6	22 Nov	Sleep and Wellbeing	Mental Health	Mock Trial	Mental Illness and Stigma	Horsforth-OD	Community Day Prep	23rd Nov-Community Day 1
14	7	06 Dec	Year 6 Catch Up- SR	Drugs, tobacco and alcohol	Red Cross- Alcohol & First Aid	My Values	Revision for Mocks	Human Rights Day	

Term 2 Week	Lesson	Date Week Commencing	Year 7	Year 8	Year 9	Year 10	Year 11	WtCtW	Important Days/weeks/observances
16A	1	04 Jan 2022	An Intro to Consent	Consent	Capacity to Consent	Consent/Contraception	Health Choices	Honesty	
18	2	17 Jan	Puberty and Body Image	The media and body image	Pornography	Healthy and Abusive Relationships	Pregnancy Options	World Religion Day	
20	3	31 Jan	LGBT+ History Month	Period Poverty and Stigma	Speed Networking Event	Sharing Sexual Images	RSE Family Life	Time to Talk	LGBT History Month
HALF TERM 14th- 18th February 2022									
22A	4	21 Feb 2021	The Patriarchy and Feminism	LGBT+ History Month	LGBT+ History Month	LGBT+ History Month, Queering Cinderella	LGBT+ History Month		LGBT History Month
24	5	07 March	IWD Community Day	IWD Community Day	IWD Community Day	IWD Community Day	IWD Community Day	International Women's Day	
26	6	21 March	The Economy	Sleep and Wellbeing	Role Models	Interactive Careers Event	Preparing for Exams: Wellbeing	International Day of Happiness	

CEIAG	Citizenship	e-safety
RSE	Financial Capability	
FBV	PSHE	

Term 3 Week	Lesson	Date Week Commencing	Year 7	Year 8	Year 9	Year 10	Year 11	WtCtW	Important Days/weeks/observances
28A	1	19 April 2022	Climate Justice & Human Rights	Democracy, Politicians and Power	Digital Literacy	Interview Skills	Revision Strategies/ Habits for Life	Stress Awareness Month	
30	2	02 May	Student Voice	Human Rights	Fake News	Progression	Revision	Elections/ Democracy Week	
32	3	16 May	Criminal Law, the courts & online bullying	Careers	What to Watch L3	Financial Literacy	Revision	World Day of Cultural Diversity	
HALF TERM 30th May- 3rd June 2022									
34A	4	06 June 2022		The Power of our voices	Political Parties	Debt, gambling, responsible financial choices.		Optimism	
36	5	20 June	Community Day Prep	Community Day Prep	Community Day Prep	Community Day Prep		Community Day - Tallis Voices	
38	6	04 July		Volunteering	Cannabis and Peer Pressure	Political Parties & Democracy			
40	7	18 July				Homelessness		International Day of Friendship	