

Greenford High School

Policy Document



Personal, Social, Health, Citizenship and Economic Education (PSHCE) Policy

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Personal, Social, Health, Citizenship and Economic Education (PSHCE) Policy

Our aim at Greenford High school is that PSHCE is responsive to the needs of the students and is not overly prescriptive. This PSHCE policy has been developed in line with QCA and Ofsted guidance, including the Every Child Matters agenda.

Aims for the School Curriculum:

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve;
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other - the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

Rationale

PSHCE plays a vital role in helping our young people make sense of an increasingly confusing world, where a basic understanding of life outside Greenford High School is essential. We aim to give them the opportunity to listen to and be heard by others in a safe and inclusive environment through a number of ways: to challenge views that may go against British values; to make them aware of legal implications for themselves and others; to understand what healthy relationships look like; to inform them where they can go to for further advice; in short, to give them the tools they will need to become successful citizens.

Pupils are encouraged, therefore, to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Greenford High School has 5 Character Strengths - **Compassion, Community, Courage, Respect and Resilience**. The qualities and skills that we are trying to encourage students to develop through PSHCE are reinforced/underpinned by all of those character strengths

The **Spiritual, Moral, Social and Cultural Policy** runs alongside this policy, and the provision for SMSC both complements and augments the work done through our PSHCE provision.

The Framework for PSHCE

PSHCE at Greenford High School helps pupils to lead confident, healthy and responsible lives as individuals and members of society. Through lessons and wide ranging activities across and beyond the curriculum, as well as visits from outside speakers and agencies, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues in life. PSHCE helps pupils to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of and differences between people. It also develops pupils' well-being and self-esteem, encouraging belief in their ability to succeed and to take responsibility for independent learning.

At Greenford High School we take a whole school approach to PSHCE which reflects the needs of the pupils, the supportive ethos of the school and the broad aims of the National Curriculum. PSHCE plays a key role in our commitment to equal opportunities by promoting inclusion and respect for diversity and difference. Our programme also reflects the guidance in the Department of Education's documentation on the subject, that 'schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (**RSE**) and the importance of physical activity and diet for a healthy lifestyle.' Our whole school approach means that the way students are treated reinforces the messages conveyed in PSHCE lessons, rather than contradicting them.

At Greenford High School we have a supportive school ethos where there are effective relationships between all members of the school community and where pupils play an active part in decision making e.g. the recruitment of teachers, development of key policies, the Junior Leadership Team, tutor group representatives, etc. School policies are compatible with what is taught in PSHCE and this is important in providing an appropriate context for the delivery of PSHCE.

The knowledge, skills and understanding are taught in 4 interrelated sections:

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy, safer lifestyle.
4. Developing good relationships and respecting the differences between people.

This is then combined with 3 key elements of the Citizenship framework: social and moral responsibility, community involvement and political literacy.

There are 9 key concepts that are developed in the programme of study:

1. **Identity:** their personal qualities, attitudes, attributes and achievements and what influences these; understanding and maintaining boundaries around their privacy, including online.
2. **Relationships:** including different types and in different settings, including online.
3. **A healthy, balanced lifestyle:** including physical, emotional and social health, and balancing within relationships, work life, exercise and rest, spending and saving and lifestyle choices.
4. **Risk and safety:** including identification, assessment and how to manage risk, rather than simply avoiding risk for the sake of self and others.
5. **Diversity and equality:** in all its forms, with special attention to the protected characteristics set out in the Equality Act of 2010.
6. **Rights, responsibilities and consent:** including the idea of universal human rights, fairness and justice, and consent in different contexts.
7. **Change and resilience:** as in managing change, and developing skills, strategies and 'inner resources' we can use when faced with challenges.
8. **Power:** as in, how it is used, how it manifests itself through behaviours including bullying, persuasion, coercion and how it can be managed or challenged through negotiation.
9. **Careers:** including enterprise, employability and economic understanding.

Forms of Curriculum Provision

At Greenford High School PSHCE is delivered in a number of ways:

- Discrete curriculum time, with fortnightly lessons throughout the year, delivered by form tutors.
- Through the **Character and Careers** programme for Year 7 and Year 8. This programme focuses on all the GHS character strengths and the world of work. It is taught for the latter half of the school year, from after Feb half term to the end of Summer Term.
- Form time and assemblies.
- Teaching PSHCE through and in other subjects/curriculum areas.
- Through PSHCE events.
- Through pastoral care and guidance.
- **Futures Programme** at post-16, along with the Post-16 **Community Passport** which is underpinned by the **GHS Character Strengths** and the qualities/skills we are trying to develop through the PSHCE programme

All pupils benefit from PSHCE days that run throughout the academic year. Outside speakers from health, police, community groups, charities and theatre

groups support these one-off PSHCE events and provide support and guidance to individual or groups of students.

PSHCE is delivered by form tutors, providing pupils with an opportunity to discuss and reflect upon social, moral and emotional issues, both in PSHCE lessons and also in registration time, with discussion pivoted round the assembly theme for the week. Finally, elements of the PSHCE curriculum are delivered within other subjects, for example, reproduction, sex and puberty in Science, abortion and moral issues in RE, and racism, and identity in English lessons.

Assessment, Recording and Reporting

Assessment in PSHCE is a tracking of knowledge that is gained in the key areas that are covered during the year, instead of awarding levels. It is important that there is no implication that children are failing as people or citizens - it is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties.

Tutors keep a record of students' progress with sheets completed during PSHCE lessons, and trackers of key areas at the start and end of lessons. Parents and carers can, therefore, get feedback on how their child is performing in PSHCE through the usual points of contact during the year. The majority of assessment in PSHCE comes from AfL activities embedded into each lesson, which allow tutors to gauge student progress and respond accordingly. Students are also provided with verbal feedback on their answers to class discussions. Students are also given an A2L grade for PSHCE at every interim.

In Character and Careers work is marked in line with the school's marking policy, and a level given for A2L at data gathering moments during the year.

Essentially, we hope that our students develop their knowledge in the key areas of both the PSHCE curriculum, but also as citizens on a local, national and global level.

In PSHCE there are two broad areas being monitored for progress:

- 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.

*This Policy should be read in conjunction with the **SMSC Policy** and the policies on **RSE** and **Drugs Education**.*