

Cambian Hereford School
Personal, Social, Health and Economic (PSHE) Education and Citizenship

Legal Status:

- Complies with Part 1, Paragraph 2 (2) (vi) and Part 2, paragraph 5 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Applies to:

- The whole school inclusive of activities outside of the normal school hours; all staff (teaching and support staff), the proprietor and volunteers working in the school.

Related Documents:

- The Teaching and Learning Policies;
- The Safeguarding Policies, Child Protection and Anti-Bullying;
- Spiritual, Moral, Social and Cultural Policy;
- Personal, Social, Health and Economic Education;
- Citizenship Programme;
- Relationship and Sex Education (RSE) Policy;
- Careers Policy;
- Equality and Diversity Policy;
- Inclusion Policy;
- Special Educational Needs and Disability (SEND) Policy.

Availability:

This policy is made available to parents, carers, staff and pupils from the school office.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Head Teacher.

The Head Teacher will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2025



Tom Clarke
Headteacher

Cambian Hereford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential

PSHE Education in our school encompasses all areas designed to promote children's personal, social and health development. It allows children to: build the knowledge, skills and understanding for the need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility, make the most of their own abilities and those of others. It has strong links with Every Child Matters outcomes; Spiritual, Moral, Social, Cultural Values and the National Healthy Schools programme.

Personal: The personal aspects of PSHE education look to develop the whole individual. It supports the progression of qualities and skills children/young people already have. Through becoming aware of their own emotions and how to manage them, children and young people can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

Social: The social element focuses on cohesion in both the school and wider community. It aims for children to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Children learn to value each other's individuality and explore issues such as bullying including racist, homophobic and cyber-bullying. Relationships and sex education is also a crucial part of social and health education to ensure that children and young people have the information and understanding to make informed choices, know how to be safe and to be aware of the regulations and law surrounding Sex and Relationships.

Health: Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet twinned with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as substance, tobacco and alcohol abuse and the impacts this can have on the individual and others around them. There is an emphasis throughout PSHE of mental wellbeing and mental health, what each are, their impacts and what to do to benefit each.

Economic: Economic education aims to teach children about the economy and how to manage their personal finance. It aims to provide children with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

Intent:

Cambian Hereford School recognises that the personal and social development of pupils is increasingly a major aim of education. Far from being on the fringes, PSHE education is at the heart of everything that takes place in a school. At our school, we encompass a holistic approach to PSHE and it is embedded throughout all aspects of school life. This is because we recognise the specific challenges our students face with regard to personal needs and aspirations. The aim of PSHE education is to help our young people understand and value themselves as individuals and as responsible, respectful and conscientious members of society. We want our pupils to celebrate themselves as an individual, with unique qualities and to feel confident in the wider community. We intend to equip children with the knowledge, understanding, skills and strategies required to live healthy, responsible and capable lives. Ones that are safe, productive and balanced. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices, and in achieving economic wellbeing.

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We comply with the Education Act of 1996 which requires all (maintained) schools to provide a balanced and broadly based curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils;
- Prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

To this end we will:

- Promote attitudes and behaviour which contribute to personal, family and community relationships;
- Promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs;
- Encourage the development of personal skills that enable pupils and young people to function successfully as members of society;
- Ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- Promote a healthy lifestyle, both physically and psychologically.
- Equip pupils with the knowledge to make sensible financial decisions in life.
- Prepare and support pupils with their post sixteen-options.
- Educate students about RSE.

As part of our Behaviour Policy, Cambian Hereford School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010) and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour, within our curriculum we will identify these and state the implications of bullying.

A critical component of our PSHE education is providing opportunities for children to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Implementation:

Pupils may join the school following a period of time out of education, so the first aim is re-engagement within the classroom. Initially, this may involve completing tasks which build confidence in the pupil, while simultaneously providing the opportunity to understand the interests of the pupil, assess their knowledge and understand what gaps they might have within PSHE. This may involve tasks that are based on identity, morals and values to gain greater understanding of the pupil's needs. Alternatively, having open ended discussions to discover potential gaps in their knowledge which will inform short- and medium-term planning. The information collected will shape a bespoke learning package that builds confidence alongside securing a solid foundation that meets individual need.

KS3 PSHE

In accordance to the KS3 curriculum map students will start with an introduction into PSHE and gradually build upon their understanding. The format follows Hodder KS3 PSHE student book which provides a structured pathway for their learning. However, as mentioned, a student may have sporadic attendance or may have missed a significant amount of school. Therefore, regardless of what KS3 year group a student may be, the PSHE content is flexible to accommodate any immediate needs of a student. This learning journey prepares students for the

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demands of KS4 Asdan PSHE short course. The content covered provides a solid platform for students to build and generate greater quality of work.

KS4 PSHE

In KS4 the students are enrolled onto Asdan PSHE and Independent Living short course. This qualification covers many different topics including drugs education, alcohol education, sex and relationship education, emotional wellbeing, keeping safe and healthy, social media, careers and your future, financial choices and introduction to living in modern Britain. Students will complete a selection of modules each containing four tasks over a minimum of ten hours or more worth of learning. Students have the capability of completing eight modules throughout the duration of KS4. Depending upon the number of modules a student completes, will determine the number of credits and their respective award or certificate. This will be assessed internally throughout each module and moderated by a different internal subject lead.

There are many methods of assessment including; designing a poster, leaflet, writing a report, presentations and debates. All modules assessed will develop a deeper understanding around personal, social and health education alongside personal economics. Cambian Hereford School aims to develop students, prepare them for the wider world and develop their understanding and knowledge of the world. Students will gain more understanding in applying for jobs and become more aware surrounding the risks we face in society and how to remain safe online. Relationship and sex education (RSE) is integrated into the PSHE curriculum and the students are able to develop their understanding around appropriate relationships, contraception, sexual intercourse, gender, LGBTQ+, reproductive systems and sexually transmitted diseases.

Impact:

Attendance to lessons
Attitudes and behaviours within the lessons
Pupil progress
Completion of qualification

PSHE education at Cambian Hereford School contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The PSHE department plans each year to use extra-curricular activities such as trips to engage students and teach the learning through a different view. Many PSHE films are used in the local cinemas and courtyard to promote different topics. In PSHE we teach to the ability of each student and not the specific year group. With students that miss education due to different reasons, the lesson will be differentiated to teach the topics that the student has missed. It is important that the student has the opportunity to engage in missed learning as this will have a knock-on effect in the future lessons. There are many different topics within PSHE and the students will have an input into the topics and what interests them, making it a personalised timetable. PSHE is a subject that many students can express themselves through, using debate, discussion or writing. This is encouraged so that students can not only

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learn, but also have an emotional release if needed. Another important skill which is encouraged in PSHE is reading; all students will use reading to develop their skills and understanding of more complicated words and sounds of words.

Spiritual, Moral, Social and Cultural Development (SMSC)

In our school we plan and deliver controlled opportunities to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHE education and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions.

In addition, our school:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism;
- Ensures that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Social, moral, spiritual, cultural (SMSC) education is integral to our PSHE education programme. It pervades the whole of our teaching and learning; the ethos and life of our school. Within SMSC, our aims are to help pupils to:

- Develop self-esteem and confidence;
- Enable pupils to understand what is right and wrong in their school life and life outside school;
- Accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;
- Take part in a range of activities requiring social skills, develop leadership skills; roles and responsibilities, offer help and learn to be reliable;
- Acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity and develop curiosity in their learning;
- Understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable them to take a full and active part in it;
- Develop respect towards diversity in relation to: gender, race, religion and belief, culture, sexual orientation and disability;
- Acquire a broad general knowledge of public institutions and services in England;
- Respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, an appreciation of theatre, music and literature;
- Overcome barriers to their learning.

Therefore, the understanding and knowledge expected of the pupils in Cambian Hereford School as an outcome of our positive approach to SMSC includes:

- An understanding of how citizens can influence decision-making through the democratic process;

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- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary and that while some public bodies such as the Police and the Army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination;
- Promotion of Fundamental British Values (FBV).

Our objectives are to:

- Teach children the facts concerning their growth and development as individuals; help children to understand concepts such as tolerance, respect and liberty and equality;
- Enable children to acquire skills relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- Encourage children to develop informed opinions and attitudes for themselves about a range of personal, social and moral issues;
- Nurture in children a particular set of values;
- Give the children the courage to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

We provide positive experiences through planned, personalised and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities are available to pupils through the curricular and extra-curricular programme and their participation in these opportunities. We plan and deliver our personal, social and health education and citizenship through different platforms, such as tutorials and assemblies to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans to enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities. A range of these activities are documented in students PSHE workbooks and can be seen in the PSHE subject folder.

PSHE education, Citizenship and inclusion:

We teach PSHE education and Citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children, taking into account their previous education as well as their learning difficulties and requirements.

When teaching PSHE education and Citizenship, teachers take into account the targets set for the children in their IEPs, some of which may be directly related to PSHE education and Citizenship targets. For gifted and talented children, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community. In addition, we have a student council, opportunities through physical activity, learning key skills for example, resilience and supporting local

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charities.

Teaching and Assessment:

PSHE education is taught using a range of strategies; linked to an array of assessment methods. In KS3, we track our students progress is through both formative and summative assessment. This is tracked using an excel spreadsheet, which takes key developmental points from each module using a dropdown menu to record student progress. This progress is tracked for smaller, personal development points as well as an overall target or assessment point. In KS4, students study the ASDAN Short Course which consists of achieving a credit for each module completed. To achieve a credit, a student must engage in a minimum of 10 hours' worth of learning and complete four or more tasks. This includes the compulsory RSE and careers modules. How this qualification is delivered is through a variety of methods, such as discussion, research, interviews, podcasts, questioning and written work. Once completed, all work will be moderated by a separate subject specialist within school.

Discussion: Can be useful for finding out about the ideas and values each pupil possesses. Here you would pose questions the children can discuss; looking at pictures, newspapers, film clips or books can also aid the understanding of the chosen topic.

Assemblies: Are also effective when introducing themes which will later be used as a tool for discussion, enabling children to consider their arguments validity. During reflection the children consider the issue concerned, developing positive thinking skills and add another layer of depth to the discussion. The aim of reflection is to relax and focus the mind, create mental space and get in touch with the inner self (Hawkes, 2003). One way to assess learning during assemblies is by observation. It is useful for the teacher to utilise the teaching assistant (when they are available to support in lesson); they note down any comments or misconceptions that may affect their understanding. In lessons, children have the opportunity to reflect on the past and have discussions.

Role-play/Drama: Offers a natural medium through which children can experience, explore and present ideas. Pupils can play out situations or use freeze frames and then discuss possible outcomes and how the results may differ depending on the choices of others. Assessing drama may involve the use of peer or self-evaluation. This allows pupils to know where they are in their learning, understand what they need to do to improve and how to achieve this. For example, debate about current affairs, this activity involves the young people role playing.

Relationship and Sex Education:

Relationship and sex education (RSE) is to be delivered by teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. Prior to sex education lessons commencing, a letter will be sent to parents and carers asking for their consent and inviting them to view resources which accompany various units of work if they so wish. A separate RSE policy is in place and can be found in the PSHE subject leader folder, the school is also involved in local community groups and is a member of the PSHE Association.

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Continuity and Progression:

Continuity and progression is ensured throughout Cambian Hereford School by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values. Our students require the themes in the schemes of work to be regularly revisited, in order to re-inforce the key messages our schemes of work identify and the key themes pertinent to the challenges that our students face.

Cross Curricular Links:

PSHE education embodies the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout Cambian Hereford School. There are particularly strong links with the Science curriculum, relating to RSE and the Tobacco, Alcohol and Substance abuse module, as well as with Literacy, Humanities (RE, History and Geography), Food Technology and Art. Regular communication takes place between the teachers who deliver these areas of the curriculum to ensure a balanced approach, to enhance and identify the development of existing links. Additionally, at the start of this academic year, each subject leader completed an audit to highlight what areas they cover to some degree in their subjects. These audits are available and can be found in the PSHE Subject Leader Folder, as well as the overall findings and results which are found on the Curriculum Maps for KS3 and KS4.

Time allocation and staffing:

Throughout the school, PSHE education is delivered, as a separate subject, but also covered in assemblies. The curriculum that is delivered during these slots is only a small part of the physical, spiritual and moral teaching which the children receive. This is influenced by a range of factors, some of which are impossible to quantify and in a minority of cases, impossible to control.

Generally	Specifically
School's values; School's atmosphere/ethos; School's appearance; School rules; Influence of home; Influence of media; Role model of staff; Recreational activities; Extra-curricular activities; Field trips; Organisation and curriculum.	Input across the curriculum e.g. universal learning; Pastoral care system; School's Behaviour Policy; Reward/Merit system; Assemblies; Games programme.

The delivery of PSHE education illustrates how diverse the delivery of moral, spiritual, social and cultural issues is for our pupils. What content is covered in the lessons and what the pupils take away from each of these sessions, in the form of skills, knowledge, awareness and understanding, is reflected from the level of teaching given. The programme of study for PSHE education is based on the National Curriculum and the specification for AQA PSE (5800).

Equal Opportunities:

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All activities will be planned in a way that encourages full and active participation by all pupils, irrespective of academic ability, gender, differences in culture or background.

Assessment, Recording and Reporting:

Assessment in PSHE education can be recognised as being slightly diverse when compared to the other subjects. Emphasis is placed on self-assessment, review of group work, class discussion, observation and written work. Marking, where necessary, should be a two-way dialogue with the pupil, so that their thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Various methods will be used to record pupils' work in PSHE education e.g. written, oral, photographic and artistic. KS4 students working through the ASDAN PSHE short course qualification have their tasks marked according to the assessment question of which has a subjective itinerary to fulfill. Once marked, the teacher can provide feedback for students to expand upon their original answer if needed.

Parental and Community Involvement:

Parents have the right to receive information from our school regarding PSHE education. We believe that sharing our pupils learning with parents and carers enables our young people to continue their development from school into their home life. Parents and carers are invited to join in events in school, including class assemblies, acts of worship and workshops on relevant themes. Working with parents/ carers is a vital part of the whole school approach to PSHE education and Citizenship. Outside agencies are invited into school to help with the delivery of PSHE education and Citizenship, e.g. Emergency Services, Ministers of Religion, Charitable Trusts, community groups, etc.

Monitoring:

Our monitoring will be based on observations and personal discussion so that relevant modification to Schemes of Work can be undertaken swiftly and effectively.

School Council:

School Council representatives will be elected at the start of each academic year. The designated teaching staff, two staff will always be present, will discuss items raised by the school council. The school council will make a valued contribution to the Code of Conduct at Cambian Hereford School which, when agreed, everyone is expected to follow.

Resources:

We use the National Curriculum guidelines which can be accessed in the PSHE subject leader folder. A topic of relevance will be discussed in assemblies a minimum of two times per term (given the current situation – COVID 19). The ASDAN PSHE short course specification alongside BOOST digital learning platform can also be used as a reference.

Display:

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A vibrant school should have displays which enhance the environment for pupils and adults alike, we have designated display boards for PSHE. Members of staff are encouraged to produce displays in classrooms and public spaces showing evidence of PSHE education work as well as pupil work throughout the wider curriculum.

Learning support provision:

The nature of the topic allows for a broad range of mediums for delivery. Those pupils, for whom the National Curriculum core subjects may be challenging, often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. As KS4 PSHE education is assessed there is a call for specific support for less able pupils, though it remains necessary for the session leader to ensure that all pupils are as involved as possible in the discussions and activities taking place. The Head teacher and all teachers are aware from pupils' files of any home situation or social difficulty which could make some subjects more sensitive than others.

Curriculum enrichment:

We undertake a variety of field trips and excursions, including residential trips. Furthermore, we have outside speakers on a variety of topics and special workshops.

Development:

- To ensure that we utilise 'outside' speakers as a supportive teaching method (e.g. police talk on sexting);
- To incorporate additional school trip to consolidate learning and provide first-hand experience.

This Policy will be reviewed annually.

Reviewed date: September 2025

Review date: July 2026

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