PSHE

POLICY

Approved by:	Terence Breen
Date:	September 2026
Next review due :	September 2027

INTRODUCTION

Personal, Social, Health and Economic Education provides a vital foundation for the personal development of young people in preparing them for adult life. PSHE Education is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life. The statutory guidelines consist of a framework for personal, social health and economic education for Key Stages 3 and 4. Students develop knowledge, skills and understanding in the following areas:

- Health and Mental Wellbeing
- Relationships (RSE)
- Living in the Wider World

AIMS

The overarching aim for PSHE education is to provide students with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

ROLES AND RESPONSIBILITIES

Executive Headteacher – Terence Breen
Headteacher – Jayne Whitehouse

The subject teachers are responsible for:

- the overall planning, implementation and review of the programme
- annual review of the PSHE Policy
- meeting with external agencies
- attending meetings with the Headteacher to discuss ongoing changes to the curriculum
- ensuring that teachers are aware of, and are responding to, local guidelines and national policy statements in relation of PSHE
- organising the delivery of PSHE through a team of dedicated teachers

PROMOTING FUNDAMENTAL BRITISH VALUES

Impact approaches the promotion of fundamental British values in line with the Government's PREVENT strategy.

These British Values are: democracy; individual liberty; the rule of law; mutual respect; tolerance of those with different faiths and belief. Each is defined below and placed in a school context through the use of examples. It is, without question, everyone's duty to ensure they do not undermine these fundamental British values.

The following areas are covered within the PSHE programme including tutor time activities and assemblies.

DEMOCRACY

Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems. In school we promote the importance of democracy through such things as:

- The free and fair electoral process for student positions of responsibility.
- Students being encouraged to consider alternative pathways in lessons.
- Student Voice on key school decisions through whole school surveying.

INDIVIDUAL LIBERTY

Individual liberty suggests the free exercise of rights generally seen as outside Government control. In school we promote the importance of individual liberty through such things as:

- The increasing liberty afforded to students as they move up through the years.
- Students encouraged to voice views in lessons in a formative manner.
- Students offered autonomy over choices regarding academic pathways.

RULE OF LAW

All people and institutions are subject to and accountable to law that is fairly applied and enforced. In school we promote the importance of the rule of law through such things as:

- A shared classroom behaviour code of practice.
- Marking and feedback, policies set clear boundaries which are explained clearly to students.
- Accountability is stressed to all staff and students

MUTUAL RESPECT

The proper regard for an individual's dignity, which is reciprocated. In school we promote the importance of mutual respect through such things as:

- Classroom behaviour code of practice.
- School ethos statement.
- Clear guidance on positive behaviour.
- Wellbeing promotes mutual respect through the skills developed in sessions/ assemblies.

TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own. In school we promote the importance of tolerance of those with different faiths and beliefs through such things as:

- Observance various religious beliefs.
- Acceptance of faith symbolism.
- Faith assemblies.

PREVENT DUTY

At Impact we are well aware of the Prevent Duty and have ensured that all staff understand their statutory duty. Throughout the academic year all staff receive Safeguarding Training including very specific training linked to the Prevent Duty. All staff understand that any concern about extremism or radicalisation of our young people is to be treated as a Safeguarding issue and thus should be treated in exactly the same way - our Safeguarding Policy reflects this practice. We have a robust procedure in place should we have any concerns. We ensure that through open discussion within classrooms we enable young people to test out their ideas in a safe and supportive environment where staff can challenge and broaden students' understanding of the wider world.

CHILD SEXUAL EXPLOITATION (CSE)

At Impact we strive to support and teach students about how to make positive choices and informed decisions in their relationships so that they develop awareness and can protect themselves from all potential forms of sexual exploitation and abuse.

Within the PSHE programme we aim to achieve the following objectives:

- To increase awareness and understanding of CSE within the school setting.
- To raise awareness of the risk factors and warning signs of CSE.
- To provide relevant information and guidance on CSE, which is accessible to staff, parents/carers and students.
- To provide a consistent approach when dealing with CSE.
- To make available support for pupils, parents/carers and staff in the event of concerns arising in relation to CSE
- To enable those seeking help to feel secure and supported

By virtue of regular contact with young people, staff are well placed to notice changes in behaviour and physical signs which may indicate involvement in sexual exploitation. In the event of staff identifying concerns relating to CSE, this information will be shared immediately with a member of Safeguarding Team. The concerns will be reviewed and appropriate action taken in line with the school's Safeguarding Policy and procedures.

Principles of PSHE Education

At Impact we are members of the nationally recognised PSHE Association and utilise their SOW and resources to embed the PSHE programme.

- Plan a programme which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
- Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
- Provide information which is realistic and relevant and which reinforces positive social norms.
- Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
- Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
- Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
- Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.