



Maidstone Grammar School
for Girls

Non sibi sed omnibus

PSHE Policy

School Policy

2026-2027

History Log

Last Revised	Revised By	Next Review Date	Time Scale
June 2023	L Morris	June 2024	Annual
June 2024	B White	June 2025	Annual
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Contact: Mrs N Lawrence, Assistant Headteacher

A forward-thinking community with a tradition of excellence

Introduction

Personal, social, health and economic (PSHE) education together with citizenship, is a planned programme delivered across the school that enables students to develop as individuals, as members of their families, and to become responsible members of the school and the wider community.

The objectives are to:

- develop the students' wellbeing and self-esteem, encouraging belief in their ability to succeed
- enable students to take responsibility for their learning and future choice of courses and career which make the most of their ability
- develop a healthy, safer lifestyle
- develop healthy, positive relationships and respect the differences between people
- enable students to play an active role as members of a democratic society reflecting the key principles of British Values
- promote students' spiritual, moral, social and cultural development.

This policy needs to be read in conjunction with the following school policies:

- RSE (relationships and sex education) policy
- Careers Policy
- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Anti-bullying policy
- Online safety policy.

Why Is PSHE Education Important?

PSHE education aims to provide a holistic personal, social, health and economic education for all our pupils. The school believes that Personal, Social, Health and Economic Education provides a vital foundation for the personal development of young people which assists them in developing the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. As such, the school has included SMSC and the promotion of 'British Values' as part of the PSHE curriculum. The school also recognises that an effective PSHE programme can also help students to achieve their academic potential by tackling issues that can affect their ability to learn, such as anxiety, stress and unhealthy relationships.

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, wellbeing, behaviour, welfare and safeguarding.

PSHE education also enables students to reflect on and clarify their own and others' range of values and attitudes that they encounter, both currently and in the future. Opportunities ensure that PSHE education addresses real life and topical issues, appropriate for our students'

abilities, backgrounds and experiences. It supports the statutory requirements for careers education and relationships and sex education (RSE) together with work-related learning.

Safeguarding and the PSHE curriculum

PSHE is an essential part of building a culture of safeguarding; through delivery of topics on relationships, consent, child on child abuse, drugs and alcohol and online safety, the programme provides students with the knowledge, language and strategies to identify potential risk to safeguard themselves, to protect their peers and to access help for themselves and others where necessary.

Flexibility within the PSHE curriculum allows the programme to respond to local public health and community issues, meet the needs of students and the local community.

Flexibility

MGGS retains the freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people. The PSHE curriculum complies with the Equality Act 2010 ensuring that the curriculum educates and deepens young people's understanding of diversity and inclusion. Where appropriate this may also require a differentiated curriculum to ensure students with Special Educational Needs can participate in the curriculum.

PSHE content

At MGGS, the PSHE programme has three areas of focus:

- Personal Development and character building
- Relationships and Sex Education (RSE), including Health and wellbeing. Refer to RSE policy for detailed information about RSE delivery at MGGS
- Living in the Wider World, including Citizenship and Careers education.

Careers and Citizenship

Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 (updated 2021) states that: *"We have endeavoured to ensure the content is proportionate and deliverable. Whilst we are not mandating content on financial education or careers, we want to support the high quality teaching of these areas in all schools as part of a comprehensive programme, which complements the national curriculum where appropriate and meets the ambitions of the Careers Strategy. We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes"*

At MGGS, the PSHE programme will include careers and citizenship education and includes:

- British values
- Politics and democracy
- Community, identity and diversity
- Global citizenship
- Human rights and international law
- Rights and responsibilities

- Crime and the justice system
- Financial capability
- World of work.

Citizenship - statutory element from the National Curriculum

[National Curriculum - Citizenship key stages 3 and 4](#)

Key Stage 3

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- The operation of Parliament, including voting and elections, and the role of political parties
- The precious liberties enjoyed by the citizens of the United Kingdom
- The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- The functions and uses of money, the importance and practice of budgeting, and managing risk.

Key Stage 4 and Key Stage 5

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:

- Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom

- Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world human rights and international law
- The legal system in the UK, different sources of law and how the law helps society deal with complex problems
- The diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

Cross-Curricular Links

The lead teacher will need to work closely with colleagues in related curriculum areas to ensure Relationships and Sex Education (RSE), and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE. It is important to check prior knowledge and build this into the planning process to ensure a smooth transition between primary and secondary.

For further information on links to national curriculum subjects please read the MGGS RSE policy.

PSHE Days are the main way in which the PSHE programme is delivered at MGGS, in addition to assemblies, form times and the Enrichment programme.

PSHE Delivery

Form time activities, together with main school and year group assemblies support PSHE Day themes where appropriate, as well as allowing the flexibility to discuss current affairs, other relevant issues as the need arises as well as events that support the school values and ethos. Assemblies are led either by the school's Leadership Team or other staff. Subjects may include current moral issues or social decisions that may affect the students' lives now or in the future. Assemblies may have a spiritual element where students are asked to reflect on the world in which they live, encouraging them to be respectful and consider the diversity of the school community and outside world.

Aspects of PSHE education are also delivered across the curriculum, through year group activities and trips at all key stages giving students the opportunity to develop leadership, teamwork and organisational skills as part of the delivery of SMSC (Social, Moral, Spiritual, Cultural). All students are encouraged to be involved in the life of the school from Year 7 upwards by supporting house events such as House Arts, Diversity & Inclusion events, a wide variety of sports events and Science Week (STEM) activities.

Extra-curricular opportunities give all students the opportunities to develop their skills and interests in the Arts or Sports, or through the Duke of Edinburgh Award scheme. Many students contribute to the life of the school through activities such as the Student Council, Diversity Ambassadors scheme, House Leaders, Subject Leaders or Peer Mentoring.

Equality Diversity and Inclusion

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude in line with the Equality Act (2010). Teaching pedagogy will consider the ability, age, readiness and cultural backgrounds of our students to ensure that all can access our PSHE curriculum. Our PSHE provision educates students on the fundamental British Values as well as the protected characteristics of the Equality Act 2010 and is a core component of the programme of study.

The fundamental values and protected characteristics are visible through:

- Personal, Social, Health and Economic Education (PSHE) curriculum
- events organised and promoted by the Diversity Ambassadors throughout the academic year
- Tutor Room notice board
- Subject classrooms, demonstrating how each subject area reflects each of the fundamental British values
- Whole School displays
- Our core values and ethos as a school.

Teaching and Learning

A wide range of teaching and learning styles is used to deliver PSHE education. There is emphasis on active learning using thinking skills by including the students in discussions, investigations and problem-solving activities. Students are encouraged to take part in a range of practical activities that promote active citizenship and SMSC opportunities e.g. charity fundraising, through volunteering, the planning of school special events such as an assembly or key cultural/historical events, or through involvement in an activity to help other individuals or groups such as peer mentoring. Students are able to participate in discussions to resolve conflicts or to set an agreed protocol for class behaviour. Visiting speakers, such as charity workers, the police, local charities or national charities, former students and representatives from the local council are invited into the school to talk about their role in creating a positive and supportive local community.

Assessment, Monitoring and Evaluation

The assessment of students' PSHE is essential in providing information that indicates their progress and achievement and informing the development of the programme. Students have the opportunity to reflect on their learning and personal experiences and set personal goals and strategies to achieve them.

Learning is assessed through baseline assessments that can include:

- Questioning
- Multiple choice
- Questionnaire/Google Forms
- Class discussion
- Peer discussion.
- Recall

Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. The curriculum builds on the knowledge pupils have previously acquired, including in other subjects.

Monitoring and Evaluation

We listen to the views of our students and parents and use this to perform our planning. We aim to carry out:

- Student Voice either through questionnaires or focus groups or both
- Feedback for Heads of Years to discuss key priorities
- Feedback from the Designated Safeguarding Lead

At the start of each academic year, the Teacher in Charge of PSHE will write to parents and students highlighting the PSHE curriculum for the academic year. Heads of Year will communicate the outline of PSHE days at appropriate points in the year.

Staffing and Support

The PSHE education curriculum is overseen by the PSHE coordinator, along with Heads of Year and the Leadership Team, with the support of teaching staff, the careers advisor and other support staff. Content is delivered by teaching staff and support staff, including external agencies, during PSHE Days, in form times and assemblies. Many subject staff also deliver elements of PSHE education through their own curriculum areas.

Staff Delivering PSHE are Responsible for:

- Ensuring PSHE is delivered in a sensitive way in line with the Equality Act
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual students
- Liaising directly with the Safeguarding leads where matters arise
- Reporting to the HoY of any evolving needs of students
- Ensuring the needs of specific SEND students are adhered to.

All staff, including support staff are available to support students as the need arises. The school has trained counsellors and works with external agencies to deliver specialist support for our young people. External visitors are often used during PSHE Days, enrichment activities and our Mindset, Enrichment, Google and Advanced Thinking (MEGA) programme. All visitors work in line with the MGGS Child Protection and safeguarding policy and will be scrutinised in terms of appropriate delivery and content.

The school's career advisor plays an important role in advising students on future choices. They deliver a number of assemblies and regularly contact students with regards to employment/career opportunities.

Spiritual, Moral, Social and Cultural (SMSC):

Promotes student understanding of themselves through encouraging opportunities to reflect and develop personal discipline, self-respect and most importantly integrity. Students are supported to make independent choices and accept responsibility for their actions. Students will grow through holding themselves to account for the choices they make. The spiritual, moral, social and cultural education of our students is cross curricular. Our approach to SMSC is in line with our core values of Resilience, Support, Inspiration and Excellence (RISE).

Cross-Curriculum Teaching and Learning SMSC Education

SMSC is integrated within the curriculum and across school life, Religious Studies, PSHE and assembly programmes. SMSC is visible throughout school life:

- Main school and year group assemblies
- Events run by the Diversity Ambassadors
- Tutor Room notice boards
- Subject classrooms, demonstrating how each subject area reflects each of the areas of SMSC
- News and Bulletin blog
- Main school and Year group assembly themes

All areas of the curriculum draw examples from a range of cultural contexts. We use classroom discussion to enable students to:

- Talk about their experiences, feelings and points of view
- Express personal ideas and beliefs
- Discuss key events relevant to them such as death or managing conflict
- Share thoughts and feelings with other people
- Explore relationships with friends, family and others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and respect for others
- Develop and consolidate a strong sense of belonging
- Develop and enhance the skills and attitudes that enable them to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open-mindedness, sensitivity, critical awareness, etc.

The curriculum provides opportunities for students to:

- Listen and talk to each other
- Learn to treat all as equals, accepting people who are different because of physical and learning difficulties
- Have a difference of opinion
- Experience good role models and be good role models
- Take turns and share
- Work cooperatively and collaboratively.

We use a variety of methods to demonstrate their understanding of the areas of SMSC as well as the Fundamental British values such as our recognition and rewards system, News and Blog, the school magazine Omnibus, year group recognition and rewards assemblies.