

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

This document which applies to the whole college inclusive of boarding is publicly available on the college website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the college office.

Scope: All who work, volunteer or supply services to our college have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal college hours, including activities away from college. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Co-Principal, who will undertake a full annual review, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Reviewed: February 2025

Next Review: February 2026

Signed

David Game
Co-Principal and Founder

John Dalton
Co-Principal

PSHE education and citizenship in the College encompasses all areas designed to promote students' personal, social and health development. It allows students to build the knowledge, skills and understanding they 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. The College's PSHE policy and approach has strong links and overlap with the Spiritual, Moral, Social, Cultural Values (SMSC) policy, resulting in some overlapping themes. The College wants to promote students' awareness of important aesthetic elements of their life, including the chance to explore questions of meaning, identity and value, as well more pragmatic areas, such as economic literacy. This policy recognises that sex and health education are now mandatory elements of any well thought through PSHE programme, and the College has devised and developed a programme with input from teachers and senior staff.

David Game College's Leadership Team is committed to the importance of PSHE and ensuring that a framework is created that encourages PSHE and SMSC to be embedded within the fabric of the College to provide our students with rich and varied opportunities to consider questions outside the immediate curriculum or to further highlight issues that are raised within the curriculum. Tolerance of others and identifying extreme views are also central themes in order to promote British Values and identify the signs of radicalisation.

This policy has been developed by the Senior Leadership Team and will be led by them. The policy recognises the fundamental importance of Relationships and Sex Education in association with a PSHE and SMSC framework. As such, this policy should be read in conjunction with:

- RSE Policy
- SMSC Policy
- Prevent Policy
- Mental and Wellbeing Policy
- Equality and Accessibility Policy
- SEND Policy
- Curriculum Policy

The PSHE approach attempts to cover issues such as:

- **Wellbeing and happiness**
- **Biofilia**
- **Nutrition and physical activity/health**
- **Drugs, alcohol and tobacco**
- **Tolerance of others**
- **Understanding the basis of the Equality Act 2010**
- **Bullying**
- **Respect for the law**
- **Knife and other crimes and keeping safe in London**
- **Taking responsibility for behaviour**
- **Sexual harassment and violence**
- **Relationships & sex education**
- **Emotional health and developing self-confidence**
- **Positive mental health**
- **Careers**
- **Economic and digital literacy**
- **Personal finance and pension provision**
- **Work-related learning/ apprenticeships**
- **Understanding of online safety and safeguarding**
- **Understanding key British Values and key institutions**
- **Community engagement and citizenship**
- **Aesthetic and creative appreciation**
- **Ethics, morals and differentiating right from wrong**
- **Cultural capital**
- **Gambling**
- **Confidence**

Students are encouraged 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 community. 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. All aspects of our PSHE programme must be broad and balanced and reflect societal norms and needs to help young people navigate within a complex and ever changing environment.

The College complies with the relevant requirements of the Equality Act 2010 and the Public Sector Equality Duty (s149 of the Equality Act).

Objectives/student learning Outcomes:

- Promote a healthy lifestyle
- Help students have a clearer sense of purpose and build confidence
- Have a better appreciation of aesthetic and creative values
- Help students obey the law and learn how to stay safe in the UK
- Understand the importance of Major English Institutions and their importance
- Prevent students from taking extreme views or being discriminatory in their judgements
- Help students understand the many different career opportunities that are available
- Prepare students for the opportunities, responsibilities and experiences of adult life
- Offer our students the opportunities to achieve their physical, psychological and social potential;
- 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
- Support students in understanding how to make good economic and financial decisions in the future and secure their retirement
- Enable students to better understand risks in terms of cyber security, social media, data loss and privacy issues
- Support students in being thoughtful, tolerant and compassionate, and mindful of the needs of others
- Help students to show respect for others who differ from themselves
- Develop a College community which is harmonious and tolerant where all groups are welcoming of interaction with others
- Enable students to resolve their differences amicably, with adult support where necessary and allow students to debate and discuss potentially contentious issues with equanimity
- Enable students to acquire skills relating to personal safety, discussion and decision-making, which are vital to their well-being and their interaction with others
- Encourage students to develop informed opinions and attitudes for themselves about a range of personal, social and moral issues
- Ensure students and/or groups of students feel valued and do not experience discrimination whilst understanding the importance of combatting discrimination
- Help students to articulate the importance and reasons for the positive values we share in the U.K. of democracy, the rule of law (the civil law of England and Wales), individual freedom, mutual respect and tolerance of those with different faith and beliefs; supporting students' understanding of how citizens can influence decision-making through the democratic process
- Develop an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- Ensure students feel safe at College to discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and are able to challenge these ideas
- Ensure British students have a clear sense of British identity and are able to appreciate British heritage as well as the heritage of other cultures and societies
- Give the students the courage to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally
- Develop the skills for students to make a positive contribution in modern society in the UK and
- Ensure students feel able to seek support from staff in relation to any concerns about their own or their friends' ideas or behaviour, including internet use

Two PSHE programmes run in parallel at the college, with considerable overlap and common themes. GCSE and A level deliver PSHE through a combination of:

1. Fixed PSHE and SMSC meetings
2. The existing curriculum
3. Personal Tutor meetings
4. Guest speakers
5. Student Council

Personal: The personal aspects of PSHE education look to develop the whole individual. It supports the progression of qualities and skills students already have. Through becoming aware of their own emotions and how to manage them, students 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 College and wider community. It aims for students to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Students learn to value each other's individuality and explore issues such as bullying including racist, homophobic and cyber- bullying. Sex and relationships is also a crucial part of social and health education to ensure that students have the information and understanding to make informed choices.

Health and relationships: 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 and alcohol abuse and the impacts this can have on the individual and others around them. Health education includes physical, emotional and mental. Relationships are explored and the importance of consent in terms of sexual relationships, and the importance of respecting others in relationships, ensuring that all relationships are free from pressure, harassment and coercive behavior or any form of bullying or intimidation. Sex education is a critical part of this both in emotional and relational terms, but also in terms of physical health and understanding complex issues.

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

Aims

David Game College recognises that the personal and social development of students (along with SMSC) 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 College. As the students grow up they will begin to encounter more and more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between its different cultures and beliefs.

The College provides a balanced and broadly based curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of students
- Prepares students at the College for the opportunities, responsibilities and experiences of adult life
- Promotes the importance of respecting and tolerating others who may be different or have different views from them
- Understands the importance of healthy relationships, free from sexual or other forms of harassment
- Promotes health education in all aspects of life.

David Game College embraces this as the backbone of its PSHE education philosophy. With all this in mind, the PSHE education

programme aims to instil an understanding in all the students that academic success is not sufficient on its own for success. PSHE education is essentially concerned with the education of the whole person rather than with the knowledge that person needs. PSHE education is also intended to complement classroom teaching in that it assists other bodies in the College in monitoring and assisting with the development of the emotional and social well-being of students. The aim of PSHE education is to help students and young people understand and value themselves as individuals and as responsible and caring members of society. We want our students to like themselves and to feel confident. As part of the Behaviour Policy, David Game College believes that all students and adults have the right to live in a supportive, caring environment in which students 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.

Teaching PSHE to students with special educational needs

The College teaches PSHE to all students, irrespective of their ability and individual needs. PSHE at the College is part of providing a broad and balanced education for all students. Through PSHE teaching the college provides learning opportunities that enable all students to make progress.

The College strives to meet the needs of all students with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. An assessment of the needs of each student is undertaken to enable each student to learn as effectively as possible and have access to the full range of activities involved in learning PSHE. Where students are to participate in activities outside the classroom the College carries out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all students.

Building Students' Resistance to Radicalisation through the Promotion of British Values

David Game College helps students build resilience to radicalisation by promoting fundamental British values. This is achieved by providing a safe space in which students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviour are challenged as a matter of routine. The College provides a general education about the nature of modern society and laws in England, and positively promotes respect for other people and their lifestyles, as upheld by English law. Through the study of PSHE the College hopes to make its students aware of the importance of our values so that they can identify with and develop a proud Britain. This includes an understanding of the electoral system in Britain as well as the promotion of democratic values, including the rule of law, both within and outside of the College. All staff are aware that the promotion of partisan political views or religious prejudice are prohibited at David Game College and are accepting of students and staff of all faiths and none.

The College's objectives are to:

- Teach students the **FACTS** concerning their growth and development as individuals; help students to understand

CONCEPTS such as tolerance, respect, liberty and equality

- Enable students to acquire **SKILLS** relating to personal safety, discussion and decision-making, which are vital to their well-being and their interaction with others
- Encourage students to develop informed opinions and **ATTITUDES** for themselves about a range of personal, social and economic issues
- Nurture in students a particular set of **VALUES** and
- Give students the **COURAGE** to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

The College attempts to provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for students. The College has a range of artistic,

sporting and other cultural opportunities, which are available to students through the curricular and extra-curricular programme, and their participation in these opportunities. Schemes of work are used to plan for and highlight how students can develop an understanding of public services and institutions and how they can take their place in modern democratic British society.

PSHE education and Citizenship and inclusion: The College teaches PSHE education and Citizenship to all students, regardless of their ability, gender, differences in culture or background. Teachers provide learning opportunities matched to the individual needs of students with learning difficulties. When teaching PSHE education and Citizenship, teachers take into account the targets set for the students in their IEPs, some of which may be directly related to PSHE education and Citizenship targets. For gifted and talented students, 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. The nature of the topic allows for a broad range of mediums for delivery. Those students for whom the normal academic 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. The class teacher ensures that all students are as involved as possible in the discussions and activities taking place and provides resources so that access to the curriculum is possible.

Teaching, PSHE Curriculum, Assessment, Recording and Reporting

Both the GCSE and Advanced PSHE central programmes are formally taught for one hour on Thursdays. The table below provides a summary of typical macro themes and issues that are provided:

- UCAS
- Careers advice from outside speakers
- Study skills and becoming an independent learner
- Emotional wellbeing and positive mental health
- Gender and sexuality
- Health education: STIs, etc
- Drugs, alcohol and substance abuse
- Knife crime and staying safe in London
- Local charities
- Student Council
- Anti-Semitism and Islamophobia
- Harassment and sexual violence
- Criminal exploitation of young people and gang culture
- Tolerance and British Values
- Racism and intolerance of others, including bullying
- British Institutions: Bank of England, Law Courts, etc
- Cultural capital enjoyment: art and music, etc.
- Local MP and democracy
- Staying safe online
- Sexting and doxing
- LGBTQ+
- Digital literacy and citizenship
- Leadership & taking responsibility
- Public speaking, impression management and building confidence

- Conflict resolution
- Influences on behaviour
- Healthy relationships
- Prevention of sexual harassment
- Keeping safe – focus on sexual and physical health
- How to spot Fake News
- Climate change issues and biodiversity
- Pensions and economic literacy
- Human Rights
- Importance of sleep, fitness and healthy eating
- Issues with cancel culture

Assessment takes place formally and informally and is an ongoing process in PSHE, usually on a one-to-one level with the student via their Personal Tutor. Assessment in PSHE education is recognised as being different than in many other subjects. Opportunities to assess the progress and achievements of the students exist through observation of role play, presentations and involvement in discussion. The students have many opportunities to reinforce work through the production of information leaflets, posters etc. which can be evaluated. Various methods will be used to record students' work in PSHE education e.g. written, oral, photographic, and artistic. The majority of PSHE education lessons will involve discussion in various forms, which may be recorded to aid assessment.

Relationships & Sex Education (RSE)

Sex education is delivered to students partly by experts in their field and partly by staff who have been trained in the materials prepared. Every aspect of what the College delivers is done in a managed, professional and sensitive manner. Emphasis is placed on understanding issues, knowledge, contraception, STDs and general health and wellbeing. Issues around bullying and sexual abuse, use of pornography are also covered, in addition to consent and peer pressure.

RSE is not just simply a part of PHSE, it is considered as a critical separate aspect of students' overall contextual learning.

Continuity and Progression

Continuity and progression is ensured throughout David Game College by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values.

Cross-Curricular Links

PSHE education permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout David Game College. There are particularly strong links with the science curriculum as well as literacy, geography, history and art. Regular communication will take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach, and to enhance and identify the development of existing links. Teachers will also be responsible and guided in their responsibilities to highlighted areas within their curriculum that can be discussed and explored as part of their subject and as it relates to broader the broader PSHE curriculum.

Parental involvement

The College is committed to ensuring that parents and guardians/carers are all involved in the PSHE programme. All parents are written to in September outlining the PSHE programme and their comments and involvement is encouraged. Parents or Guardians are very welcome to sit on sessions either in assembly or during Personal Tutor sessions.

Assessment and Monitoring of PSHE

Assessment of the PSHE programme is led by the **Pastoral Committee**. This committee meets regularly and reviews the:

- PSHE and RSE curricula and SoW
- The quality of the materials used
- How challenging is the content
- How the PSHE is delivered through the core curriculum and the specific vehicles used
- How to evaluate the impact of the programme in terms of students' understanding, learning and Impact

Time allocation and staffing

Throughout the College, PSHE education is delivered, overtly, by the Class Teacher but also covered in assemblies, using visiting speakers and through weekly personal tutor meetings. The SENCo is also involved in delivery sessions as well as the College Nurse. The curriculum that is delivered during these slots is only a small part of the physical, spiritual and moral teaching which the students 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. Personal Tutors will also have a specific and dedicated role to deliver PSHE through their regular meetings with students. This aspect of PSHE will be planned by the Senior Leadership Team.

PHSE and RSE, although linked are managed separately and have separate strategies and considerations through the Pastoral Care Committee. Students with SEN are also carefully considered in terms of how material is delivered to them.

Generally	Specifically
College's value; College's atmosphere/ethos College's appearance; College rules Influence of home; Influence of media Role model of staff; Recreational activities Extra-curricular activities; Field trips; Organisation and curriculum; visits to Ballet, Opera, Musical events, Theatre	Input across the curriculum e.g. RE, SMSC Sessions, Pastoral care system, Discipline system, Reward systems, Assemblies and Games programme

Parental and Community Involvement

Parents have the right to receive information from our College regarding PSHE education. The College strongly believes that sharing students' learning with parents enables them to continue their development from College into their home life. Parents are invited to join in events in College, including class assemblies, acts of worship and workshops on relevant themes. Parents are regularly informed of events and developments through our weekly newsletter. Working with parents is a vital part of the whole College approach to PSHE education and Citizenship. Outside agencies are invited into College to help with the delivery of PSHE education and Citizenship, e.g. emergency services, ministers of religion, charitable trusts, community groups, etc.

College Council

The College Student Council representatives will be elected by their peers at the start of each academic year. The Headteacher will discuss items raised by the College Council. The College Council will make a valued contribution to the Code of Conduct at David Game College.

Boarding Council

Feedback from boarders is also considered in terms of PSHE.

Confidentiality Policy

PSHE teachers are advised to establish ground rules for lessons where sensitive issues may arise. Some of the PSHE topics can produce personal responses. However, the College asks staff to make it clear to students that they cannot offer unconditional confidentiality. They are to be reassured however that staff will maintain an approach which is for the best long term interest of the student. The students are told that:

- teachers cannot offer unconditional confidentiality
- students' best interests will be maintained

- if confidentiality has to be broken, students will be informed first and then supported as appropriate; and
- it is a good idea to talk to parents but failing that, students need to know that there are alternative sources of confidential help, for example, a counsellor, GP or local young person's Advice Centre.

KS4

During Key Stage 4, students develop a greater understanding of effective studying, with particular reference to revision and managing stress. They consider democratic principles (including the British system of government) and current affairs in greater depth. Students debate issues raised in PSHE to not only allow them to reflect on information provided but also express their opinions and further develop their social and moral understanding. Students continue their drugs, alcohol and SRE education in more depth as well as having physical health discussions.

KS5

By Key Stage 5, the focus for PSHE evolves into students sharing experiences, understanding peoples' opinions and assessing the risks involved in certain situations. Students will continue their SRE and also develop further understanding of British politics, equal rights and Life Issues. In L6, students focus on study skills and stress management. Students will prepare for life after college with financial, personal and career skills all being developed.

Concerns arising from PSHE lessons – Safeguarding

Teachers are directed to the College's Safeguarding (Child Protection) Policy. If there is any concern with regard to abuse, the College's child protection procedure should be followed carefully.

Curriculum enrichment - Links with the Wider Community: the College undertakes a variety of field trips and excursions, including residential trips. It encourages outside speakers on a variety of topics and special workshops. Visitors are welcomed into our College to speak to the students (e.g. religious leaders). Visits to places of worship, cultural venues such as theatres and libraries are actively encouraged. Students are taught to appreciate and take responsibility for the environment. We liaise with local community and support groups on issues that affect our local area. The area-based curriculum will also include input from the Aldgate Partnership, as well as many local employers.

Development

- To build up a strong programme of outside speakers
- To involve more classes in charity and community projects
- To increase training opportunities for staff in the field of delivering PSHE education activities
- Get more feedback from students as to what they wish to learn about

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.
- The Prevent Duty: Departmental Advice for Colleges and Childcare Providers (DfE: June 2015)
- Prevent Duty Guidance: for England and Wales (HM Government: 2015; updated September 2023)

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Proprietor and Co-Principals. Our monitoring will be based on observations and personal discussion so that relevant modification to Schemes of Work can be undertaken swiftly and effectively. The Proprietor 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.

The Pastoral Council ensures that:

1. Student feedback on PSHE is obtained
2. Staff feedback on PSHE delivery and materials is obtained
3. Comments from Personal Tutors about PSHE and a students' understand and engagement are also made on report forms

The Pastoral Care Committee is actively looking into how it can make more objective assessment of the programme.