

Personal Social Health and Economic Education (PSHE) Policy

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1 Rationale and Ethos

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 a PSHE curriculum:

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

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and **Relationships, Sex, and Health Education** at secondary, statutory subjects. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Aim of the PSHE policy

To provide pupils with the knowledge and skills they need in order to reach their potential as individuals and within society. This education also helps them explore their own and others' attitudes and values within the local, national and global community.

In participating in PSHE learning, pupils recognise their own worth, the value of others and reflect on the multitude of the spiritual, moral, social and cultural issues they will face as young adults and beyond.

They also learn to understand and respect British values, diversity, the rule of law, and learn ways to identify and manage risk.

In our school we choose to deliver Personal, Social, Health and Economic Education using a variety of resources but mainly using the Chameleon PDE PSHE resource library.

Objectives of the policy

This policy will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Stay safe in the on and off-line world
- Remain physically healthy and seek appropriate support to do so
- Remain emotionally healthy and seek appropriate support if they are worried about their mental health
- Form and maintain healthy and safe relationships
- Identify and manage risk
- Live and work with others
- Be active citizens
- Understand their own and others' values, rights and responsibilities
- Consider their aspirations and develop resilience for life challenges ahead
- Live in a democratic society

- Develop personal skills such as effective communication, assertiveness, budgeting and wider life-skills.

2 Roles and Responsibilities

The **Governing Board** ensures that:

- All pupils have an entitlement to PSHE;
- The school is fulfilling its statutory obligations in regard to PSHE;
- All pupils make progress in regard to PSHE;
- PSHE is led effectively, managed, timetabled, resourced and well-planned so the school fulfils its statutory obligations;
- The quality of PSHE provision is subject to regular monitoring and evaluation;
- Teaching is delivered in ways that are accessible to all pupils;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn from sex education outside of any statutory elements.
- Parents are consulted on this policy and have the opportunity to express their views via an annual consultation survey.
- Materials are in accordance with the school's ethos and values framework, and meet safeguarding obligations.

The **Head** is responsible for, and delegates through the **Deputy Head (Pastoral)**:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Encouraging parents to be involved in consultations regarding the school's PSHE and RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The **PSHE Subject Lead** is responsible for:

- Overseeing the delivery of PSHE education.
- Working closely with colleagues in related curriculum areas to ensure the PSHE curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the PSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of PSHE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.

- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to PSHE
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.

PSHE tutors are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering PSHE in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Reporting any concerns regarding the teaching of PSHE to the PSHE Subject Lead or Deputy Head.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the Designated Safeguarding Lead.

The **SENCO** is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs

3 Legislation (statutory regulations and guidance)

This PSHE policy is also informed by:

- [Keeping Children Safe in Education](#)
- [The Equality Act 2010](#)
- [Mental Health and Behaviour in Schools](#)
- [Preventing & tackling bullying](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#)
- [Education for a connected world](#)
- [UK Council for Internet Safety: Sharing of nudes and semi-nudes guidance for schools.](#)

4 Curriculum

How PSHE is organised in school

- PSHE lessons are delivered by a team of discrete PSHE tutors who deliver lessons once a week to S1 -S5 pupils during a form period (30 minutes).

- PSHE tutors receive time and training to enable them to deliver effective lessons. They attend half-termly team meetings and aim to complete CPD training every term; this is either provided in-house or using external speakers and organisations.
- PSHE lessons follow the PSHE Association's themes:
 - Health and wellbeing
 - Living in the wider world
 - Relationships
- All year groups follow the same theme every half term and lesson content, resources and delivery are tailored to be appropriate for the age of pupils being taught.
- PSHE tutors are also led and supported by the PSHE Subject Lead who is responsible for curriculum development, monitoring and evaluation.
- The PSHE Subject Lead meets the DH(P) on a regular basis to discuss and develop policy, whole school strategy, curriculum development and parent engagement.
- Pupil progress in PSHE is assessed through end of topic evaluations and pupil surveys. Both mechanisms also provide pupils with an opportunity to influence the development and content of future lessons and topics.
- PSHE content is often addressed in school assemblies e.g. we have recently had assemblies that have focused on online safety, mental health, equality, diversity and inclusion. PSHE is also enhanced through drop-down days.
- Staff CPD is kept up to date through regular team meetings and the use of external resources from the PSHE Association and the Chameleon resource bank.

Overview of SOW for PSHE

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year S1	Transition to secondary school Diet, exercise and how to make healthy choices	Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations	Diversity, prejudice and bullying including cyber bullying Managing on- and off-line friendships	The risks of alcohol, tobacco and other substances Managing puberty and the issues of unwanted contact	Self-esteem, romance and friendships Exploring family life	Making ethical financial decisions Saving, spending and budgeting our money
Year S2	First aid and personal safety, focusing on road safety Alcohol and drug misuse and managing peer influence	Rights and responsibilities in the community Tackling age and disability discrimination	Tackling racism and religious discrimination , promoting human rights Online safety and digital literacy	Mental health and emotional wellbeing, including body image Managing change and loss	Introduction to sexuality and consent Introduction to contraception including condom and the pill	Evaluating value for money in services Risks and consequences making financial decisions
Year S3	Peer pressure, assertiveness and risk, gang crime Dieting, lifestyle balance and unhealthy coping strategies	Understanding careers and future aspirations Identifying learning strengths and setting goals as part of the GCSE options process	Managing conflict at home and the dangers of running away from home Tackling homophobia, transphobia and sexism	Managing peer pressure in relation to illicit substances Assessing the risks of drug and alcohol abuse and addiction	Relationships and sex education including healthy relationships and consent The risks of STIs, sexting and pornography	Planning and carrying out an enterprise project Reflecting on learning skills development in key stage 3
Year S4	Transition to key stage 4 and developing study habits Mental health and ill health, tackling stigma	Understanding the causes and effects of debt Understanding the risks associated with gambling	Tackling relationship myths and expectations Managing romantic relationship challenges including break ups	Exploring the influence of role models Evaluating the social and emotional risks of drug use	Understanding different families and learning parenting skills Managing change, grief and bereavement	readiness for work Thinking about career choices and post 16 choices

Year S5	Promoting self-esteem and coping with stress Learning and revision skills to maximise potential	Understanding the sixth-form application process and plans beyond school Skills for employment and career progression	Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage	Health and safety in independent contexts Taking responsibility for health choices	British values , human rights and community cohesion Challenging extremism and radicalisation	
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Relationship and Sex Education (RSE)

See separate RSE policy.

5 Equality

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are LGBTQ+ and those from different cultural and faith backgrounds. Our inclusive PSHE fosters good relations between pupils and tackles all types of prejudice and discrimination.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006). *“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.”* (DfE, 2019).

In our school we teach about different faith perspectives. As our school has a distinctive religious character, we also teach our distinctive faith perspective on sex and relationships. We aim to ensure there is balanced debate about issues that may be viewed as contentious so that pupils can reflect on the wide range of viewpoints they will come across in society.

6 Safeguarding

Inevitably the key themes regarding safeguarding pupil wellbeing are topics that are taught within PSHE. Safeguarding is a statutory duty and we ensure there is appropriate content within PSHE to educate pupils about keeping themselves and others safe. This includes pupils learning about relevant UK legislation such as the Equality Act 2010, laws around sexual harassment and abuse, and other criminal behaviours.

Disclosures in PSHE

Staff are aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures are followed as appropriate. Sometimes it is clear that certain pupils may need time to talk one-to-one after the lesson or need to be signposted to further sources of advice or support. If disclosures occur, the school’s safeguarding policy is followed.

A teacher will always take a pupil’s concerns and comments seriously. If this person believes that the child is at risk or in danger, they will talk to the Designated Safeguarding Lead (DSL) who will take action as laid down in the school’s safeguarding policy. All staff members are familiar with the policy and know the identity of the DSL and safeguarding team. The pupil concerned will be informed that confidentiality is being breached and the reasons why. The pupil will be supported by staff throughout the process.

7 Meeting the needs of all pupils

- Pupils complete end of topic evaluations to highlight key learning points but also to provide an opportunity for pupils to suggest content and focuses for future lessons.

- Pupils also complete a bi-annual survey so the school can better understand pupil experience and accurately inform topics and content for PSHE lessons.
- PSHE tutors differentiate teaching and learning to ensure all pupils' needs are met including pupils with additional needs. This can be achieved through questioning strategies, group work, differentiated resources and expected outcomes.

8 Teaching Methods, Resources, Training and Monitoring

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and pupils alike, is vital in PSHE. To enable this, we use PSHE 'ground rules' at the beginning of lessons which are reinforced throughout. Our pupils are also encouraged to ask questions and share worries with members of staff in the aim to promote a welcoming and 'open' learning culture.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in PSHE. Teachers are prepared to handle personal issues and deal sensitively with, and to follow up appropriately, disclosures made in a group or by individual pupils. Issues that we address in PSHE are likely to be sensitive and controversial sometimes because they have a political, social or personal impact, or deal with different values and beliefs.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers, or peers.

Answering Difficult Questions and Managing Sensitive Issues

Both formal and informal PSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the PSHE Subject Lead or Designated Safeguarding Lead if they are concerned or need support.

Where possible, teaching strategies use 'distancing' so that pupils discuss issues 'theoretically' e.g., through a case study or a scenario, rather than drawing on the personal experiences of pupils.

Use of visitors

The Head, Deputy Head (Pastoral) or the PSHE Subject Lead will liaise with external agencies regarding the school PSHE programme and ensures that all adults who work with pupils on these issues are aware of the school policy, and that they work within this framework as part of the school's quality assurance processes.

Monitoring and Evaluation

The Policy Committee monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary.

The PSHE Subject Lead reviews teaching and learning and uses this to ensure the PSHE programme remains current, closely matched to pupils need, and that teaching and learning is effective. Monitoring and evaluation is carried out as follows:

- Pupil surveys and End of Topic Questionnaires
- Teacher meetings and feedback
- Lesson observations.

9 Review and Development

9.1 Procedure

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents.

9.2 Links with other Policies

PSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including:

- Relationships and Sex Education Policy
- SMSC Policy
- Anti-Bullying Policy
- Behaviour, Rewards and Sanctions Policy
- Drugs Policy
- Equality, Diversity and Inclusion Policy
- Health and Safety Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy
- SEND Policy