Personal Social Health and Economic Education Policy

Approved by:	Penny Harris (Director) Jane Cox (Director)	**Date:** 20th October 2020
Last reviewed on:	16th September 2019	
Next review due by:	20th October 2021	

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding at the heart of all that we do.

1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- Promote the emotional health and well-being of all pupils.
- Promote the needs and interests of all pupils.
- Promote positive relationships.
- Promote the social and emotional skills that underpin effective learning.
- Promote a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.

We must teach health education under the same statutory guidance.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our Relationships and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage.

3.2 How we teach it

PSHE Policy

PSHE forms a deep part of what we do as it serves to help our students to line up with our name: to get back On Track. Each student has a Keyworker who spends considerable time working to teach and guide our young people through their Thrive development and to deliver PSHE sessions during a once a week day together. The PSHE curriculum is presented to the student through:

- Specific weekly PSHE lessons

- Meeting Thrive targets in weekly Thrive lessons

- 1:1 conversation through weekly off-site day

- 1:1 Keyworker Topic sessions

- ICT lessons

- Specific PSHE days / weeks i.e. Mental Health Week

- Bought in outside providers such as school nurse

We recognise there are topics that students will find sensitive and difficult to approach. To manage this, we set up specifically trained staff to deliver these issues in a manner that is appropriate for the student – knowing the needs and life history of the student.

Staff are presented with opportunities to contribute to how we teach each student in the best possible way. We use a line management system, as well as senior teachers and senior support workers, to support our staff deliver to each pupil appropriately.

Teaching of PSHE will be 1:1 and only be delivered by a staff member who has a strong bond of trust. The staff that deliver the PSHE curriculum will also have established relationships with the student's parents so that all comments, questions or concerns have a single point of focus – reducing the potential for miscommunication.

Assessment of PSHE will be set out, managed and monitored through a co-ordinated and robust system of evidence gathering. As the curriculum is set out in milestones the staff will evidence collections of work (both oral and written) and match their understanding of their student against the bandings. We understand and acknowledge that PSHE has a strong sense of subjectivity so will monitor and evaluate the curriculum approach as a commitment to delivering the best PSHE to meet the needs of our students.

4. Roles and responsibilities

4.1 The governing board (the directors)

The governing board will approve the PSHE policy, and hold the head teacher to account for its implementation.

4.2 The head teacher

The head teacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way

- Modelling positive attitudes to PSHE

- Monitoring progress

- Responding to the needs of individual pupils

All timetabled staff will deliver PSHE (or part of it) through their role as teaching or support worker.

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the leadership team, head teacher and the directors through regular quality assurance activities including observations, learning walks and work scrutinies.

This policy will be reviewed by the directors and head teacher annually.

6. Links with other policies

This policy links to the following policies and procedures:

Safeguarding and Child Protection Policy
E Safety (Online Safety) Policy
Spiritual, Moral, Social and Cultural Development Policy
Anti-bullying Policy
Equality and Diversity Policy
Pupil Voice Policy
Drug and Substance Misuse Policy
Sex and Relationship Education Policy

Milestone 1

Milestone	Content	Resources
Self-concept	- to recognise what makes them special - to recognise the ways in which we are all unique - to identify what they are good at, what they like and dislike - how to manage when finding things difficult - about what is kind and unkind behaviour, and how this can affect others - about how to treat themselves and others with respect; how to be polite and courteous	
Mental Health and Emotional Wellbeing	- about different feelings that humans can experience - how to recognise and name different feelings - how feelings can affect people's bodies and how they behave - how to recognise what others might be feeling - to recognise that not everyone feels the same at the same time, or feels the same about the same things	
Healthy lifestyles	- about what keeping healthy means; different ways to keep healthy - about foods that support good health and the risks of eating too much sugar - about how physical activity helps us to stay healthy; and ways to be physically active everyday - how to keep safe in the sun and protect skin from sun damage	
Health-related Decisions	- that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy - about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	
Drugs, alcohol and tobacco	What is legal and what is illegal about drugs, alcohol and tobacco	
Managing risk and personal	- about rules and age restrictions that keep us safe - to recognise risk in simple everyday situations and what action to take to minimise harm	

safety	• about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) • that household products (including medicines) can be harmful if not used correctly • how to get help in an emergency (how to dial 999 and what to say)	
Communities	• about the different groups they belong to • about the different roles and responsibilities people have in their community • to recognise the ways they are the same as, and different to, other people	
Work and Career	that everyone has different strengths that jobs help people to earn money to pay for things different jobs that people they know or people who work in the community do	
Financial Choices	• what money is; forms that money comes in; that money comes from different sources • that people make different choices about how to save and spend money • about the difference between needs and wants; that sometimes people may not always be able to have the things they want	

Milestone 2

Milestone	Content	Resources
Self-concept	• about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • to recognise their individuality and personal qualities • to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • to recognise the ways in which they are the same and different to others • how to listen to other people and play and work cooperatively	
Mental Health and Emotional Wellbeing	• about ways of sharing feelings; a range of words to describe feelings • about things that help people feel good (e.g. playing outside, doing things • they enjoy, spending time with family, getting enough sleep) • different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good	
Healthy lifestyles	• about why sleep is important and different ways to rest and relax • simple hygiene routines that can stop germs from spreading	
Health-related Decisions	• about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV • about the people who help us to stay physically healthy	
Drugs, alcohol and tobacco	• the difference between drugs, alcohol and tobacco	
Managing risk and personal safety	• ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely • about the people whose job it is to help keep us safe • basic rules to keep safe online, including what is meant by personal information and what	

	should be kept private; the importance of telling a trusted adult if they come across something that scares them • about what to do if there is an accident and someone is hurt	
Learning Skills		
Communities	• about the different groups that make up their community; what living in a community means • to value the different contributions that people and groups make to the community • about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	
Work and Career	about some of the strengths and interests someone might need to do different jobs to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life about stereotypes in the workplace and that a person's career aspirations should not be limited by them	
Financial Choices	• that money needs to be looked after; different ways of doing this • about the different ways to pay for things and the choices people have about this • to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'	

Milestone 3

Milestone	Content	Resources
Self-concept	- about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking - how to talk about and share their opinions on things that matter to them - about the new opportunities and responsibilities that increasing independence may bring - that personal behaviour can affect other people; to recognise and model respectful behaviour online - to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	
Mental Health and Emotional Wellbeing	- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it - about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better - that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	
Health-related Decisions	- how to make informed decisions about health - about the elements of a balanced, healthy lifestyle - about choices that support a healthy lifestyle, and recognise what might influence these - how to recognise that habits can have both positive and negative effects on a healthy lifestyle - about what good physical health means; how to recognise early signs of physical illness - about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	
Drugs, alcohol and tobacco	about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can	

	become a habit which can be difficult to break	
Managing risk and personal safety	• reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming • how to predict, assess and manage risk in different situations • about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe • about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	
Communities	• about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	
Work and Career	• about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) • that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid • about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation • to identify the kind of job that they might like to do when they are older • to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	
Employment rights and responsibilities	•	
Financial Choices	• that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	

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Milestone 4

Milestone	Content	Resources
Self-concept	- about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background - to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own - how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	
Mental Health and Emotional Wellbeing	- about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing - to recognise that feelings can change over time and range in intensity - about everyday things that affect feelings and the importance of expressing - feelings - a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;	
Healthy lifestyles	- how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle - about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn - that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it - how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed - how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	

	• about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	
Drugs, alcohol and tobacco	• to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	
Managing risk and personal safety	• strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about • about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact • about what is meant by first aid; basic techniques for dealing with common injuries	
Financial Choices	• to recognise that people make spending decisions based on priorities, needs and wants different ways to keep track of money • about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe	

Milestone 5

Milestone	Content	Resources
Self-concept	• how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing • to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	
Mental Health and Emotional Wellbeing	• strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others • to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult • about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	
Healthy lifestyles	• the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities • the benefits of physical activity and exercise for physical and mental health and wellbeing • the importance of sleep and strategies to maintain good quality sleep	
Health-related Decisions	• how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	
Drugs, alcohol and tobacco	• about why people choose to use or not use drugs (including nicotine, alcohol and medicines); • about the mixed messages in the media about drugs, including alcohol and smoking/vaping	

	about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns	
Managing risk and personal safety	- strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about - about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact - about what is meant by first aid; basic techniques for dealing with common injuries - how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	
Learning Skills	- study, organisational, research and presentation skills - to review their strengths, interests, skills, qualities and values and how to develop them - to set realistic yet ambitious targets and goals - the skills and attributes that employers value	
Choices and pathways	- about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process - about routes into work, training and other vocational and academic opportunities, and progression routes	
Work and Career	different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work	

Milestone 6

Milestone	Content	Resources
Self-concept	• the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health • simple strategies to help build resilience to negative opinions, judgements and comments • to recognise and manage internal and external influences on decisions which affect health and wellbeing	
Mental Health and Emotional Wellbeing	• how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary • the characteristics of mental and emotional health and strategies for managing these • the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns • strategies to understand and build resilience, as well as how to respond to disappointments and setbacks • a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support	
Healthy lifestyles	• to recognise and manage what influences their choices about physical • activity • the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices • what might in the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society. • fluence decisions about eating a balanced diet and strategies to manage eating choices	
Drugs, alcohol and tobacco	• the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics • to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use • strategies to manage a range of influences on drug, alcohol and tobacco use, including peers • information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use	

	• the personal and social risks and consequences of substance use and misuse including occasional use	
Managing risk and personal safety	• how to identify risk and manage personal safety in increasingly independent situations, including online • ways of assessing and reducing risk in relation to health, wellbeing and personal safety	
Learning Skills	• the skills and qualities required to engage in enterprise • the importance and benefits of being a lifelong learner	
Choices and pathways	• the benefits of setting ambitious goals and being open to opportunities in all aspects of life • to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations	
Work and Career	• about different work roles and career pathways, including clarifying their own early aspirations	
Employment rights and responsibilities	• about young people's employment rights and responsibilities	
Financial Choices	• to assess and manage risk in relation to financial decisions that young people might make • about values and attitudes relating to finance, including debt • to manage emotions in relation to money • to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	

Milestone 7

Milestone	Content	Resources

Self-concept	• to accurately assess their areas of strength and development, and where appropriate, act upon feedback • how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this • how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this	
Mental Health and Emotional Wellbeing	• the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health • about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences • the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]* • how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need	
Healthy lifestyles	• strategies for maintaining personal hygiene, including oral health, and prevention of infection • how to access health services when appropriate • to make informed lifestyle choices regarding sleep, diet and exercise • the benefits of having a balanced approach to spending time online • to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health • about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help	
Drugs, alcohol and tobacco	• the law relating to the supply, use and misuse of legal and illegal substances • about the concepts of dependence and addiction including awareness of • the consequences of substance use and misuse for the mental and physical health and wellbeing	

	of individuals and their families, and the wider consequences for communities	
Managing risk and personal safety	- the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling - how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators - ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online - strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)	
Learning Skills	- to evaluate and further develop their study and employability skills - to evaluate their own personal strengths and areas for development and use this to inform goal setting	
Choices and pathways	- about the range of opportunities available to them for career progression, including in education, training and employment - about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities	
Work and Career	- to research, secure and take full advantage of any opportunities for work experience that are available - to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities - about the labour market, local, national and international employment opportunities	
Employment rights and responsibilities	- to manage emotions in relation to future employment - the skills and attributes to manage rights and responsibilities at work including health and safety	

	procedures	
Financial Choices	- to recognise financial exploitation in different contexts e.g. drug and money mules, online scams - how to effectively budget, including the benefits of saving - how to effectively make financial decisions, including recognising the - opportunities and challenges involved in taking financial risks - to recognise and manage the range of influences on their financial decisions	

Milestone 8

Milestone	Content	Resources
Self-concept	• strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing	
Mental Health and Emotional Wellbeing	• a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns • to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available • the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]* • how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help	
Healthy lifestyles	• the purpose of blood, organ and stem cell donation for individuals and society • how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination • to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds • the ways in which industries and advertising can influence health and harmful behaviours	
Drugs, alcohol and tobacco	• wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle • to identify, manage and seek help for unhealthy behaviours, habits and addictions including	

	smoking cessation help to overcome addictions	
Managing risk and personal safety	• to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators • to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others	
Learning Skills	• how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability	
Choices and pathways	• about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities	
Work and Career	• strategies to manage their online presence and its impact on career • opportunities • the benefits and challenges of cultivating career opportunities online • about employment sectors and types, and changing patterns of employment	
Employment rights and responsibilities	• about confidentiality in the workplace, when it should be kept and when it might need to be broken • about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it	
Financial Choices	• to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights • the skills to challenge or seek support for financial exploitation in different contexts including online • to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts	