

Personal Social Health and Economic Education Policy



Approved by: Penny Harris (Director) Jane Cox (Director) Mandy Taylor (Head Teacher) **Date:** 8th October 2020

Last reviewed on: 16th September 2019

Next review due by: 8th 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.
- Reflect the school's aim and ethos.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

2. Statutory requirements

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.

We must teach personal, social, health and economic education under the Independent School Standards 2014.

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 curriculum map in Appendix 1 for more details about what we teach in each year/Key Stage.

3.2 How we teach it

In the delivery of PSHE expectations are high while remaining mindful of the background, ability and experiences of the pupils. The curriculum is designed to reinforce prior learning and increase the cognitive complexity of what is being learned. This means the PSHE curriculum will 'widen out' as the pupil moves through the school, revisiting concepts in greater depth. Great care is taken to ensure that pupils who arrive at the school with gaps in their education can easily revisit those gaps. Pupils requiring additional help receive 1:1 support from LSAs and sometimes other subject teachers. Staff are aware of the full curriculum, embedding literacy and numeracy whenever and wherever possible.

PSHE is delivered discreetly in timetabled twice weekly lessons as well as being embedded throughout the curriculum in order to promote the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in our school. We recognise that there are five broad social and emotional aspects of learning: self-awareness; managing feelings; motivation; empathy; social skills and that these aspects are often considered to fall into two categories – the personal (e.g. self-awareness) and the interpersonal (e.g. social skills).

The weekly PSHE sessions are designed to provoke thought, debate and consideration and the programme of study is flexible to meet the needs of the pupils and may change to reflect the lives of the young people participating. The overall purpose is to equip the pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. The school aims to create a safe learning environment, where pupils are able to discuss the matters that are important to them in the context of their own lives. It is important that they are given the words to be able to talk of their views, feelings and experiences. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get support within the school and also through appropriate external agencies.

When teaching PSHE, the school adopts a wide repertoire of active teaching methods which focus on active learning and pupil participation and place value on the pupils' experiences and contributions. Delivery is through a combination of tutor-led learning and pupil-led research. Peer review is used to help inform pupils' own work as well and provide constructive criticism of peers' work. Real life texts are used – such as newspapers, websites etc. Topical issues are used as points of discussion and inspiration for pupil work. Every half term there are cross curricular cultural and thematic days. Differentiation is through appropriate levelling of texts; differentiated expectations of response and work output. At the end of a unit of study, teachers will assess the knowledge of the pupil. Any gaps will be reinforced.

The school is a member of the PSHE Association, an organisation grant funded by the Department for Education to promote the teaching of PSHE in all schools.

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

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

Appendix 1

PSHE KS3

Year 7	Content	Knowledge and Skills	Accreditation to be completed	Theme Days
Autumn 1	<p>This unit will cover looking at different jobs, employment or training.</p> <p>This unit will cover applying for jobs/courses and interview skills.</p> <p>Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<p>Be able to link requirements to specific jobs</p> <p>Be able to recognise an appropriate employment, training or FE destination</p> <p>Know how to apply for a job or course</p> <p>Know how to prepare for and take part appropriately in a simple interview</p> <p>Know the type of material that can be used to support an application for a job or course</p>	<p>Unit 7: Making informed career choices</p> <p>Unit 8: Applying for jobs and courses</p>	<p>National Fitness Day 25 09 20</p> <p>Spiritual, social</p>
Autumn 2	<p>This unit will cover the different roles in a workplace and equal opportunities.</p> <p>This unit will cover the costs of items and how to save for an expensive item.</p> <p>Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<p>Know about different roles in the workplace</p> <p>Know about equal opportunities in the workplace</p> <p>Know about workplace health and safety requirements</p> <p>Know the relative costs of regularly bought items</p> <p>Know what items you may need to save for</p> <p>Be able to communicate one way of saving</p> <p>Participate in a fund-raising activity</p>	<p>Unit 9: Relationships, Behaviours and Practices in the Workplace</p> <p>Unit 4: Personal Finance</p>	<p>World Kindness Day 13 11 20</p> <p>Spiritual, moral, social</p> <p>Children in Need 18 11 20</p> <p>Spiritual, moral, social, cultural</p>
Spring 1	<p>This unit will cover different emotions and where to go for support.</p> <p>This unit will cover looking at strengths and weaknesses.</p> <p>Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<p>Be able to recognise emotions and where to obtain emotional support</p> <p>Know about bullying</p> <p>Know a way to be a good friend</p> <p>To explore the nature of bullying and to develop strategies for responding to situations where bullying is, or is perceived to be taking place</p> <p>Be able to recognise some of own strengths, weaknesses and areas for improvement</p> <p>Be able to identify a personal target for improvement</p>	<p>Unit 5: Emotional Well-being</p> <p>Unit 1: Personal Action Planning</p>	<p>Children's Mental Health Week 3 – 9 February 2021</p> <p>Spiritual</p> <p>Random Acts of Kindness Day 17 02 21</p> <p>Spiritual, moral, social,</p>
Spring 2	<p>This unit will cover different relationships and human reproduction.</p>	<p>Know about some different sorts of relationship</p> <p>Know about physical aspects of human reproduction</p>	<p>Unit 3: Sex and Relationships Education</p>	<p>Fairtrade Fortnight 22 02 21 - 05 03 21</p> <p>Moral, cultural</p>

	<p>This unit will cover how supermarkets increase sales and the common prices of household items.</p> <p>Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<p>To be aware that the media portrayal of relationships may not reflect real life</p> <p>Relationships self-esteem and romance and exploring family life</p> <p>To understand the importance of friendship as a basis for romantic relationships</p> <p>To explore the role of parents and the importance of stable long term relationships for family life</p> <p>Know what is meant by 'impulse buying' and 'shopping around'</p> <p>Know some ways supermarkets seek to maximise sales</p> <p>Know that prices of common household items often vary</p> <p>Know about basic customer rights in relation to buying in shops</p>	<p>Unit 11: Being a Critical Consumer</p>	<p>World Book Day 04 03 21 Spiritual, cultural</p>
Summer 1	<p>This unit covers pupils looking at the differences and similarities between people.</p> <p>This unit covers road safety, how to identify dangers and internet safety.</p> <p>Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<p>Be able to recognise that there are differences and similarities between people</p> <p>Be able to recognise when people are treated unfairly because of differences between them</p> <p>To explore the nature of prejudice and discrimination and ways to challenge and manage them</p> <p>Be able to identify dangers in the home</p> <p>Know how to cross a road safely</p> <p>Know about the safe use of internet communication, including emails and social network sites</p> <p>Know about an organisation that promotes safety</p>	<p>Unit 12: Introduction to Diversity, Prejudice and Discrimination</p> <p>Unit 10: Personal Safety</p>	<p>St George's Day 23 04 21 Cultural</p>
Summer 2	<p>This unit covers how to keep a body healthy and where to go for certain health issues.</p> <p>This unit covers which drugs are legal/illegal and problems with alcohol abuse and smoking.</p> <p>Selection of: re-cap;</p>	<p>Know what is needed for a healthy body</p> <p>Know about the importance of protection from the sun and how to achieve it</p> <p>Know that there are different healthcare services and where one can be found</p> <p>Be able to recognise that some substances are safe and others are unsafe</p> <p>Be able to recognise that some drugs are legal and others are illegal</p> <p>Know about some problems</p>	<p>Unit 6: Healthy Lifestyles</p> <p>Unit 2: Drugs Education</p>	<p>World Music Day 21 06 21 Spiritual, social, cultural</p> <p>Children's Art Week 1-7 July 2021 Spiritual, social, cultural</p>

	Q&A; tasks; peer presenting; plenary to assess understanding of outcomes	associated with alcohol abuse and smoking		
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PSHE KS4

Year 10	Content	Knowledge and Skills	Accreditation to be completed	Theme Days
Autumn 1	<p>This unit will cover looking at different jobs, employment or training.</p> <p>This unit will cover applying for jobs/courses and interview skills.</p> <p>Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<p>Be able to link requirements to specific jobs</p> <p>Be able to recognise an appropriate employment, training or FE destination</p> <p>Know how to apply for a job or course</p> <p>Know how to prepare for and take part appropriately in a simple interview</p> <p>Know the type of material that can be used to support an application for a job or course</p>	<p>Unit 7: Making informed career choices</p> <p>Unit 8: Applying for jobs and courses</p>	<p>National Fitness Day 25 09 20</p> <p>Spiritual, social</p>
Autumn 2	<p>This unit covers services available from the bank, information shown on a bank statement, information shown on a pay slip, how to budget, pension planning and buying on credit</p> <p>Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<p>Know about the different services available for the individual from a bank or savings institution</p> <p>Know how to interpret information shown on a bank statement</p> <p>Know how to interpret information shown on a pay slip</p> <p>Know how to budget</p> <p>Understand the importance of pension planning</p> <p>Understand the meaning and financial implications of buying on credit</p>	Unit 4: Personal Finance	<p>World Kindness Day 13 11 20</p> <p>Spiritual, moral, social</p> <p>Children in Need 18 11 20</p> <p>Spiritual, moral, social, cultural</p>
Spring 1	<p>This unit will cover relationship expectations and challenges, relationship values, myths, assumptions and misconceptions, online relationships, media and pornography, consent, accessing support, what asexuality, abstinence and celibacy</p> <p>Selection of: re-cap;</p>	<p>Tackling relationship myths and expectations, managing romantic relationship challenges including break ups</p> <p>Relationships values and pleasure in relationships</p> <p>Myths, assumptions, misconceptions and social norms about sex, gender and relationships</p> <p>The opportunities and risks of forming and conducting relationships online</p> <p>How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</p> <p>The ethical and legal implications in relation to consent, including</p>	Relationships	<p>Children's Mental Health Week 3 – 9 February 2021</p> <p>Spiritual</p> <p>Random Acts of Kindness Day 17 02 21</p> <p>Spiritual, moral, social,</p>

	Q&A; tasks; peer presenting; plenary to assess understanding of outcomes	manipulation, coercion and capacity to consent How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support How to recognise and challenge victim blaming About asexuality, abstinence and celibacy		
Spring 2	This unit will cover information related to alcohol limits, alcohol abuse, tobacco abuse, the misuse of legal and illegal drugs. Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes	Understand information relating to recommended alcohol intake limits Understand problems associated with alcohol abuse Understand problems associated with tobacco abuse Know the dangers of the misuse of other legal drugs Know about problems associated with illegal drugs	Unit 2: Drugs Education	Fairtrade Fortnight 22 02 21 - 05 03 21 Moral, cultural World Book Day 04 03 21 Spiritual, cultural
Summer 1	This unit covers extremism and radicalisation, communities, equality act, how social media distorts information, how to manage misleading information, challenge discrimination and recognising extremism and radicalisation. Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes	Addressing extremism and radicalisation: community cohesion and challenging extremism Communities, inclusion, respect and belonging The equality act, diversity and values How social media may distort, misrepresent or target information in order to influence beliefs and opinions How to manage conflicting views and misleading information How to safely challenge discrimination, including online How to recognise and respond to extremism and radicalisation	Relationships	St George's Day 23 04 21 Cultural
Summer 2	This unit covers democracy, the rule of law, individual liberty, mutual respect and tolerance, extremism and radicalisation Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes	Know about democracy Know about the rule of law Know about individual liberty Know about mutual respect and tolerance Know about extremism Know about keeping safe from radicalisation	British Values gateway qualification level 1	World Music Day 21 06 21 Spiritual, social, cultural Children's Art Week 1-7 July 2021 Spiritual, social, cultural

Year 11	Content	Knowledge and Skills	Accreditation to be completed	Theme Days
Autumn 1	This section covers	Understanding relationships	Unit 3: Understanding the	National Fitness Day

	<p>types of relationships, benefits of relationships, characteristics of relationships, expectations and boundaries in relationships, ways to improve relationships.</p> <p>This section covers how to challenge harmful behaviours, how to manage feelings, understand mutual consent, taking responsibility of own actions and recognising opportunities to build meaningful relationships.</p> <p>Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<ul style="list-style-type: none"> • Different types of relationships • Benefits of relationships • Characteristics of relationships • Expectations and boundaries in stable relationships • Ways to improve relationships • Advantages of marriage and other long-term relationships • Responsibilities of being a parent • The influence that media and the online world can have on well-being • Develop awareness of how identity is shaped by different situations <p>Being part of a relationship</p> <ul style="list-style-type: none"> • Understand and respect how identify and behaviours shape partnerships • Know how to reject and challenge harmful behaviours • Explore how different feelings are expressed and managed • Show consideration for others and understand mutual consent • Importance of taking responsibility for own actions • Recognise opportunities to build meaningful relationships 	<p>role of relationships in social health and wellbeing</p>	<p>25 09 20 Spiritual, social</p>
<p>Autumn 2</p>	<p>This section covers recognising on rights in a relationship, personal safety and sources of advice for online and offline issues.</p> <p>This section covers development in intimate relationships, benefits of intimate relationships, personal rights when in a relationship,</p>	<p>Personal safety, support and advice</p> <ul style="list-style-type: none"> • Recognising own rights when in a relationship • Recognising behaviours that can harm relationships • Managing personal safety in long term relationships • Sources of information and advice for issues on and offline <p>Healthy intimate relationships</p> <ul style="list-style-type: none"> • Aspects of development that can be affected by intimate relationships • Benefits of healthy intimate relationships • Influence of emotions on 	<p>Unit 3: Understanding the role of relationships in social health and wellbeing</p> <p>Unit 4: Understanding sexual health and wellbeing</p>	<p>World Kindness Day 13 11 20 Spiritual, moral, social</p> <p>Children in Need 18 11 20 Spiritual, moral, social, cultural</p>

	<p>consent and relationship breakdowns.</p> <p>Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<p>intimate relationships</p> <ul style="list-style-type: none"> • Personal rights when entering into an intimate relationship • Responsibilities around consent and response to unwanted advances • Potential causes of relationship breakdowns 		
Spring 1	<p>This section covers male and female reproductive systems, pregnancy, miscarriage, choices about pregnancy and information and advice.</p> <p>This section covers maintaining sexual health, the impact of drugs and alcohol on choices, contraception, different forms of abuse and legal rights and responsibilities concerning sexual health</p> <p>Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<p>Reproductive health and making informed choices</p> <ul style="list-style-type: none"> • Male and female reproductive systems • Stages of pregnancy • Support provided for both parents during pregnancy • Miscarriage and the potential impact on relationships • Making informed choices about pregnancy • Seeking appropriate information and advice <p>Personal safety</p> <ul style="list-style-type: none"> • Importance of maintaining sexual health • Impact of drugs and alcohol on choices • Types of contraception and the health risks associated with unprotected sex • Actions to take following unplanned, unprotected sex • Recognition and management of different forms of abuse • Legal rights and responsibilities concerning sexual health 	Unit 4: Understanding sexual health and wellbeing	<p>Children's Mental Health Week 3 – 9 February 2021 Spiritual</p> <p>Random Acts of Kindness Day 17 02 21 Spiritual, moral, social,</p>
Spring 2	<p>This section covers listening to others and communicating with others.</p> <p>This section covers contributed to a group product, discussion skills, being reliable and demonstrating collaborative team working skills.</p> <p>Selection of: re-cap; Q&A; tasks; peer</p>	<p>Be able to use effective communication skills:</p> <ul style="list-style-type: none"> • Demonstrate the ability to listen to others • Communicate appropriately with others <p>Be able to make a positive contribution within a team:</p> <ul style="list-style-type: none"> • Contribute ideas and suggestions to the group product • Show discussion skills within the group • Be reliable during the realisation of group work • Demonstrate collaborative 	BTEC Level 1 Certificate in supporting employability and personal effectiveness	<p>Fairtrade Fortnight 22 02 21 - 05 03 21 Moral, cultural</p> <p>World Book Day 04 03 21 Spiritual, cultural</p>

	presenting; plenary to assess understanding of outcomes	team working skills		
Summer 1	<p>This section covers task management skills, flexibility when dealing with problems, completing work within a timescale, showing time management skills.</p> <p>Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<p>Be able to demonstrate employability skills in a group project:</p> <ul style="list-style-type: none"> • Demonstrate task management skills • Show flexibility when dealing with problems or changes in circumstances • Complete assigned tasks within given timescales • Show time management skills 	BTEC Level 1 Certificate in supporting employability and personal effectiveness	St George's Day 23 04 21 Cultural
Summer 2	<p>This section covers describing own personal skills and qualities, identifying skills and qualities and planning ways to develop personal effectiveness skills and qualities.</p> <p>Selection of: re-cap; Q&A; tasks; peer presenting; plenary to assess understanding of outcomes</p>	<p>Know how to reflect on personal effectiveness skills and qualities for employability developed in the context of a group project:</p> <ul style="list-style-type: none"> • Describe own personal effectiveness skills and qualities demonstrated in the context of the group project • Identify personal effectiveness skills and qualities needed for own development for employability • Plan ways to develop own personal effectiveness skills and qualities for employability 	BTEC Level 1 Certificate in supporting employability and personal effectiveness	<p>World Music Day 21 06 21 Spiritual, social, cultural</p> <p>Children's Art Week 1-7 July 2021 Spiritual, social, cultural</p>