

Personal Social Health and Economic Education Policy



Approved by: Penny Harris (Director) Jane Cox (Director) **Date:** 29 November 2021

Last reviewed on: 1st September 2020

Next review due by: 28 November 2022

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 are 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.

Our PSHE curriculum incorporates the teaching of Citizenship and British Values.

The 'Wider World' element of our curriculum includes preparation for working and adult life and Careers information.

For a comprehensive outline of what is taught through our PSHE curriculum please refer to the subject curriculum map.

3.2 How we teach it

All students receive 2-3 discrete PSHE lessons per week, delivered primarily by specialist PSHE teachers. This core offer is supplemented by additional SMSC opportunities including special events and projects, visits and visitors, tutorial time topics, whole school themes and displays. External specialists are commissioned to deliver aspects of the curriculum including Drugs education as well as parts of Relationships and Sex Education. Teaching will also make use of national and international awareness days to encourage focus and provide context.

PSHE is connected to other parts of the curriculum, where appropriate, and further opportunities are provided through enrichment activities to provide a holistic approach. PSHE is also embedded throughout the school day as the students are supported by staff to make positive choices and understand their own emotions and how they can have an impact on others. Individual students may be signposted towards and supported to access specialist additional support around any issues which emerge through delivery of the PSHE curriculum.

Teaching methods will be appropriate to students' individual needs and preferred ways of learning; lessons involve different teaching methods to engage students and support an inclusive learning environment. Specific approaches and targets for each individual student are outlined in Personal Learning Plans.

As PSHE is taught by qualified teachers, it is taught within the Teachers Standards guidance, stating that teachers must consistently demonstrate high standards of personal and professional conduct, showing tolerance of and respect for the rights of others, and ensuring their personal beliefs are not expressed in ways which break the law or exploit pupils. Regular CPD opportunities aim to provide staff with the knowledge and confidence to teach around challenging topics. Resources used are regularly reviewed to ensure they remain up-to-date and relevant. Teachers are encouraged to discuss any concerns relating to the PSHE and RSE programme with the subject lead and school leadership team.

Assessment of students' understanding and learning will be dependent on the subject covered. This could include engagement, responses and questioning during discussion, starter and plenary tasks, quizzes, written work, drawn work and students' self-assessment. All students have the opportunity to pursue accreditation and qualifications in PSHE, including BTEC Level 2 and Level Awards in Personal Growth and Wellbeing, Gateway Qualification in British Values, AQA Unit Awards. Assessment will be used to inform parents/carers of the progress made in PSHE via termly reports, success forms, parent evenings and phone calls or letters home where appropriate. Teaching staff or a member of the senior leadership team may also contact parents/carers where concerns may be identified around particular areas of learning.

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