

# Personal Social Health and Economic Education Policy



## West Yarner

<b>Approved by:</b>	Penny Harris (Director) Jane Cox (Director)	<b>Date:</b> 3rd September 2021
<b>Last reviewed on:</b>	1st September 2021	
<b>Next review due by:</b>	1st September 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.

At West Yarner, we see Personal, Social, Health and Economic Education (PSHE) as the centre of everything that we do; PSHE is an important and necessary part of all learners' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the 2014 National Curriculum. The promotion of learners' personal development, (including their social development) is a fundamental aspect of education and underpins all other learning. Through our school curriculum, environment and ethos, we promote learners' emotional well-being, resilience, self-esteem and help them to form and maintain significant and rewarding relationships based on a respect for themselves and others, at home, school, work and in the wider community.

### 1. Aims

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

- Promote the spiritual, moral, cultural and social development, 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.
- Prepare learners at the school for the opportunities, responsibilities and experiences of life after school.

### 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.

National Curriculum: “Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new National Curriculum.”

### **DfE requirements:**

*‘All schools should make provision for personal, social, health and economic education (PSHE,) drawing on good practice.’ ‘Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy life style.*

### **Independent School Standards**

**2. 2(d) personal, social, health and economic education which– (i) reflects the school’s aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 [Equality] Act.**

### **3. Content and delivery**

#### **3.1 What we teach**

As a whole school’s approach we follow PSHE association progression, which supports us delivering RSE and the e safety element of the curriculum.

See – Appendix 1-PSHE Primary progression, Appendix 2 Secondary Progression.

#### **3.2 How we teach it**

Students will receive PSHE content each week either through discrete lessons or through links within other timetabled lessons, following a planned structure covering various topics and ideas. Further opportunities are provided through enrichment activities to provide a holistic approach. PSHE is also present 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.

#### **Delivery**

The PSHE curriculum will be delivered by qualified teachers and supported by enrichment staff, however, in order to enhance the curriculum, opportunities for outside agencies to visit may be made. These sessions can be led by the visiting agency or support the teacher led session. Examples of these include the local emergency services and the British Legion. Opportunities are also provided, where appropriate, to engage in PSHE on school trips. Examples of these include local faith centres such as churches, mosques and synagogues, the Eden Project, fundraising activities for local charities and work experience.

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. Teachers have regular supervision where they are able to discuss any concerns relating to the PSHE and RSE programme.

### **Core Themes**

#### **Health and Wellbeing**

1. How to manage transition.
2. How to maintain physical, mental and emotional health and wellbeing.
3. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco. maintaining a balanced diet; physical activity; mental and emotional health and wellbeing and sexual health.
4. About parenthood and the consequences of teenage pregnancy.
5. How to assess and manage risks to health; and to keep themselves and others safe.

6. How to identify and access help, advice and support.
7. How to respond in an emergency, including administering first aid.
8. The role and influence of the media on lifestyle.

### **Relationships**

1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills.
2. How to recognise and manage emotions within a range of relationships.
3. How to deal with risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters.
4. About the concept of consent in a variety of contexts.
5. About managing loss including bereavement, separation and divorce.
6. To respect equality and be a productive member of a diverse community.
7. How to identify and access appropriate advice and support.

### **Living in the Wider World**

1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy.
2. How to make informed choices and be enterprising and ambitious.
3. How to develop employability, team working and leadership skills and develop flexibility and resilience 4. About the economic and business environment.
5. How personal financial choices can affect oneself and others about rights and responsibilities as consumers.

### **Teaching**

Our PSHE provision plays an essential role in equipping our learners with the knowledge, attitude and skills to stay healthy both physically and mentally, to become imaginative and informed thinkers about contemporary experiences and world affairs and to support our learners to become confident, resilient and skilled young adults preparing for life after leaving our school.

Teaching methods utilised will be appropriate to the needs of students' and will engage their interest through a variety of styles to ensure an inclusive learning environment. Lessons will use a variety of resources and approaches to the subject, including an encouragement of discussion between students, to ensure that all are able to access the learning. Teaching will also make use of national and international awareness days to encourage focus and provide context.

### **PSHE and Safeguarding**

We teach our pupils about safety and relationships to enable the pupils to recognise when they and others are at risk. The PSHE programme equips learners with the skills, strategies and language they need to take appropriate action.

### **Assessment/ Record Keeping**

The delivery of PSHE is monitored by the Directors through half termly visits to the school and including work scrutinise, learning walks and conversations with staff and pupils. Pupils' development in PSHE is monitored by teachers as part of our internal assessment systems. The information is recorded on SOLAR assessment system. Assessment of the 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. We also record personal development of our students on our school pod system.

### **Progress**

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 Directors**

- To ensure that an up-to-date PSHE policy is in place.
- To ensure the PSHE policy is made available to parents and for inspection.
- To ensure the PSHE policy and curriculum are in line with the non-statutory guidance in the 2014 National Curriculum.
- To ensure the policy and programme reflect the whole school approach.
- The Directors will approve the PSHE policy, and hold the Headteacher to account for its implementation.
- To ensure the policy has been reviewed and evaluated bi-annually.

## **4.2 The Headteacher**

The Headteacher is responsible for:

- ensuring that PSHE is taught consistently across the school.
- ensure that resources used are relevant and appropriate to the ages and needs of the learners
- lead the evaluation of the PSHE policy and programme
- ensure that staff have the necessary skills, confidence, knowledge, support and resources to effectively deliver PSHE sessions

## **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
- Embedding PSHE into daily life at the school and through enrichment activities.
- Ensure they deliver PSHE lessons in line with the school's PSHE policy and other relevant school policies.
- Contribute to the evaluation of the PSHE programme
- Assess and record learners' progress against the agreed learning outcomes.
- Communicate with parents/carers when appropriate/necessary

## **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 Headteacher 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  
 Behaviour Policy