

# Personal Social Health and Economic Education Policy



**Approved by:** Penny Harris (Director) Jane Cox (Director) **Date:** 23<sup>rd</sup> October 2020

**Last reviewed on:** 16<sup>th</sup> September 2019

**Next review due by:** 23<sup>rd</sup> 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.
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## 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 maps for more details about what we teach in each year/Key Stage.

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

Students will usually receive one discrete PSHE lesson each week, following a planned structure covering various topics and ideas. PSHE is also folded into other parts of the curriculum, where this is possible, and 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.

#### **Teaching**

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.

#### **Assessment**

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.

#### **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 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:

PSHE Policy

- 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.

#### **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