

Personal Social Health and Economic Education Policy



Approved by: Penny Harris (Director) Jane Cox (Director) Mandy Taylor (Head Teacher) **Date:** 15th September 2023

Last reviewed on: 14th November 2022

Next review due by: 15th September 2024

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 and wellbeing 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. This promotes the social and emotional skills that underpin effective learning, positive behaviour and regular attendance. It also supports 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 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 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. Adaptive teaching is used in combination with differentiated expectations of response and work output. At the end of a unit of study, teachers will assess the knowledge and impact on each pupil. Any gaps will be re-visited.

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 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

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----|--|---|---|---|---|--|
| 7 | AQA- 78231- Emotional wellbeing | AQA- 108415- Healthy living: Food groups AQA- 93214- Independent living: Diet and exercise | AQA: 112442 Healthy relationships unit 1: Introduction to relationships AQA: 112443 Healthy relationships unit 2: Identifying control and risk | AQA- 70573- Drugs education: What makes a drug harmful AQA- 13004- Drugs education | AQA: 79013 Introduction to E-safety 115546: E-Safety | AQA 115545 Sex and relationships 13008 Sex and relationship education |
| 8 | AQA- 92676- Emotional wellbeing | AQA- 11836- PSHE: Staying healthy and safe | AQA- 110514- Social education: Alcohol, drugs and smoking | 115847: Introduction to wellbeing AQA: 87396: Healthy living | AQA: 116910: Safety and appropriate behaviour on social networking sites AQA: 115123: Prepped for life: Online Safety | AQA: 116356: Relationships and consent AQA: 115258: Keeping safe in online relationships |
| 9 | AQA- 105194- Emotional wellbeing- The five ways to wellbeing | Asdan module 2- Keeping safe and healthy | AQA-13008- Sex and relationship education | Asdan module 9- Financial commitments | AQA-74966- Drugs education and harm reduction AQA- 70572- Positive and negative sides of named drugs | Asdan module 6-Sexual health |
| 10 | BTEC: Personal Growth and Wellbeing 2 year extended certificate Level 1 Understanding emotional wellbeing | AQA- 109999- Employability: Fast-track to employment | BTEC: Personal Growth and Wellbeing 2 year extended certificate Level 1 Improving physical health and wellbeing | AQA: 112068: Exploring mental health | BTEC: Personal Growth and Wellbeing 2 year extended certificate Level 1 Understanding the role of relationships in social health and wellbeing | BTEC: Personal Growth and Wellbeing 2 year extended certificate Level 1 Understanding sexual health and wellbeing |
| 11 | BTEC: Personal Growth and Wellbeing 2 year extended certificate Understanding yours rights and responsibilities | Gateway Qualification Entry 3: Mental Wellbeing | BTEC: Personal Growth and Wellbeing 2 year extended certificate | Gateway Qualification Entry 3: British Values | BTEC: Personal Growth and Wellbeing 2 year extended certificate Financial Commitments | Completing gaps in portfolio |

