

Personal Social Health and Economic Education Policy



Approved by: Penny Harris (Director) Jane Cox (Director) **Date:** 17th January 2024

Last reviewed on: 6th February 2023

Next review due by: 16th January 2025

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 are required to 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 are required to teach health education under the same statutory guidance.

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

3. Content and delivery

3.1 What we teach

We cover the content for relationships and sex education, and health education, as set out in the statutory guidance.

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 back ground, ability and experiences of the pupils. The PSHE curriculum is broken down into 3 core themes which are the same for every group. These are: Health and wellbeing; Relationships and Living in the wider world. As the learners progress through the school the core themes will be revisited with an emphasis on reinforcing prior learning and then developing that knowledge further and deepening the learners understanding. RSE (Relationships and sex education) is embedded throughout all 3 core themes to ensure learners have the opportunity to develop their knowledge and understanding within the topic and ensure any gaps in their learning have been filled.

PSHE is delivered in timetabled 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 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 range of active teaching methods which focus on 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 related to SMSC. 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 Education Manager

The Education Manager is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff and in particular the PSHE teacher - 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, Education Manager and the directors through regular quality assurance activities including observations, learning walks and work scrutinies.

This policy will be reviewed by the directors and Education manager 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

Relationship and Sex Education Policy

Core Themes:	Health & Wellbeing		Relationships		Living in the Wider World	
Subject: PSHE	Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 6 Weeks	Spring 2 5 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks
7 KS3	An introduction to- 1. Self-Concept 2. Mental Health & Emotional Wellbeing 3. Healthy Lifestyles 4. Drugs, alcohol and tobacco	An introduction to- 1. Managing Risk and Personal Safety 2. Puberty and Sexual Health	An introduction to- 1. Positive relationships 2. Relationship values 3. Forming and maintaining respectful relationships 4. Consent	An introduction to- 1. Contraception and parenthood 2. Bullying, abuse and discrimination 3. Social influences	An introduction to- 1. Learning skills 2. Choices and pathways 3. Work and career 4. Employment rights and responsibilities.	An introduction to- 1. Financial choices 2. Media literacy and digital resilience.
8 KS3	Developing understanding of- 1. Self-Concept 2. Mental Health & Emotional Wellbeing 3. Healthy Lifestyles 4. Drugs, alcohol and tobacco	Developing understanding of- 1. Managing Risk and Personal Safety 2. Puberty and Sexual Health	Developing understanding of- 1. Positive relationships 2. Relationship values 3. Forming and maintaining respectful relationships 4. Consent	Developing understanding of- 1. Contraception and parenthood 2. Bullying, abuse and discrimination 3. Social influences	Developing understanding of- 1. Learning skills 2. Choices and pathways 3. Work and career 4. Employment rights and responsibilities.	Developing understanding of- 1. Financial choices 2. Media literacy and digital resilience.
9 KS3	Further exploring- 1. Self-Concept 2. Mental Health & Emotional Wellbeing 3. Healthy Lifestyles 4. Drugs, alcohol and tobacco	Further exploring- 1. Managing Risk and Personal Safety 2. Puberty and Sexual Health	Further exploring- 1. Positive relationships 2. Relationship values 3. Forming and maintaining respectful relationships 4. Consent	Further exploring- 1. Contraception and parenthood 2. Bullying, abuse and discrimination 3. Social influences	Further exploring- 1. Learning skills 2. Choices and pathways 3. Work and career 4. Employment rights and responsibilities.	Further exploring- 1. Financial choices 2. Media literacy and digital resilience.
10 KS4	To be able to show greater depth knowledge about- 1. Self-Concept 2. Mental health and emotional wellbeing 3. Health related decisions	To be able to show greater depth knowledge about- 1. Managing risk and personal safety 2. Sexual Health and fertility.	To be able to show greater depth knowledge about- 1. Positive relationships 2. Relationship values 3. Forming and maintaining respectful relationships	To be able to show greater depth knowledge about 1. Contraception and parenthood 2. Bullying, abuse and discrimination 3. Social	To be able to show greater depth knowledge about- 1. Learning skills 2. Choices and pathways 3. Work and career 4. Employment rights and	To be able to show greater depth knowledge about- 1. Financial choices 2. Media literacy and digital resilience.

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11	Recap knowledge of- 1. Self-	Recap knowledge of-	Recap knowledge of- 1. Positive	Recap knowledge of- 1.	Recap knowledge of- 1. Learning skills	Recap knowledge of- 1. Financial

KS4	Concept 2. Mental health and emotional wellbeing 3. Health related decisions 4. Drugs, alcohol and tobacco.	1. Managing risk and personal safety 2. Sexual Health and fertility.	relationships 2. Relationship values 3. Forming and maintaining respectful relationships 4. Consent	Contraception and parenthood 2. Bullying, abuse and discrimination 3. Social influences	2. Choices and pathways 3. Work and career 4. Employment rights and responsibilities.	choices 2. Media literacy and digital resilience.
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