Personal Social Health and Economic Education Policy



Approved by:	Penny Harris (Director) Jane Cox (Director)	Date: 1 st September 2024
Last reviewed on:	17 th January 2024	
Next review due by:	1 st September 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 <u>Children and Social Work Act 2017</u>, in line with the terms set out in <u>statutory guidance</u>.

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. PSHE Policy 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 though 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 directors

The directors 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

PSHE Policy

Core	Health &	Relationships	Living in the
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

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

Core	Health &		Relationships		Living in the	
Themes:					Wider World	
Core Themes:	Health & decisions Wellbeing 4. Drugs,		Relationships 4. Consent	influences	Living in the responsibilities. Wider World	
	alcohol and tobacco.					
10	To be able to show greater depth knowledge	To be able to show greater depth knowledge	To be able to show greater depth knowledge	To be able to show greater depth knowledge	To be able to show greater depth knowledge	To be able to show greater depth knowledge
K\$ 4	about- 1. Self- Concept	about- 1. Managing risk and	about- 1. Positive relationships	about 1. Contraception	about- 1. Learning skills 2. Choices and	about- 1. Financial choices
KS4	2. Mental health and emotional	personal safety 2. Sexual	2. Relationship values 3. Forming and	and parenthood 2. Bullying,	pathways 3. Work and career	2. Media literacy and digital
	wellbeing 3. Health related decisions 4. Drugs, alcohol and tobacco.	Health and fertility.	maintaining respectful relationships 4. Consent	abuse and discrimination 3. Social influences	4. Employment rights and responsibilities.	resilience.

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