



PSHE policy

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1. Aims

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

- **Promote Well-being:** Enhance the physical, emotional, and mental well-being of all pupils, equipping them with essential life skills.
- **Support Social and Emotional Development:** Help students build positive relationships, manage emotions, and develop resilience.
- **Encourage Independence:** Equip pupils with tools for informed decision-making, independence, and positive societal contribution.
- **Ensure Inclusivity:** Provide an accessible curriculum tailored to the diverse needs of all pupils.
- **Promote British Values:** Foster understanding of democracy, the rule of law, individual liberty, and respect for diversity.
- **Support Achievement:** Enhance academic success while promoting personal development and self-esteem.
- **Encourage Safe and Healthy Lifestyles:** Educate on safety, healthy choices, and responsible behaviour.
- **Promote Mental Health:** Support mental health awareness and provide coping strategies.
- **Prepare for the Future:** Equip pupils with skills for adult life, including careers, financial literacy, and relationships.

The PSHE curriculum is closely aligned with our core values of resilience, independence, success, and empowerment, ensuring that these principles are embedded in every aspect of our students' learning and development.

1. **Resilience:** Supports the development of resilience by teaching students how to manage challenges, cope with setbacks, and develop perseverance. Through lessons on emotional regulation, problem-solving, and stress management, students learn to navigate difficulties and maintain a positive outlook, which is essential for their overall well-being.
2. **Independence:** Equipping students with the knowledge and skills to make informed decisions and take responsibility for their actions. The curriculum includes practical life skills, such as financial literacy and personal safety, as well as promoting self-care and the ability to advocate for oneself. This helps students to gain confidence in their abilities and prepares them for independent living.
3. **Success:** Supporting their academic and personal achievements. It provides a balanced approach that nurtures both intellectual growth and emotional intelligence, helping students to set goals, stay motivated, and celebrate their progress. By recognising and valuing each student's unique strengths, the curriculum encourages a sense of accomplishment and pride in their achievements.

4. **Empowerment:** Give students the tools they need to take control of their lives and make positive choices. Through education on topics like citizenship, rights and responsibilities, and healthy relationships, students are empowered to express themselves, stand up for what they believe in, and actively participate in their communities. This sense of empowerment is crucial in helping students to feel valued and capable of making a difference.

By integrating these values into our PSHE curriculum, we ensure that our students are not only prepared for academic success but are also equipped with the personal and social skills necessary to thrive in all areas of life.

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

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

The curriculum is designed to be comprehensive, inclusive, and responsive to the unique needs of our students. It covers a broad range of topics that are essential for their personal, social, emotional, and economic development. The curriculum is divided into key areas:

Health and Well-being:

- **Physical Health:** Education on healthy eating, physical activity, and understanding the body.
- **Mental Health:** Strategies for managing emotions, coping with stress, and building resilience.
- **Personal Hygiene:** Importance of maintaining personal hygiene and self-care routines.
- **Safety:** Lessons on personal safety, including online safety, first aid, and recognising and responding to risks.

Relationships:

- **Building Positive Relationships:** Developing communication skills, empathy, and respect for others.
- **Family and Friends:** Understanding different types of relationships, including friendships and family dynamics.
- **Respect and Tolerance:** Promoting understanding and acceptance of diversity, including different cultures, religions, and lifestyles.
- **Relationships and Sex Education (RSE):** Age-appropriate education on relationships, consent, and body autonomy, tailored to the needs and understanding of our students.

Living in the Wider World:

- **Citizenship and British Values:** Understanding democracy, the rule of law, individual liberty, and mutual respect for different beliefs.
- **Community Participation:** Encouraging active involvement in the school and local community, fostering a sense of belonging and responsibility.

- **Environmental Awareness:** Teaching the importance of caring for the environment and understanding sustainability.

Personal and Social Skills:

- **Decision Making:** Developing critical thinking skills to make informed choices in various aspects of life.
- **Self-Awareness and Self-Esteem:** Promoting self-reflection, confidence, and an understanding of personal strengths and areas for development.
- **Time Management and Organisation:** Skills for managing time effectively, setting goals, and organising tasks.

Economic Well-being and Careers:

- **Financial Literacy:** Basic money management, understanding the value of money, budgeting, and saving.
- **Careers Education:** Introduction to different career paths, understanding the world of work, and recognising individual talents and interests.
- **Work-related Learning:** Opportunities for work experience, understanding workplace expectations, and developing employability skills.

Each of these areas is adapted to suit the varying abilities and needs of our students, ensuring that every pupil can access the curriculum and benefit from it. The PSHE curriculum is taught in a supportive and safe environment where students feel confident to express themselves and engage with the material.

3.2 How we teach it

Frequency of PSHE Lessons

PSHE lessons take place once a week, ensuring regular and consistent engagement with the curriculum. This dedicated time allows students to explore topics in depth, with lessons tailored to their individual needs and learning styles.

Integration with Wider School Curriculum

Some elements of the PSHE curriculum are integrated into other areas of the school's educational offering. For example:

- **Assemblies:** Key PSHE themes, such as respect, diversity, and mental health, are often reinforced during whole-school assemblies.
- **Tutor Time:** Weekly tutor sessions may include discussions or activities related to PSHE, allowing for continuous reinforcement of important topics.
- **Whole-School Events:** Events such as Anti-Bullying Week, Mental Health Awareness Week, and Health and Well-being Days provide opportunities to explore PSHE themes in a broader context.

Associated School Trips

Where appropriate, school trips are organised to complement the PSHE curriculum. For example:

- Visits to local community centres or environmental projects to enhance understanding of community participation and environmental awareness.

- Participation in workshops or events run by external organisations to support learning in areas such as careers education, safety, and well-being.

Curriculum Delivery

The PSHE curriculum is primarily delivered by teachers who have received training in PSHE and SEND education. This includes for specific topics, such as Relationships and Sex Education (RSE) or mental health, trained specialist staff may lead sessions.

Where beneficial, outside agencies and experts may be invited to deliver particular sessions, such as workshops on internet safety, drug awareness, or financial literacy.

Inclusion of All Pupils

To ensure that all pupils, regardless of ability or SEND, can access and benefit from PSHE lessons:

- **Differentiated Instruction:** Lessons are adapted to meet the individual learning needs of each student, using differentiated teaching methods and resources.
- **Individual Support:** Teaching assistants or support staff may be present during lessons to provide additional support to students who require it.
- **Alternative Formats:** Materials are provided in accessible formats, such as visual aids, tactile resources, or simplified text, to accommodate different learning styles.

Approaching Controversial Topics and Difficult Questions

When addressing controversial topics or responding to difficult questions from pupils:

- **Neutral Stance:** Teachers are trained to present information objectively and ensure that personal beliefs and attitudes do not influence the teaching of sensitive subjects.
- **Safe Environment:** A safe and respectful classroom environment is maintained, where pupils feel comfortable expressing their thoughts and asking questions.
- **Age-appropriate Content:** Content is carefully tailored to be age-appropriate and sensitive to the developmental stages of the pupils.

Teacher Support and Concerns

Teachers are encouraged to raise any concerns about teaching specific areas of the PSHE curriculum:

- **Open Communication:** Teachers can discuss concerns with the PSHE coordinator or school leadership to receive guidance and support.
- **Training and Resources:** Additional training or resources can be provided to help teachers feel confident in delivering all aspects of the curriculum.

Teaching Methods and Resources

The PSHE curriculum is delivered using a variety of teaching methods to engage students:

- **Interactive Lessons:** Use of discussions, role-play, group work, and multimedia presentations to make lessons engaging and accessible.
- **Resources:** High-quality resources, including worksheets, videos, and interactive tools, are used to support learning.

Assessment Methods

Assessment in PSHE is ongoing and formative:

- **Observation and Feedback:** Teachers assess student understanding through observation, class participation, and informal questioning.
- **Student Self-Assessment:** Pupils may be encouraged to reflect on their learning and assess their own progress.

Reporting Progress to Parents

Progress in PSHE is communicated to parents through:

- **Reports:** PSHE progress is included in termly or annual school reports, with comments on the pupil's development in key areas.
- **Parent Evenings:** During parent evenings, teachers discuss the student's progress in PSHE, highlighting strengths and areas for development.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher 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

To ensure the effectiveness and continuous improvement of the PSHE curriculum, we have established robust monitoring and evaluation arrangements. These include:

- **Regular Review of Lesson Plans:** Senior leadership, conducts regular scrutinies of lesson plans to ensure they are aligned with the curriculum objectives and are appropriately differentiated to meet the needs of all students.
- **Feedback Loop:** Teachers receive constructive feedback on their planning, with suggestions for improvement where necessary. This helps ensure that the curriculum is being delivered consistently and effectively across the school.

Learning Walks

- **Observation of Classroom Practice:** Scheduled learning walks are conducted by SLT to observe PSHE lessons in action. These walks focus on the quality of teaching, student engagement, and the inclusivity of lessons.
- **Gathering Evidence:** During learning walks, evidence is gathered on how well students are accessing the curriculum and engaging with the material. This evidence is used to identify areas of good practice and areas where additional support or resources may be needed.

Student Feedback

- **Pupil Voice:** Regular opportunities are provided for students to share their thoughts on PSHE lessons through surveys, focus groups, or informal discussions. This feedback is invaluable in understanding the student experience and making adjustments to the curriculum as needed.
- **Engagement Monitoring:** Teachers assess student engagement and participation in PSHE lessons, noting any patterns that may indicate a need for additional support or curriculum adjustments.

Staff Feedback

- **Teacher Consultations:** Teachers are regularly consulted on the effectiveness of the PSHE curriculum. This includes discussions about the resources provided, the appropriateness of the content, and any challenges faced in delivering the curriculum.
- **Professional Development:** Based on feedback, targeted professional development opportunities are offered to staff to enhance their confidence and competence in delivering PSHE.

Evaluation and Reporting

- **Termly Reviews:** SLT conduct termly reviews of the curriculum, incorporating findings from planning scrutinies, learning walks, and feedback from staff and students.
- **Report to Governors:** A summary of the PSHE provision, including monitoring outcomes and any proposed changes, is reported to the school governors annually. This ensures that the school leadership remains informed about the curriculum's effectiveness and any areas for development.

Continuous Improvement

- **Action Plans:** Where monitoring identifies areas for improvement, action plans are developed and implemented. These plans may include additional training for staff, the introduction of new resources, or adjustments to the curriculum content.
- **Impact Assessment:** The impact of any changes made is assessed in subsequent monitoring activities to ensure that they are effective in enhancing the PSHE provision.

6. Links with other policies

This policy links to the following policies and procedures:

- Child protection and safeguarding policy
- Behaviour policy