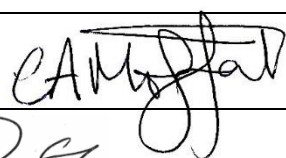





---

# Personal, Social Health and Economic Education (PSHE) Policy

---

DOCUMENT DETAILS	
Category:	Educational Policy
Approved By:	Local Governance Committee
Version:	3
Status:	Approved
Issue Date:	19/10/2021
Next Review Date:	19/10/2022 (Annual)
Signed:	Headteacher 
	Chair of Governors 



## **Contents:**

Statement of intent .....	2
1. Key roles and responsibilities .....	2
2. Aims of the PSHE curriculum.....	3
3. Teaching methods and learning style .....	4
4. Timetabling and cross-department involvement.....	5
5. Reporting and confidentiality .....	5
6. Tailoring PSHE .....	6
7. Key stage 3 and 4 programme of study .....	6
8. Assessment.....	7
9. PSHE coordinator.....	7

## **Statement of intent**

Paxman Academy believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who are able to make a positive contribution to their community. We aim to provide students with an excellent all-round education developing the whole person, which will serve as a basis for a successful and fulfilled future as students, employees, employers and parents. We aim to motivate students, improve examination results and develop core employment capabilities; and to provide students with their statutory entitlement to preparation for adult life.

At Paxman Academy, our PSHE Education curriculum is closely linked to our Relationship and Sex Education (RSE) and pastoral care programme.

The vision for students, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our students and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and students are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our students and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all students, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE Education curriculum at Paxman Academy.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents and carers will be informed about the policy via our website where it, and the PSHE Ed and SRE curriculum, will be available to read and download.
- This policy will be used alongside SRE policy, Anti-Bullying & Cyber Bullying Policy and Careers Policy in order to ensure a comprehensive PSHE education.

### **1. Key roles and responsibilities**

- 1.1. The governance committee has overall responsibility for the implementation of the PSHE Education Policy at Paxman Academy.
- 1.2. The governance committee has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governance committee has overall responsibility for reviewing the PSHE Policy annually.
- 1.4. The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.5. The Headteacher will be responsible for the day-to-day implementation and management of the PSHE Education Policy.
- 1.6. The PSHE Education coordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

1.7. As required by statutory guidance, the governing body and Headteacher teachers will consult with parents to ensure that the SRE and PSHE policies reflect the needs and sensibilities of the wider school community.

1.8. The school will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from SRE education.

1.9. We will ensure that pupils are also involved in the creation of this policy through feedback and suggestion forms and/or class discussions.

## **2. Aims of the PSHE curriculum**

The programme aims to be:

- Coherent
- Continuous
- Structured
- Flexible
- Assessed regularly
- Evaluated & Reviewed regularly

2.1 Students will learn to:

- Understand what constitutes a healthy lifestyle.
- Explore British Values
- Understand safety issues, both in real life and online.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect others right to do the same.

Personal development in school is the means by which all young people are supported in their spiritual, moral, physical, emotional, cultural and intellectual development according to their needs, and regardless of their social and/or economic backgrounds. It promotes their wellbeing and enables them to develop their potential as healthy, enterprising and responsible citizens in our society.

It is therefore our aim to deliver an effective curriculum that includes a planned and coherent approach to personal development and well-being and is reflected in the ethos and values of the school. Every member of the school staff can contribute to personal development and therefore to the wellbeing of each young person in the school.

- It is important that the delivery of PSHE is not only through the PSHE Education time available, through tutorials and enrichment activities but also through all curriculum areas by all staff in contact with the students helping them to develop the whole person in the opportunities and education that they provide.

In spite of this flexibility, all schools have statutory duties to meet. As section 2.1 of the National Curriculum framework states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Schools also have statutory responsibilities in relation to promoting student wellbeing and student safeguarding (Children Act 2004) and community cohesion (Education Act 2006). PSHE education plays an important part in fulfilling all of the responsibilities.

### **3. Teaching methods and learning style**

3.1 A range of teaching and learning styles will be used to teach PSHE Education.

3.2 Teaching will be student-led and there will be an emphasis on active learning techniques such as discussion and group work.

- No crude language.
- No raised voices/shouting.
- No talking over people.
- Show respect for another's views, even when disagreeing with them.
- Keep comments subject-specific, as opposed to personal.

3.3. 'Ice-breaker' activities and clear ground rules regarding discussions will be put in place in order to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines may include rules such as:

- Establishing ground rules help us to create a safe and supportive learning (and teaching) environment. e.g. Not asking personal questions
- Respecting what people say
- Listening to others
- Having the right to 'pass' if you do not wish to comment
- Keeping information within the classroom, however, ensuring the Safeguarding policy is followed closely.

3.4. Start from where the learners are...

Without an insight into their existing understanding and beliefs, then there is a real danger that students will see the learning we provide as irrelevant. e.g. questioning, draw and write, brainstorm, graffiti wall

3.5. Students will learn research and study techniques and have the opportunity to engage in investigations and problem-solving activities.

3.6. All students will be encouraged to take part in charity work and volunteering, as well as in organising school events such as assemblies and open evenings through the pastoral system led by the Heads of Year.

3.7. We will use visiting speakers, such as health workers, professionals and charities, to broaden the curriculum and share their real life experiences. Any such speakers must be closely monitored by the class teacher who should use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

3.8. We will consult with the local community on matters related to PSHE to ensure that local issues are covered in lessons.

3.9. Students' questions will, unless inappropriate, be answered respectfully by the teacher.

3.10 All young people should have opportunities to participate in a wide range of compelling learning experiences where they can try new things and meet new challenges. Examples of opportunities are:

- performance – through drama, music, public speaking, sports;
- taking responsibility – undertaking leadership and support roles in events and activities, such as outdoor and adventurous activities, prefects, peer mediation and buddy programmes;
- collaboration and participation in events – such as mini-enterprise activities, environmental or local history projects, clubs and visits, community service, school council etc.

#### **4. Timetabling and cross-department involvement**

4.1 PSHE will be primarily delivered by form tutors who aim to work with their form throughout their 5 years in school. They will be facilitated by the PSHE Education Coordinator who will provide a SOW and materials for the subjects to be covered. Specialist support will be organised by the PSHE Education Coordinator on request.

4.2 Subject matter will be taught in 2 x 25 min form periods each week by the form tutors and on annual Enrichment Days. Many areas of PSHE Education are also delivered across the curriculum.

4.3 Experts from outside agencies will be involved in the delivery of PSHE Education materials on Enrichment Days. Agencies involved could include - Community Police Force, School Nurses, Drugs Education Service EYPDAS, Children's Society, Essex Fire Brigade Education Officers, Local Councillors, STEM Ambassadors, Smoking Advice Service, ECC Road Safety Department, Natwest Education Enterprise project, Youth Enquiry Service, Catch 22

4.4 Cross-curricular learning will be encouraged through discussion between departments, especially, the physical education department, science, citizenship and other relevant areas.

4.5 There are elements of PSHE Education in pastoral care and we will ensure that PSHE and pastoral care teams work together to ensure that students feel comfortable indicating that they may be vulnerable and at risk.

4.6 The Risk Avert programme survey for year groups will be used to inform the subject matter to be studied in the PSHE programme and also to inform targeted PSHE work for Year 8 and Year 9 students.

#### **5. Reporting and confidentiality**

5.1. Every lesson should reinforce that, if students have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable consulting their PSHE teacher or another member of staff about this.

5.2. Students will be encouraged to have an open dialogue regarding any such issues with the PSHE teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a student does wish to speak to a teacher about any such issue, the teacher should ensure that the student is aware of this responsibility. (See Safeguarding policy)

## 6. Tailoring PSHE

- 6.1. Discussion and other activities will be used in initial PSHE lessons in order to ascertain 'where students are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regard to this.
- 6.2. Teaching will take into account the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 6.3. Adaptations will be made for those for whom English is a second language to ensure that all students can fully access PSHE educational provision.
- 6.4. All students with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.

## 7. Key stage 3 and 4 programme of study

7.1. The PSHE Education programme will cover:

- Transition to Secondary School
- Enterprise skills
- Facts about drugs and alcohol
- Contraception and safer sex
- Sexually transmitted infections and AIDS
- Safety in the home and on the street
- Online safety
- Healthy eating and the importance of exercise
- Eating disorders
- Responsibility and lifestyles
- Mental health
- How to manage transitions, for example managing loss, including bereavement, separation and divorce
- How to maintain physical, mental and emotional health and wellbeing including sexual health
- Financial decision making
- Parenthood and the consequences and responsibilities of teenage pregnancy
- How to assess and manage risks to health and how to stay, and keep others, safe
- How to identify and access help, advice and support
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health
- How to respond in an emergency, including administering first aid
- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and how to develop parenting skills
- How to recognise and manage emotions within a range of relationships
- How to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters
- The concept of consent in a variety of contexts (including in sexual relationships)
- How to identify and access appropriate advice and support
- Careers and future aspirations
- The political system of democratic government in the UK, including voting and how Parliament works
- The justice system and the police
- Money management, debt and budgeting

- The role and influence of the media on lifestyle
- How to respect equality and be a productive member of a diverse community.

## **8. Assessment**

Students' knowledge and understanding is assessed formatively through question and answer sessions, discussion groups and quizzes. Feedback includes:

- Encouraging comments
- Praise for participation
- Assessment criteria, students can be working towards, working at, working beyond, the level expected for their key stage.

## **9. PSHE coordinator**

The PSHE coordinator will:

- Raise awareness amongst teachers and other staff of their contribution to the students' personal and social development.
- Agree the overall aims, objectives and priorities of the PSHE curriculum.
- Establish a shared view of best practice to which all students are entitled.
- Develop and review this policy.
- Agree the priorities for students' personal and social development.
- Identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for departmental staff and new staff including trainees.
- Monitor the PSHE programme including the use of outside agencies.
- Evaluate the PSHE programme via students' questionnaires.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Attend relevant courses and network meetings.