



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

Last Review Date: April 2021

Approved by Governors: 26/04/21

Next Review Date: Spring 2024

Reviewer: Mr W Arif

Signed:.....

1.Context and Rationale

The Personal, Social, Health and Economic Education (PSHE) curriculum allows for the school ethos and focus on character education and personal development to become ingrained as we want to inspire students to actively seek to develop their own character through the teaching of PSHE, RSE and Citizenship so they ultimately become respectful, kind, resilient individuals ready to be leaders in Britain and the wider world.

PSHE helps to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them in developing personally and socially and it tackles many of the moral, social and cultural issues that affect young people today. It equips students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. PSHE provision at Selly Park contributes to creating a positive ethos and environment for learning by safeguarding our pupils by promoting their emotional well-being and improving their ability to achieve in school.

The PSHE and Citizenship department are committed to offering students the opportunity to see the world with a broad, balanced and aspirational mindset during their time at Selly Park, and when they move onto their next stage of education, training or employment. During PSHE and Citizenship lessons, students take part in engaging lessons that challenge them to develop key character virtues, grasp cultural capital opportunities and appreciate the diversity of religion, culture and human experience inherit in Britain. The aim of all teachers involved in PSHE and Citizenship is to provide inspirational teaching, using the spiral curriculum to expand on prior learning, in a safe and vibrant learning environment, where challenging, thought-provoking debate and discourse are encouraged.

As a school we use PSHE to build, where appropriate on the statutory content already outlined in the National Curriculum, including statutory guidance on drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle. RSE is an important part of PSHE education and is statutory in maintained secondary schools. Guidance provided by the PSHE Association has been used to update the policy, the overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

2.Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- 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. Please 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 which can be found on the school website.

For other aspects of PSHE, including health education, see the attached programme study in Appendix 1 for more details about what we teach in each year.

3.2 How we teach it and skills development

PSHE lessons take place weekly within the two-week timetable for all year groups and will be taught by timetabled teachers with training provided to staff as necessary. In addition, we have five drop-down days for PSHE spread across the year.

The school is a member of the leading body for PSHE namely the PSHE Association and uses resources approved by the PSHE Association. Key skills developed in PSHE include:

- The intrapersonal skills required for self- management
- The interpersonal skills required for positive relationships in a wide variety of settings
- Skills of enquiry

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. The governing board has delegated the approval of this policy to Safeguarding governor Mrs D Rutherford.

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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching PSHE are encouraged to discuss this with the headteacher as all appropriate training will be provided.

Staff are trained on the delivery of PSHE as part of their induction and it is included in our continuing professional development calendar with specific training provided for PSHE days for staff as appropriate

The Headteacher through the Senior Leadership Team lead for PSHE will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Miss P Silverlock and Miss A Koziel have responsibility for PSHE in their roles as PSHE coordinators with Mr W Arif as Senior Leadership Team lead for PSHE working together to ensure statutory compliance.

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 Mr W Arif, Assistant Head Teacher responsible for PSHE through:

- Learning walks and lesson observations with work scrutiny
- Regular staff and student voice
- PSHE day review
- External audit of provision and impact with South Network Collegiate partners

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems within PSHE lessons and during the PSHE days.

This policy will be reviewed by Mrs D Rutherford Safeguarding Governor and Mr W Arif, Assistant Head Teacher responsible for PSHE. At every review, the policy will be approved by the governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education Policy
- Safeguarding Policy