

Personal, social, health & economic (PSHE) education policy

(from 2021)



PHILIP MORANT

SCHOOL & COLLEGE

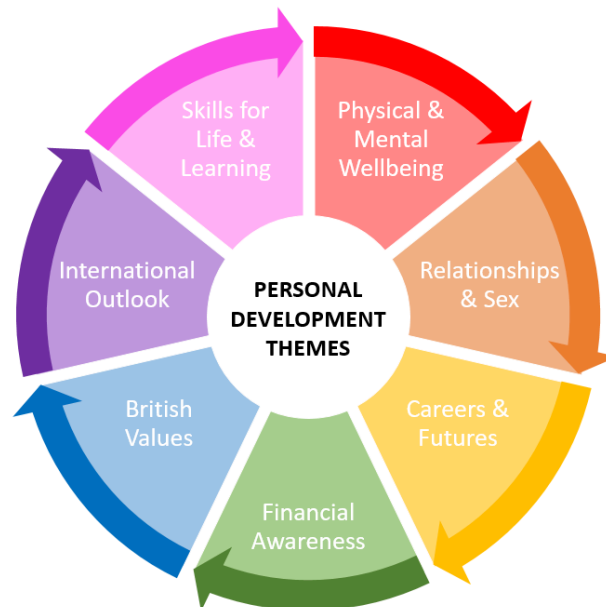
Author / Owner(s)	Headteacher (Mrs S Neill) Asst Headteacher Personal Development (Mr Howard)	Date: May 2021
Last reviewed on:	February 2024	Approved by: LGC
Next review due by:	February 2025	Version 3
Review frequency	Annually	

Contents

1. Aims	3
2. Statutory requirements	3
3. Content and delivery	3
4. Roles and responsibilities	4
5. Monitoring arrangements	4
6. Links with other policies	5

1. Aims

Personal, social, health and economic (PSHE) at Philip Morant School & College aims to give students the knowledge, skills, and attributes they need to keep themselves healthy and safe, and to prepare them for life and work in modern Britain. It is central to students' **personal development** and a key part of the school curriculum. PSHE education helps students to achieve their academic potential, and to leave school equipped with skills they will need for later life.



PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education in conjunction with careers education and relationship and sex education (RSE) helps pupils to manage many of the most critical decisions, opportunities, challenges and responsibilities they will face while growing up.

PSHE education is a planned element of the school curriculum that helps to give students the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world. A student's personal and social development should be the sum total of all of the experiences, planned and unplanned, received by a young person in the course of their time in school that, between them, promote spiritual, moral, social, cultural, mental and physical development, and thus the well-being of both the individual and ultimately the wider community. In undertaking PSHE education, children learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning. The National Curriculum framework for PSHE education categorises the areas covered by PSHE as follows;

- Developing confidence and responsibility and making the most of every child's abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people.
- Equipping pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work

This policy should therefore be read in conjunction with the School's Relationships and Sex Education Policy and Careers Policy.

Our ethos of **Aspiration – Success – Kindness** and our working principles of **Ready – Respectful – Safe** underpin PSHE and the ways in which it is delivered at Philip Morant School.

2. Statutory requirements

Section 2.1 of the National Curriculum (updated 2016) framework states that:

“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.

Although PSHE itself is a non-statutory subject. Relationships and Sex Education (RSE) is statutory under the [Children and Social Work Act 2017](#), and is taught in line with the terms set out in [statutory guidance](#). Health education must also be taught under the same statutory guidance

3. Content and delivery

3.1 What we teach

Through PSHE education 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.
- Develop financial and fiscal awareness.
- 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 and other fundamental human rights.
- 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.

3.2 How we teach it

Timetabling

The primary channels for the delivery of PSHE education are form time, assemblies and lessons (RSHE + and CBLs).

- Form time is a constant in students' lives, occupying the first 20 minutes of each day. A tutorial programme directs form tutors to a fully resourced personal development programme.
- Weekly assemblies (alternating between year group and whole school) supplement form time and allow students to gain input from other voices and reflect on shared events.
- Lessons are regular, timetabled, 60-minute lessons for students in Years 7 to 11 giving scope to delve deeper into topics including topics from PSHE education, RSE, Health education, Religious education, Careers education.

We regard other curriculum lessons, the work of our pastoral care teams and our extra-curricular provision as secondary channels for PSHE education. A cross-curricular approach is encouraged, for instance, careers links highlighted in all subject areas, students studying GCSE Citizenship have led on initiatives such as mock elections and active citizenship, and the PE department as champions of health education.

Activities

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

- Teaching will be student-led and there will be an emphasis on active learning techniques such as discussion and group work. '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
- Our PSHE education programme recognises that young people will bring prior learning and real-life experiences to their learning. Our programme respects and aims to build on this, providing something that reflects both the universal and unique needs of our students. Differentiation within sessions/lessons ensures that students of all levels of ability (including those with special educational needs) benefit from the programme.
- Students will learn research, study and revision techniques and have the opportunity to engage in investigations and problem-solving activities.
- Students will be encouraged to take part in charity work and volunteering, in school and in the wider community, and to seek positions of responsibility to develop leadership skills.
- We will make use of visiting speakers, such as health workers, the police, fire service and charities, to broaden the curriculum and share their real-life experiences. Speakers are vetted in advance and will be supervised while they address students to safeguard the values of our school.
- Students' questions will, unless inappropriate, be answered respectfully by the teacher.

The Philip Morant Co-curricular Charter encourages all students to participate in a wide range of learning experiences during their time at the school. The charter promotes personal development through trying new things and meeting new challenges. For instance:

- performance – through drama, music, public speaking, sport;
- taking responsibility – undertaking leadership and support roles in events and activities, such as outdoor and adventurous activities, prefects, peer mediation and buddy programmes;
- experiencing learning outside of the classroom – such as educational and cultural visits, residential trips, and community events.

Sensitive issues

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, will arise within the PSHE education curriculum. The exploration of these issues can touch deeply held beliefs and values and can arouse strong feelings. Part of the purpose of PSHE education at Philip Morant is to enable our students to address sensitive and controversial issues directly in a balanced way and in a safe learning environment.

Government statutory guidance on Relationships and Sex Education states: “Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs ... Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.”

This guidance is reflected in PSHE resources also, where appropriate. Teachers will follow school protocols and procedures outlined in safeguarding procedures, and school policies relating to online safety, drug education, relationships and sex education, radicalisation, behaviour for learning, etc. Teachers will ensure that lesson content, key messages and outcomes follow the school-determined programmes of study and are not influenced by personal attitude or beliefs.

Where a teacher feels they lack the experience or confidence to deliver a particular topic support and appropriate training will be made available. A teacher in this position should raise their concern with the relevant subject coordinator or the Assistant Headteacher responsible for students’ personal development.

Assessment

Students’ participation in tutorial sessions and lessons will include verbal and written responses. Students’ knowledge and understanding is assessed formatively through question and answer sessions, discussion groups and quizzes (including online). Feedback includes:

- Encouraging comments – verbal and written
- Recognition of participation – verbal praise and use of the school rewards system
- Results of short ‘exit questions’ quizzes (that also inform teachers’ subsequent planning)

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 The assistant headteacher responsible for student personal development

The Assistant Headteacher responsible for student personal development will liaise with other staff, including the coordinators of RSHE, careers education and financial awareness, and professional agencies to devise a suitable scheme of learning to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

4.4 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

4.5 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 senior leadership team through: lesson observations, student voice, workbook study, assessments, data and parental feedback.

This policy will be reviewed by the assistant headteacher responsible for student personal development annually. At every review, the policy will be approved by the Local Governing Committee.

6. Links with other policies

This policy links to the following policies and procedures:

Child Protection Policy

Relationships and Sex Education Policy

Careers Policy

Extremism and Anti-Radicalisation Policy

British Values Statement