



# **PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION POLICY**

This applies to senior school only.

Owner	Head of PSHEE, Deputy Head
Authorised by	Headteacher and Governors
Dated	September 2020
Review	September 2021

## **Related documents:**

This policy supports and complements the following school policies:

- Anti-bullying policy
- Careers Education and Guidance policy
- Confidentiality policy
- Curriculum policy
- Equal opportunities policy
- ICT policy (inc. online safety)
- Relationships and Sex Education (RSE) policy
- Safeguarding policy
- Trips, visits and events policy

Other relevant information:

- The Equality Act 2010
- The PSHE Association and their Programme of Study (2017, 2020)
- DfE guidance from “Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers” (2019)

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## **1. Rationale for the policy**

The school curriculum aims to provide opportunities for all pupils to learn and achieve. The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. The school curriculum should therefore actively develop pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

## **2. Intended Outcomes for pupils from taking part in our PSHEE programme**

The intended learning outcomes of our PSHEE programme of learning will:

- Help pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as move through adolescence and into adulthood to lead confident, healthy independent lives.
- Help pupils to deal with difficult moral and social questions that arise in their lives and in society.
- Give pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels.
- Enable pupils to be aware of their own cultural backgrounds and to gain insight into those of the wider community allowing them to be aware of racial and cultural differences in order to be respectful and tolerable citizens.
- Help pupils to respect others regardless of race, age, religion and belief, gender (including gender change), sexual orientation, pregnancy, marriage or civil partnership or family background (including adoption).

## **3. Entitlement and Equality of Opportunity**

Classroom practice and pedagogy should take into account pupils' ability, age, readiness and cultural backgrounds, and should be adjusted to enable all pupils to access the learning. Full PSHE education provision should be accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study. For further details, please see government proposals for new teaching requirements.

Teaching will take into account the needs of the individual, including but not limited to age, ability, emotional readiness, and cultural backgrounds of children [including English as a second language] to ensure that all can fully access PSHE education provision.

The PSHEE department aim to provide a safe place in which pupils can learn, understand and discuss sensitive topics in PSHEE lessons. We will create a safe and supportive learning environment within the classroom, where pupils can feel confident to share their views, thoughts and questions. We aim to do this by promoting ground rules for each class.

Ground rules are set at the start of the year to help to promote respect, minimise inappropriate and unintended disclosures, and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils. They are revisited throughout the programme, and are guided by the pupils to provide them with ownership over their learning environment. Themes of ground rules, for

example, relate to confidentiality, listening, respect, co-operation and engagement. If key points are not raised by pupils when deciding upon these ground rules, pupils and teachers will further develop ground rules together.

The Department works to encourage respect for others with regard to protected characteristics. Principles are actively promoted which encourage respect for other people, paying particular regard to characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

We will use PSHE education as a way to address diversity issues and to ensure equality for all by regular review of content, order and manner of delivery, by reference to mandatory regulation changes, national best practice, professional judgment about our students' needs and outcomes and student voice.

#### **4. The PSHEE Curriculum**

The ethos of the school, the quality of its relationships, its concern with equality of opportunity and the values which it exemplifies are crucial factors in pupils' personal and social development.

The knowledge, skills and understanding required for PSHEE are taught within three interrelated core themes suggested by the PSHE Association's PSHE Education Programme of Study (2017 & 2020), within which there is broad overlap and flexibility:

- Core theme 1. Health and Wellbeing \*
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

*\* Sexual health is included within this core theme; however, it is important that sexual health is considered within the context of healthy relationships.*

*\*\*There will be similar broad overlap and flexibility between topics and areas in all three core themes.*

This content is subject to ongoing review throughout the academic year, but is also dictated by new government guidance on Relationships and Sex Education and Health Education for delivery from September 2020. It is important to note that we do not attempt to cover all the suggested content from the PSHE Association, as doing so could lead to a series of superficial experiences that would most likely be restricted to providing information. We do, however, cover the required statutory content along with other content that we feel is relevant to our pupils and that can be effectively and appropriately integrated into the programme.

##### **a. Organisation and Delivery**

The PSHEE programme is taught through a 'spiral programme', meaning that learning is organised into a series of recurring themes, each lasting around a half term, which pupils generally experience every year. At each encounter, the level of demand increases, focus changes and learning is progressively deepened. This approach ensures that our PSHE provision is not made up of disconnected 'issues'.

We allocate curriculum time to PSHE education, with one single 35 minute lesson a week for pupils in U3 to U5 - this is delivered in their form groups in Key Stage 3 and in half year groups for Key Stage 4.

At Derby High School our provision is further enriched by personal and social learning through:

- tutorial time in form groups
- the schools' arrangements for pastoral care and pupil guidance
- whole school and key stage assemblies
- school council
- extra-curricular activities

The overall planning, preparation of materials and much of the delivery of the programme is done by the Head of PSHE, and is supported by, and in consultation with, the Heads of other curriculum departments, the School Chaplain and members of staff with pastoral responsibility, including Key Stage Leads, Assistant Head (Pastoral), the Designated Safeguarding Lead, and Head of Careers. Outside agencies may be invited to contribute to the programme where appropriate, including the local Police. When using external speakers to support and/or deliver aspects of our PSHE programme we will ensure that they follow our school policies relating to visitors.

Teachers responsible for teaching PSHE receive CPD training where possible and where appropriate, often through providers such as the PSHE Association and other accredited bodies. Details of training over the last three years can be found in the department handbook.

#### **b. Planning at Key Stage 3 and 4**

As stated previously, content for the PSHE programme has been planned in line with the PSHE Association's three core themes of Health and Wellbeing, Relationships and Living in the Wider World, along with the government's statutory guidance on Relationships and Sex Education, and Health Education.

During Key Stage 3, pupils will explore the following topic areas over the academic year:

U3	L4	U4
<ul style="list-style-type: none"> <li>● Transition to Secondary School, the associated feelings and how to manage them</li> <li>● Emotional Literacy and Wellbeing</li> <li>● Friendships including qualities of positive relationships, and bullying</li> <li>● Diversity, prejudice and discrimination</li> <li>● Healthy lifestyles including healthy eating, physical</li> </ul>	<ul style="list-style-type: none"> <li>● Personal safety – at home, in the street and online</li> <li>● Online extremism and radicalisation</li> <li>● Drugs Education including UK Law, dependency and addiction, prescribed drugs and communicating non-consent in scenarios relating to drug use; first aid</li> <li>● Developing relationships and feelings</li> </ul>	<ul style="list-style-type: none"> <li>● Healthy Lifestyles</li> <li>● Drugs Education including impact on mental health</li> <li>● Alcohol Education including UK laws, personal and social risks and consequences</li> <li>● Readiness for sex and the benefits of delaying sexual activity</li> <li>● Consent and the Law including assumption and</li> </ul>

<p>activity, sleep, drugs and smoking</p> <ul style="list-style-type: none"> <li>• Physical and emotional changes during puberty</li> <li>• Personal hygiene</li> <li>• Consent and inappropriate contact including FGM</li> <li>• Immunisations and vaccinations</li> <li>• Financial Choices including budgeting and saving, and social and moral dilemmas</li> <li>• Careers Education</li> </ul>	<ul style="list-style-type: none"> <li>• Consent and the Law, including sharing images</li> <li>• Contraceptive choices</li> <li>• Sexuality and Gender Identity</li> <li>• Equality Act and mutual respect and tolerance</li> <li>• Attitudes to mental health</li> <li>• Promoting emotional wellbeing</li> <li>• Social media impacts on wellbeing and body image</li> <li>• Careers Education</li> </ul>	<p>the right to withdraw consent</p> <ul style="list-style-type: none"> <li>• Contraceptive choices (this year only)</li> <li>• Sexually Transmitted Infections</li> <li>• Types, patterns and routes into Work</li> <li>• GCSE Options and Careers Education</li> <li>• Relationships and Families including nature and attitudes to long-term relationships, forced marriage, and managing family changes</li> <li>• Mental Health and Coping Strategies (healthy and unhealthy)</li> <li>• First Aid including CPR</li> </ul>
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During Key Stage 4, pupils will explore the following topic areas over the academic year:

L5	U5
<ul style="list-style-type: none"> <li>• Transition into Key Stage 4</li> <li>• Employment sectors and career pathways, Work Experience, CVs and Interviews</li> <li>• Myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• Recognising and responding to pressure, manipulation, coercion and exploitation in relationships</li> <li>• Managing the impact of the media and pornography on attitudes, expectations and behaviours</li> <li>• LGBT+ awareness</li> <li>• Mental health and emotional wellbeing including recognising mental ill health and when to get help</li> <li>• Pregnancy and choices around pregnancy including young parenthood, adoption, fostering and abortion</li> <li>• Inclusion, radicalisation and extremism including the impact on community</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Choices in relation to work, including different work contracts, understanding payslips and deductions; choices surrounding gambling and risk taking</li> <li>• Stress management and lifestyle choices including sleep and healthy eating</li> <li>• Health Choices – blood, organ and stem cell donations, and cancer awareness including breast awareness, cervical screening</li> <li>• Careers Education and post-16 avenues</li> <li>• Unhealthy relationships and behaviours, including facts and laws around stalking, harassment, sexual violence and rape; abusive relationships and domestic violence, and strategies of how to access help and services available</li> <li>• Roles and responsibilities of parenting</li> <li>• Facts around fertility and reproductive health including impact of lifestyle on men and women</li> </ul>

cohesion and strategies to respond to worrying behaviours <ul style="list-style-type: none"> <li>• Financial choices including understanding and managing debt</li> </ul>	<ul style="list-style-type: none"> <li>• Transition to Key Stage 5 and managing the challenges of moving to the next stage of their lives</li> </ul>
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The schemes of work outline the basis of the weekly PSHEE lessons, and are subject to review and may be amended throughout the academic year. However, the schemes of work are in no way intended to be exhaustive or inflexible. The volume of potential topics to be covered is too great to allow all material to be addressed within the time available. The schemes of work reflect this current academic year as the PSHEE curriculum, which is still developing and being reviewed. This is particularly as a result of the disruption to schooling last academic year by COVID-19.

### c. Planning at Key Stage 5

In the 6<sup>th</sup> Form the subject PSHEE content is delivered through the Truly Educated programme, led by the Head and Deputy Head of Sixth Form, with support from the Head of PSHE, and ongoing one to one sessions with Sixth Form tutors/Head of Sixth Form.

Areas covered through Careers Guidance and the Truly Educated programme include:

- UCAS preparation
- Financial Management
- Employment and Careers advice
- Graduate recruitment advice
- CV writing and Interview Practice
- Gap year opportunities
- Practical life skills (puncture mending, core DIY skills)
- Networking skills (including networking evening)
- Alcohol and Substance use
- Responsibility towards physical and mental health
- Stewardship
- LGBT+ awareness
- Sexual Health
- Personal, Online and Relationship safety

The increasing responsibility afforded to Sixth Formers and the prefect roles also contribute to their personal, social, moral and cultural development.

### d. Assessment

There are no formal assessments or examinations within this subject at Derby High School, and no official homework is set, apart from once or twice a half term for KS3 pupils. Assessment, however, does play a key role in the planning and delivery of lessons to demonstrate progress, identify future learning needs, as well as to improve and show impact of learning.

Assessment within the PSHEE programme at Derby High School is fundamentally ipsative, whereby pupils are assessed against their own previous standards. In this case it is usually in relation to baseline assessment activities completed at the beginning of a new topic or theme, where appropriate. We fully understand that young people have a differing level of awareness at different times and, therefore, we cannot make any assumptions based on their age or year group about their existing knowledge. By completing these formal and informal baseline assessments, teaching staff are assisted with gauging the awareness of pupils' knowledge and understanding, as well as their attitudes and beliefs to various topics. This then allows staff to plan and deliver the subject content more appropriately. These activities can then be repeated or revisited at the end of the topic or theme to assist in demonstrating the impact of their learning, which then also assist in pupils' own reflections on their learning and personal development.

Baseline activities to assess may include:

- Assessing knowledge – questioning, discussion, mind maps, quizzes, 'explain to an alien'
- Assessing attitudes and beliefs – card sorts, diamond 9s, points on a scale, continuums
- Assessing skills and strategies – role plays, story boards, discussions relating to approaches

Endpoint activities to demonstrate progress may include:

- Questioning e.g. quizzes – to revisit key questions, and extended with further/higher order learning
- Mindmaps – revisiting baseline mindmaps by adding, amending and/or expanding
- Role play – performing and/or repeat role plays, showing how strategies may have developed or changed; able to demonstrate how they have listened to and acted upon advice
- Continuums/scales – repeat, and possibly reflect, in light of new learning
- Card sorts/diamond 9s – repeat, and possibly reflect, in light of new learning; comparison to photos of originals and/or justifying verbally any changes

Not all assessment activities produce a tangible piece of work and often assessment is not collected in to be marked. However, when possible and without pressuring pupils, evidence of such assessment may be viewed and collected, and kept on the shared drive where possible.

#### e. Fundamental British Values

Many of the core aspects of PSHEE are based around the Values and Aims of the School and alongside this Derby High seeks to actively promote the fundamental British values (FBV) of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Some examples of where these are promoted within the PSHEE curriculum can be seen below:

	U3	L4	U4	L5	U5
<b>Democracy</b>		British Values			
<b>Rule of Law</b>	Drugs and Alcohol; Unwanted	British Values and Personal Safety	Drugs and Alcohol; Consent and the Law		Laws relating to sex and relationship abuse

	contact including FGM				
<b>Individual Liberty</b>	Lifestyle Choices; Financial Choices; Careers Education		Lifestyle Choices; Work Experience	Employment and Careers; Choices around pregnancy	Health Choices and Lifestyle Choices; Financial Choices;
<b>Mutual Respect and Tolerance</b>	Friendships and Bullying; Diverse Society; Prejudice and Discrimination	Consent; Sexuality and Gender Identity; Equality, Respect and Tolerance	Consent; Different families and parenting	Consent; LGBT+; Inclusion, Radicalisation and Extremism	Unhealthy relationships and behaviours

## 5. Confidentiality and Disclosures

Due to the nature of PSHEE, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

It is made clear to pupils that disclosures, even anonymous, will be dealt with according to the school's safeguarding policy. Any disclosure which indicates that a student is at risk of, or has experienced, abuse or harm will be passed on to the Designated Safeguarding Lead (Mrs Claire Bellman), or deputy DSL, as soon as possible.

## 6. Responding to pupils' questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration on how to respond to questions is important. If necessary, teachers will consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns.

We promote pupils to raise questions openly in lessons, but also provide them with the facility to ask anonymous questions by adding questions to an anonymous question box available in the PSHE classroom before, during and after lessons. These questions can then be responded to at a later date.

Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

## 7. Student Voice

Student voice in all year groups is highly important in the development of this subject. As stated above, we aim to ensure that students have regular opportunity to give feedback on topic relevance,

focus and content, with a view to then implementing immediate or longer-term adaptation in the light of current national trends and areas of interest or concern arising in the school.

## **8. Links to other areas of the curriculum**

Learning in PSHE classes will link to and complement learning in other curriculum subjects such as Biology, Food Technology, PE, RS and IT, but are appropriately reinforced in the PSHEE programme where relevant to all year groups.

## **9. Involving Parents and Carers**

Parental support is integral to the success of our PSHEE curriculum and pupils' learning and development, and the subject is strongest when there is communication and collaboration between school and home. While we have an educational and legal obligation to provide young people with their PSHE education, we respect the primary role of parents in educating their children about these matters.

We encourage discussion of topics at home and can offer support through the provision of recommended websites, books and other resources for having discussions at home with their child about various topic areas. These can be provided on request.

Legislation states that parents have the right to withdraw their children from aspect of Relationships and Sex Education which do not form part of the science national curriculum. Guidance on this can be found in the Relationships and Sex Education policy.

## APPENDIX A: PROGRAMME CONTENT

*\*This is subject to ongoing review throughout the academic year and may change if necessary.*