

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

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Definition

PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.

PSHE supports children and young people to make informed decisions about their lives. It contributes to young peoples' life chances, developing knowledge, understanding, skills and attitudes.

PSHE gives students opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and those of others in society. It also helps to promote students' well-being and self-esteem, supporting them to take responsibility for their learning and future life chances.

It does this by providing active learning that enables young people to develop the concepts, knowledge and skills to be able successfully to manage themselves, their relationships, risk and the challenges and opportunities, predictable and unpredictable, known and unknown that they may encounter in life.

Relationships and Sex Education (RSE) and Drugs Education are taught within the curriculum. Curriculum planning creates learning contexts and provides opportunities to address an appropriate balance of citizenship, personal wellbeing, economic wellbeing and financial capability. Citizenship within the PSHE programme of study supports students' development in making a positive contribution to society.

Policy aims & objectives

The aims of this policy are:

- To establish a clear rationale for PSHE for the benefit of pupils, teachers, parents / carers, Trustees and the community.
- To ensure that each member of staff is aware of his / her role in the personal and social development of students towards becoming good citizens through both the formal and informal curriculum.
- To raise the awareness amongst staff of the ways in which different subjects can contribute towards aspects of PSHE.
- To establish the importance of the Academy's PSHE programme.

Rationale & purpose

The core purpose of PSHE at Westfield Academy is to support the personal development and high achievement of young people in the Academy to enable them to participate in society as fulfilled, well-rounded individuals. Our vision is to enable the development of:

- successful learners;
- confident individuals; and
- responsible citizens.

Policies are designed to support the ethos, aims and vision of the school as outlined on the Academy's website.

It is our vision that all young people experience PSHE which places the learner at the centre of planning, learning and assessment, taking into account local and wider needs.

PSHE is about what it is to be a person. Fundamentally, it is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable students to lead confident, healthy, responsible lives as individuals and contributing members of society.

We aim to recognise the value of and build on the diversity and richness of the existing knowledge and understand the skills, values and experiences that young people bring to their learning. All young people learn within a planned, flexible, differentiated, developmental, assessed PSHE curriculum which is enriched by and enriches the entire curriculum that they experience as members of the Academy community. PSHE sets learning within 'real life contexts' that affect young people, their families and the adults they work with. Learning is set within a 'healthy', 'citizenship rich' school modelling the behaviours and values that enrich and reinforce those taught through the programme.

Intended outcomes

We know that active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education.

Pupils need opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills.

PSHE education is not 'content-free'. Pupils need a comprehensive, balanced and relevant body of factual information to inform their present and future risk assessment, decision-making and management. It is not necessary to list all the possible pedagogy but it is important to confirm the need for active learning. Teachers cannot be experts on every issue covered in PSHE education, and the role of the teacher is frequently as a facilitator of learning.

Key principles & teaching methodology

The teaching of PSHE should enable young people to explore, compare and clarify their values, including by challenging their assumptions and thinking. Good life choices and decision-making are essentially made on the basis of sound knowledge and access to accurate, relevant and unbiased information that learners make sense of with the support of their school, their parents / carers and their community. The implementation of this policy is the responsibility of all members of the Westfield Academy community.

Through a broad range of learning approaches including enquiry-based learning, PSHE contributes to the classroom and the Academy as 'learning communities' and supports teachers operating as 'reflective practitioners'.

The PSHE curriculum is carefully mapped to ensure that the key topics and themes are covered. The content is covered in a variety of ways:

- Dedicated fortnightly one-hour PSHE lessons in Years 7-13;
- Cross-curricular links within subject areas (PE, Religious Studies, Science, Literacy, Numeracy);
- Visiting speakers;
- Careers focus and work experience in Years 10 & 12;
- Cross-curricular activities;
- Assemblies;
- Recommended schemes of work / medium term plans and lesson plans;
- Current affairs discussions within tutor groups.

Students are taught using a variety of teaching methods:

- individual work;
- group / class discussion; and / or
- video-based materials.

The programme is supported by accredited PSHE specialists, colleagues from within the Academy and specialists from the wider community who bring their expert knowledge or experiences to enrich the PSHE Education programme.

Due to the sensitive nature of many of the topics covered in the subject, “ground rules” for the subject are clarified with students and are referred to in every lesson.

Any child protection concerns which arise in PSHE lessons are to be reported via CPOMS following the Academy’s policy.

The impact of the subject is evaluated in various ways:

- feedback from students in lessons and at other times;
- feedback from staff and parents / carers; and
- observation of PSHE lessons and other activities.

How will we assess & provide evidence of our pupils’ learning?

As with any other subject, assessment in PSHE education should focus on the learning. PSHE education alone is not, and cannot be, responsible for pupils’ future lifestyle choices. It is also important to make sure you are assessing learning which is specific to PSHE education and not other areas of the curriculum, such as literacy.

It is important to recognise that assessment in PSHE education is not about ‘passing or failing’, or about behavioural outcomes. Teachers and pupils both need to know that what has been taught has been learned, and that learning is progressing.

The Headteacher is responsible for the overall management and leadership of the PSHE policy. This policy will be reviewed at least every two years by the PSHE leads and the Headteacher.

The quality of teaching will be monitored by the PSHE leads, supported by Heads of Year and other staff as appropriate.

The quality of provision in other aspects of the programme (e.g. assemblies, visiting speakers, newsletters, etc.) will be monitored and evaluated by the Heads of Years and SLT.

The Headteacher will report to the Trust Board on the implementation of this policy

How will we involve and consult pupils?

Consultation and involvement of pupils in PSHE is crucial if teaching is to meet their needs and address the issues they are facing. Student voice meetings and questionnaires are used to gauge student focus and engagement with the content taught.

How will we ensure inclusion and differentiate learning?

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students.

Careful consideration should be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Learning support assistants should work with individual pupils where required, sometimes on a one-to-one basis.

It should not be the school’s policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important as academic achievement.

How will parents and carers be involved?

PSHE is the joint responsibility of the individual, the family, the school and the wider community. Through our PSHE programme students are encouraged to show respect for our diverse society.

Legislation states that 'parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum'. More information about this is available in the RSE policy.

How will we ensure the curriculum is balanced?

It is essential that lessons are sensitive to a range of views but the Academy must ensure that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights. This should include clear, impartial information in relation to matters such as forced-marriage, female genital mutilation and abortion.

How will we ensure that our equalities obligations are fulfilled?

Governing bodies have responsibilities under the Equalities Act 2010 to ensure that their school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. Schools should always respect how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that PSHE education must be sensitive to the different needs of individual pupils and may need to adapt over time as the pupil population changes.

It is also crucial for lessons to help pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

Who will be responsible for teaching the programme?

The programme will be led by the PSHE Leads.

It will be taught by class teachers and form tutors.

It will be supported by guidance from the National Curriculum and The PSHE Association.

Sources

The following documents were used to inform this policy:

- DfE's SRE Guidance;
- National Curriculum;
- 2002 Education Act;
- 2006 OFSTED Report: PSHE in Secondary Schools; and
- The PSHE Association Guide.