

# **Personal Social Health Education (PSHE) Policy**

<b>Approved by:</b>	<b>Stephen Romanski</b>	<b>Date: 25th May 2023</b>
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<b>Next review due by:</b>	<b>September 2025</b>	

## **1. Intent**

### **1.1 Who is this policy for?**

- Staff
- Parents/Carers
- Governors
- Visitors to the school

This curriculum fulfils our statutory responsibility to support learners' spiritual, moral, cultural, mental and physical development, and prepare children for the opportunities, responsibilities and experiences of later life as set out in Section 78 of the Education Act 2002.

This curriculum fulfils our responsibilities as set out in the Department of Education's statutory

guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019, which became statutory with effect from September 2020.

This PSHE Policy works with, and alongside, our RSE, Anti-Bullying, Careers, Safeguarding, Inclusion and Equal Opportunities Policies.

## **1.2 Why do we teach PSHE?**

PSHE helps learners develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Through tailored lessons, learners will learn how to understand and implement the key values of a PSHE curriculum. This will include staying safe and healthy, building and maintaining successful relationships – and becoming active citizens who participate in society responsibly – now and in the future.

Teaching about mental well-being is central to ensuring that learners are well-prepared for the challenges that lay ahead of them. Our curriculum will equip learners with the knowledge and inspiration to take care of themselves and show them how to get support if a problem arises. Our PSHE curriculum will put in place the key building blocks of healthy, respectful relationships – focusing on family and friends – both on and offline, ensuring our learners are valued, inspired and prepared for life beyond Westhaven School. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. PSHE gives them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. The four key words which summarise our PSHE curriculum intent is: safe, healthy, responsible and prepared.

## **2. Statutory requirements**

Our PSHE curriculum covers the statutory requirements. The sex education contained in National Curriculum science (Key Stages 1 and 2) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes (1.13).
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16).

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

- Prepares learners at the school for the opportunities, responsibilities and experiences of later life.
- Promotes the spiritual, moral, cultural, mental and physical development of learners.

This is stated in section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act and the 2010 Academies Act.

'Relationships Education, Relationships and Sex Education and Health Education' (June 2019) provided statutory guidance to schools and it is now mandatory for all learners to study health education as well as relationships education in primary school and relationships and sex education in secondary school. Primary schools are not required to teach sex education, beyond the Science curriculum, but the new guidance recommends that primary schools have a sex education programme. As a maintained secondary school, the new guidance requires us to provide RSE to all secondary-aged learners.

### **3. Impact**

- Learners are equipped with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives
- Learners are supported in making effective transitions and positive learning choices
- Opportunities are provided for learner to reflect on and clarify their own values and attitudes, and explore those of others around them
- Learners are supported in building their confidence, resilience and self-esteem
- Learners are able to identify and manage risk, make informed choices and understand what influences their decisions
- Learners are supported to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings
- Learners will develop an understanding of themselves, empathy and the ability to work with others
- Learners will be supported to form and maintain good relationships, identify healthy and unhealthy relationships and make informed decisions about their own safety
- Learners are able to identify trusted adults that they can turn to for advice and support
- Learners will develop core 'life skills' to encourage and support independence

### **4. Implementation**

#### **4.1 Curriculum**

We build on the statutory content already outlined in DfE guidance and have developed our scheme of learning from the planning framework for pupils with SEND, published by the PSHE association. The PSHE Association (formally the PSHE Subject Association) was founded in 2006 and is a company limited by guarantee and a membership organisation.

The Scheme of learning is organised into six sections for Key stage 1-4:

- Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
- Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
- Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
- Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
- Healthy Lifestyles (Being and keeping healthy, physically and mentally)

- Let's revisit (Primary: over learning of key concepts including: privacy, consent, and puberty. Secondary: Drugs and alcohol, diversity and over learning of key concepts including: consent, Relationships and Sex Education,)

The scheme of learning is organised into six sections for Key stage 5:

- Living in the wider world (Readiness for work, next steps)
- Health and wellbeing (Health choices and safety)
- Relationships (Diversity and inclusion, intimate relationships)
- Living in the wider world (Planning for the future, financial choices)
- Relationships (Respectful relationships, building and maintaining relationships)
- Health and wellbeing (Mental health and emotional wellbeing, independence)

PSHE is taught in accordance with learners' readiness and reflects the universal needs shared by all children and young people as well as the specific needs of Westhaven learners. Our scheme is taught through a spiral programme whereby we revisit themes, increase challenge, broaden scope, and deepen pupils' thinking and understanding. Links are made with relevant subjects to provide consistency and consolidation (e.g. Science / Computing / P.E. / Citizenship) and some PSHE content is covered through these other lessons.

As a school we promote a shared set of values that support our learners in being prepared for life in modern Britain. We promote the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum.

## **4.2 Delivery**

PSHE is taught for one hour a week by a trained teacher, in Primary this hour is split into two half an hour sessions, and in Secondary and Post 16 there is a full dedicated hour. Westhaven School uses a range of teaching and learning styles. We place an emphasis on active learning by including the learners in discussions, investigations and problem-solving activities. We encourage the learners to take part in a range of practical activities. We organise classes in such a way that learners are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer learners the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. The style of each lesson is very practical and discussion based, with a calm and safe environment provided so that learners feel supported appropriately when discussing issues that could be considered sensitive.

## **4.3 Cross curricular**

Aspects of PSHE are taught across other subjects in the curriculum, as well as other subjects reinforcing, repeating and delivering content which interlink with PSHE. PSHE also plays an important role in our school assemblies where the learner's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

Coverage of statutory content across other areas of the curriculum are referenced at the end of the PSHE scheme of learning.

## **5. Addressing specific issues for vulnerable groups**

### **5.1 Safeguarding**

At Westhaven we understand that by nature certain subjects may carry an increased risk of learner disclosure, in cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2018 will be followed. In all other cases; concerns will be recorded on CPoMS.

All external contributors will be informed of our safeguarding policy prior to working with the learners. We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the learner. If this occurs staff may refer or suggest local or national support services or information for learners and/or their families.

### **5.2 Confidentiality**

Staff will follow the school's policy with regard to confidentiality. Learners should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

## **6. Working with external agencies**

Appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHE lessons. Any visitors that come into school we ensure:

- are invited into school because of the particular expertise or contribution they are able to make
- are familiar with and understand the school's PSHE policy and work within it
- is part of a planned programme and negotiated and agreed with staff in advance
- are supervised/supported by a member of staff at all times
- the input of visitors is monitored and evaluated by staff and pupils, which will be used to inform future planning

## **7. Assessment**

Whilst we understand that PSHE cannot be assessed in the same way as traditional subjects we still believe it is important to monitor pupil progress. Teaching and learning of PSHE will be assessed by:

- Student self-assessment
- Baseline assessments
- Assessment for learning
- Teacher assessment
- Peer assessment

## 8. Monitoring arrangements

The delivery of PSHE is monitored by the school's chosen PSHE subject lead through curriculum reviews, planning scrutiny, observations, questionnaires, networking meetings, and reports to Governors.

Learners' development in PSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE subject lead every two years. At every review, the policy will be approved by the governing body and the headteacher.

## 9. History of document

Version no.	Author/owner	Date reviewed	Approved by Governors on	Comments	Next review date
3	Tammy Chaplin	May 2023			2025
2	Tammy Chaplin	March 2021	2021		2023
1	Tammy Chaplin	March 2019	2019		2021