

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

Contents

1	Policy Statement.....	2
2	Legal Framework	2
3	Key Roles and Responsibilities	2
4	Aims of the PSHE Curriculum	3
5	Teaching Methods, Learning Styles and Assessment.....	4
6	Review and Development	4
6.1	Procedure.....	4
6.2	Links with other Policies	4

Reviewed	Spring 2022
Name of owner/author	STL & CJH
Approval by	Executive Leadership Team
Target Audience	Whole School Community/Public
Where available	Website, Staffshared Drive
Review Date	Summer 2022

1 Policy Statement

Ewell Castle School believes that strong PSHE education enables our pupils to develop into healthy, independent, responsible, and well-rounded members of society. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme, as well as our shared values of personal integrity, social responsibility, mutual respect and lifelong resilience. Our School vision is to inspire our pupils to engage and excel; our PSHE provision endeavours to make this manifest in our pupils' ability to make a positive contribution within and beyond our school community.

We believe:

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.

2 Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2021) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'

3 Key Roles and Responsibilities

- The governing board has overall responsibility for
 - the implementation of the school's PSHE Policy.
 - ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- The Deputy Head (Pupil Development and Wellbeing) and Assistant Principal (Director of Social Responsibility) have overall responsibility for reviewing the PSHE Policy annually.
- The Executive Leadership Team are responsible for approving the PSHE Policy annually, following review.

- The Assistant Principal (Director of Social Responsibility) will be responsible for the day-to-day implementation and management of the PSHE Policy.
- The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

4 Aims of the PSHE Curriculum

Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Respect the **Fundamental British Values** of *Individual Liberty, Democracy, the Rule of Law, and Mutual Respect and Tolerance of those with different faiths and beliefs*. If political viewpoints are spoken about, all views are explored and respected;
- Show respect for democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in Great Britain (as well as how democracy is used within school, for example with our School Council)
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, paying particular regard to the Protected Characteristics as set out in the Equality Act (2010) and learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Take steps to be aware of and avoid any racism, radicalisation or any forms of prejudice or discrimination.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- 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 other's right to do the same.

Our curriculum is guided by the PSHE association curriculum, which divides PSHE into the following categories:

- **Relationships** (families and friendships, safe relationships and valuing difference; respecting ourselves and others)
- **Living in the Wider World** (rights and responsibilities of living in the world)
- **Health and wellbeing** (physical health and mental wellbeing; keeping safe and growing and changing)

5 Teaching Methods, Learning Styles and Assessment

A range of teaching and learning styles are used to teach PSHE, including pupil-led activities with an emphasis on active learning techniques such as discussion and group work. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:

- No crude language.
- No raised voices/shouting.
- No talking over people.
- Show respect for another's views, even when disagreeing with them.
- Keep comments subject-specific, as opposed to personal.

These ground rules are displayed in the classroom.

Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs. The school will deliver RSE and health education as part of its PSHE programme, having due regard to the school's RSE Policy.

The school uses visiting speakers, experts in their field, police etc. <https://www.ithappens.education/>, <https://www.thenutritionguru.co.uk/>, <https://www.sja.org.uk/> to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

Pupils' questions, unless inappropriate, are answered respectfully by teachers.

The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. We assess informally to see the impact of the learning on pupil outcomes and identify where pupils need extra support or intervention.

6 Review and Development

6.1 Procedure

The content of the courses and the quality of teaching is monitored by the PSHEE Coordinator(s) for both Pre-Prep and Prep.

This document is reviewed annually by the Senior Leadership Team and/or Governing Board and as events or legislation change requires. It has been updated to include the statutory RSE curriculum required to be taught in all schools from September 2020.

6.2 Links with other Policies

This policy should be read in conjunction with the following documents:

Anti-Bullying Policy
Behaviour for Learning Policy
Curriculum Policy
Safeguarding Policy

RSE Policy
SMSC Policy