



# **Personal, Social, Health, Citizenship and Economic Education Policy (PSHCEe)**

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This policy was reviewed in June 2022. The following changes were made.

- Additional embedding of links to relevant guidance - p. 3
- Reference to the new Ofsted framework – p. 3
- Updated Department of Education guidance – p. 3
- Updated curriculum links – p. 4
- Updated information regarding staff training – p. 6
- Clarification of the age at which students can be requested to be withdrawn – p. 6

## **Personal, Social, Health, Citizenship and Economic education Policy (PSHCEe)**

This policy covers our school's approach to PSHCEe. It was produced by Mrs A Mistry (Head of PSHCEe) in consultation with the Senior Leadership Team and the Governors. It will be reviewed annually.

### **Location and dissemination:**

The policy will be hyperlinked in the PSHCEe staff handbook from September 2022 and is kept on the school internal drive available to all staff. A full updated policy is available on the school website.

### **The national context for PSHCEe education:**

The [National Curriculum](#) requires all schools to provide a broad and balanced curriculum that:

- Promotes the spiritual, moral, social and cultural development of young people at the school and of society.
- Prepares young people for the opportunities, responsibilities and experiences of adult life

PSHCEe is an essential aspect of this provision, along with requirements for a school to fulfil its responsibilities to progress student' Spiritual, Moral, Social and Cultural development (SMSC) and to ensure they are properly safeguarded, in line with OFSTED's Section 5 inspections. The new OFSTED education inspection framework also includes reference to how school's seek to promote the personal development of learners through the curriculum including the relationships, sex and health education curriculum ([2021](#)).

Whilst non-statutory "all schools should teach PSHCEe, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum" ([DfE guidance, 2021](#)). We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). We must teach health education under the same statutory guidance. Citizenship is part of the National Curriculum and there are statutory programmes of study and attainment targets for citizenship at key stages three and four.

### **The purpose and school context for PSHCEe education**

PSHCEe contributes to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them 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. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. The curriculum encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCEe education is providing opportunities for students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

## **Equal opportunities**

We promote the needs and interests of all students. Teaching pedagogy will take into account the ability, age, readiness, faith and cultural background of all young people, to ensure that all can access and feel included in the PSHCEe provision. This includes those with English as a second language. This education is an important vehicle for helping to educate our young people in the importance of showing high regard for the needs of others and for ensuring equal opportunities for all.

As far as it, young people with special educational needs follow the same PSHCEe Programme as all other students. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Learning support assistants work with individual students where required, sometimes on a one-to-one basis.

This policy has been developed in accordance with the Public Sector Equality Duty and complies with the terms of our funding agreement and articles of association.

## **What we teach and how we teach it:**

Our PSHCEe programme recognises that young people will bring prior learning and real-life experiences to their learning. Our provision builds on these, providing a curriculum that reflects both the universal and unique needs of our students.

This PSHCEe curriculum of Key Stage 3, 4, and 5 is drawn from the PSHCEe Education Programme of Study, incorporating key concepts of citizenship from the national curriculum. The Programme of Study can be found here:

<https://www.PSHCEe-association.org.uk/curriculum-and-resources/resources/programme-study-PSHCEe-education-key-stages-1%E2%80%935>. It is also informed by local Child and Maternal Public Health Profiles (CHIMAT), the schools and Students Health Education Unit (SHEU), The National Survey of Sexual Attitudes and Lifestyles (NatSAL), staff, student and parent voice. It is also developed in liaison with local professional agencies. The content of the programme will be flexible, according to identified need and current issues.

The PSHCEe curriculum is a spiral programme which means across the years it gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach relevant to the age, maturity and needs of the young people at Park High. The learning provided by the PSHCEe Programme supports and is supported by other curriculum areas. The personal and social development of young people is the responsibility of all staff, in partnership with families and the wider community.

The specific content covered for each year group can be accessed on the website. An overview and specific year group information for PSHCEe provision can be found here under the relevant year group heading:

Key Stage 3, 4 and Sixth form provision: <https://www.parkhighstanmore.org.uk/curriculum/pshcee>

Strategies to determine students' existing knowledge and needs are employed including a baseline assessment at the beginning of each unit—these are constantly returned to, to monitor progress and to tailor learning accordingly. Assessment for learning strategies are used as part of whole school policy and help to track student progress. Creative approaches are also used e.g., quizzes to assess knowledge; presentations; observations of group work; design of leaflets/cards; role play; mind maps, and values continuum. Assessment methods will respond to the age and ability of the students. Summative assessment tasks are completed at the end of every PSHCEe unit in the form of a written piece, speaking and listening activity or Microsoft Teams quiz. The written task is marked by tutors for formative diagnostic feedback. Students are provided with opportunities in lessons to engage with this. Parents receive Progress Check reports in line with the assessment calendar – this includes behaviour, engagement and home-learning. The learning outcomes, resources and assessment tasks can be access via Microsoft Teams.

### **Safe and supportive learning environment:**

The PSHCEe Programme is taught by form tutors using a variety of teaching styles. All staff are expected to establish and maintain ground rules to create a safe learning environment where young people can develop the confidence to ask questions, challenge the information they are offered and put what they have learned into practice in their own lives. Interactive distancing learning methods that support participation and encourage reflection are promoted including paired work, small group work, class discussion, questioning, drama, and distancing techniques e.g. scenarios, fiction, TV, film. All information provided is realistic and relevant and reinforces positive social norms. Learning takes a positive approach that does not attempt to induce shock or guilt and focuses on what young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Questions from students will be answered honestly using the adult's professional judgement either in class or in a 1:1, and with regard to the age and maturity of the individual. Question or worry boxes are used to allow staff to filter through questions prior to answering them.

Resources are carefully selected to meet the needs of our students and reflect our commitment to the Public Sector Equality Duty and Equality Objectives.

Outside speakers are invited to assist the delivery of PSHCEe where appropriate and will work within the principles of the school policy. They are not a substitute for a well-planned developmental programme but rather supporting resources to enable learning. A member of school staff will be present during these visits.

Students are expected to engage fully in PSHCEe and, when discussing issues related to PSHCEe, treat others with respect and sensitivity.

### **Safeguarding and confidentiality**

Every member of staff undertakes regular Safeguarding training. This includes assurance that colleagues have read Part 1 and Annex A of Keeping Children Safe in Education (KCSIE) and has read the school Child Protection and Safeguarding policy and are guided by it. Staff attend regular training on safeguarding issues which is disseminated. Students must feel able to approach staff on confidential issues, but all staff will follow the school's referral procedures which will be sensitively explained on the individual student's initial approach. Confidentiality is discussed with students when establishing ground rules in lessons. Staff cannot offer students or parents unconditional confidentiality. Any concerns must be referred to a designated child protection co-ordinator.

### **Monitoring and Evaluation**

The PSHCEe programme will be monitored through the review of planning, lesson observations undertaken by the Head of PSHCEe and the relevant PSHCEe Co-ordinators / members of the Senior Leadership Team, discussion at year team meetings and student focus groups including the work of the PSHCEe Student Advisory Body.

The implementation of this policy will also be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum.

The PSHCEe programme will be evaluated by the teachers and support staff, student evaluation at the end of each unit of work and through consultation with parents/carers. The PSHCEe Advisory Body will also have a significant role in helping to shape the curriculum. The findings of the evaluation will be shared with staff and will inform the future planning and review of the provision.

### **Links to other policies:**

Other school policies contribute to the personal, social and emotional development of students and should be read in line with this policy. They can be found on the school website. These include:

- RSE
- Anti-bullying

- Drugs education
- Child protection and Safeguarding
- Teaching and Learning
- Equality Policy and Equality Objectives

### **Staff Training**

We update staff development and training. This includes guidance on changes in the law which may affect the teaching of PSHCEe and the handling of sensitive issues. CPD opportunities are given to staff through inset days, lunchtimes and afterschool and at tutor team meetings to help support them in their delivery of PSHCEe. Several members of staff have gained the National PSHE CPD accreditation from Roehampton University with RSE as a specialist module. As of April 2022, all staff have received RSHE training. This has included: how to ensure a safe learning environment, including safeguarding; statutory guidance; covering sensitive content and how to deal with difficult questions; differentiation and student withdrawal procedure.

### **Student Withdrawal Procedure**

In line with the *1996 Education Act* and the Religions and Sex Education and Health guidance ([2019](#)), parents/carers of have the right to withdraw their children from Relationships and Sex Education except those aspects which are part of National Curriculum science. This is for children aged up to and until three terms before the child turns 16.

Parents/carers wishing to withdraw their children from RSE lessons are asked to contact the PSHCEe lead to discuss the issues of concern. If parents/carers still wish to withdraw their child they will be asked to write to the Headteacher with further details. Students who are withdrawn will be given a supervised venue for private study and parents provided with material from the DfE to use with their child at home.

### **Involvement of parents and carers**

We are committed to working with parents and carers. We will offer support by signposting the material and resources which will be used with students and are made accessible on Microsoft Teams. The website outlines the schemes of learning each year group receive. Mrs Mistry can be contacted at any time regarding PSHCEe provision. The website communicates to parents about their right to withdraw their children and the protocol for doing so.

This policy has been developed in consultation with students, staff, governors, parents/ carers.