



# Personal, Social, Health and Economic Education (PSHEE) POLICY

## Wightwick Hall School

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## AIMS of PSHEE

Personal, Social, Health and Economic Education (PSHEE) aims to help children and young people deal with the real-life issues they face as they grow up. The issues that PSHEE covers are central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning and personal finance.

PSHEE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

## Statutory Requirements

This policy has been developed in line with the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education. It also takes into account other relevant legislation, including:

- Equality Act 2010 and schools
- SEND Code of Practice: 0 to 25 years
- Mental Health and Behaviour in Schools
- Keeping Children Safe in Education
- The Schools' policy for RSE

## Curriculum Organisation

Our PSHEE curriculum is designed to be inclusive, age-appropriate and responsive to the needs of our pupils. It is structured around the three core themes of Health and Wellbeing, Relationships, and Living in the Wider World. Lessons will be delivered through discrete PSHE lessons, cross-curricular links, and whole-school activities.

Curriculum maps can be found at

<https://www.wightwickhall.staffs.sch.uk/page/?title=PSHE&pid=42>

PSHEE is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHEE has an equal priority with other learning.

The curriculum will be regularly reviewed and updated to ensure it remains relevant and effective. Pupils will be involved in this process through mechanisms such as student voice and feedback.

## **Teaching and Learning**

PSHEE is delivered in line with the school's Teaching and Learning Policy. As PSHEE perhaps more than any other subject, works within the real-life experiences of children and young people, it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries.
- Using distancing techniques, including depersonalised discussions, role play and theatre in education.
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children and young people sensitively.
- Building on children and young people's knowledge and experiences.
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving.
- Providing a range of opportunities for children and young people to learn, practice and demonstrate skills, attitudes and knowledge.
- Allowing time for children and young people to reflect and consolidate their learning.
- Having high expectations of children and young people's achievement and behaviour.
- Providing differentiated learning opportunities for children and young people with Special Educational Needs.
- Using a variety of groupings, including single sex, where appropriate.

## **Curriculum Content**

The PSHEE Programme has been developed using identified children and young people's needs and national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes children and young people will develop.

PSHEE is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach. This deals with social skills, knowledge and situations which help and advise our students to cope and function inside and outside our learning environment. As issues change and develop in our society then our curriculum will adapt and grow to tackle such issues.

## **Relationships and Sex Education**

Relationships and Sex Education is a statutory requirement from September 2020. This will be taught as part of the PSHE curriculum. It will be taught sensitively and age appropriately following the guidelines of the PSHE Association which advises the Department for Education. Parents will be informed of the Relationships and Sex curriculum. There is an opportunity for parents to withdraw their children from **certain sections** of the curriculum if so desired.

## **Resources**

Resources, which support this area of the curriculum, will be up to date, relevant to children and young people and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHEE. Overall responsibility for PSHEE resources is held by the Co-ordinator. The Co-ordinator should ensure resources to be used by visitors have been approved by the relevant organisations.

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

## **Assessment, Recording and Reporting**

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on children and young people's self-awareness and self-esteem.

Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning. A variety of assessment and recording techniques will be used in line with the School's Assessment Policy.

The reporting of individual achievement and progress will include skill development and values and attitudes as well as knowledge and understanding. Progress in these areas will be reported through written reports to parents.

## **Monitoring and Evaluation**

There will be ongoing evaluation and monitoring of the programme for PSHEE by Senior Management and the Co-ordinator. Monitoring will take place in accordance with the school's monitoring cycle.

This will be evaluated through:

- half-termly planning review
- review of students' books
- review of students' accredited courses

## **External Agencies**

The school leads the programme but outside visitors have a role. The school's Visitor Policy will be followed.

The school organises bespoke programmes of study for individuals or groups of students that require further input in regards to their development. These include involving health professionals, specialist teachers and others that present relevant skills and knowledge in the PSHE field.

## **Safeguarding**

Teachers and other adults involved in PSHEE will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's Child Protection Policy. A copy of this is available from the School's Designated Lead (DSL).

Where an adult believes a child may be at risk the DSL must be consulted and incident must be logged on My Concern immediately or as soon as practically possible, before any further action is taken.

## **Confidentiality**

The school will ensure that:

- Staff, children and young people and parents/carers are aware of our confidentiality rules, how it works in practice and understand individual rights to confidentiality while disclosing information.
- Children and young people are informed of the limits of confidentiality that may be offered by teachers.
- Children and young people are informed of sources of confidential support, e.g. School Nurse/Health Adviser.
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

## **Pastoral Support**

As part of the school's Pastoral Programme, the school will endeavour to identify and support those children and young people who are more vulnerable.

Additional support includes:

- Therapeutic mentoring
- Support from key worker
- Counselling
- Family Liaison support
- Working with outside agencies such as the Educational Psychology Service, Speech and Language and Occupational Health

Our school seeks to work in partnership with parents and carers to provide effective PSHEE and support for children and young people. The school's PSHEE Programme endeavours to complement and support parent's and carer's roles.

This is done by:

- Parents' Meetings.
- Parents' Evenings.
- Communication relating to the curriculum taught.

## **Continuing Professional Development of Staff**

All staff are encouraged to enhance their knowledge through:

- Personal research.
- Collaborative work with their colleagues.
- Seeking advice from other professionals.
- Attending relevant courses.

## **Communication/Dissemination of the Policy**

The policy will be disseminated in the following ways:

- it is freely available on request to the entire school community on a staff server.
- it is available online at the school's website.
- it is available to print in a School Office.