



# THE PARK COMMUNITY SCHOOL

# Personal, Social, Health and Economic Education Policy

## Policy Update

**Policy Lead Person:** PSHEE Co-ordinator  
**Approved By:** Local Governing Board (04.12.2019)  
**Next Review Date Due:** December 2021

- Staff *must* sign
- Staff *should* sign
- Governors *should* sign
- Publicly Available

## **Aims and objectives**

Personal, social, health and economic education (PSHEE) enables students to become healthy, independent and responsible members of society. We encourage our students to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them about rights and responsibilities. Citizenship is covered during the PSHEE lessons.

The aims of personal, social, health and economic education are to enable students to:

- know and understand what constitutes a healthy lifestyle, including looking after their mental health;
- be aware of safety issues, including online safety and road safety;
- understand what makes for good relationships with others and how to thrive in relationships;
- take responsibility for their decisions;
- have respect for others, irrespective of disabilities, sexuality, gender-orientation and ethnicity;
- be independent and responsible members of the school and wider community;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- manage their money and learn about debt and savings;
- know how their political system is shaped and exercise their right to vote in elections.

We aim to provide a safe and supporting environment where the students can develop confidence and ask questions, express their views, draw on their own experience and put what they have learnt in practice in their own lives. We also aim to form a bridge between formal education and public health.

## **PSHEE planning**

The PSHEE programme is overseen across the five years by the PSHEE co-ordinator. Meetings are organised across the year where INSET training and guidance is provided to tutors delivering the programme, by the co-ordinator.

The programme is mapped across the five years to ensure that the recommended programmes of study are met as well as addressing the DfE 2020 Relationships and sex education and health education guidance and Every Child Matters agenda. British values and Park School Core Values Clear rationales are shared with tutors. Tutors are responsible for planning lessons adapted to the needs of their groups. Lessons ideas and resources are made available to teachers. Resources are regularly checked to be relevant, topical and up-to-date. New material is added as necessary.

Tutors have access to this in the PSHEE Google drive. The Google drive offers teachers a year plan, a variety of resources and suggestions to inform their planning the program is varied and follows a spiral model where new and more challenging learning takes place each year.

### **Teaching and learning styles**

We use a range of teaching and learning styles placing an emphasis on active learning by including the students in discussions, investigations and problem-solving activities and group-work. PSHEE is delivered in tutor groups, by the tutors but we also offer children the opportunity to listen to visiting speakers, such as police, magistrates and other relevant people who we invite into the school to talk about their role in creating a positive and supportive local community. Year 10 Drama groups are frequently used to produce catalyst assemblies for some topics such as bullying, and domestic violence, when necessary.

### **Equal opportunities**

All students have access to PSHEE education regardless of ability, social, cultural background or belief, religion, sex, gender reassignment status, sexual orientation, physical and emotional needs. The program is designed to develop greater tolerance towards other students and members of society.

### **Teaching PSHEE**

PSHEE forms part of the school curriculum policy to provide a broad and balanced education to all students delivered once a week in a 60-minute lesson on Friday period 5.. Lessons ideas and resources are made available to teachers. Resources are regularly checked to be relevant, topical and up-to-date. New material is added as necessary. Tutors have access to this in the PSHEE Google drive.

Students each have an exercise book as well as a PSHEE folder to record work and their achievements in. Students are expected to follow SPAG when writing in their books. Tutors are not expected to formally mark PSHEE book- inline with wellbeing concerns, but they are asked to monitor the good use of the books and to set high standards of presentation and quality of written work.

Tutors may comment briefly in the annual reports sent home to parents, on how well the student has responded to the lessons.

### **Monitoring and review**

Each module of work is reviewed regularly, based on tutor feedback from the meetings. . This therefore ensures that a cohesive and structured programme is in place. PSHEE lessons are reviewed through learning walks on a termly basis. There is also a yearly audit from a selected group of students to enable them to have an impact on the writing of the next year program.

### **Right to withdraw from PSHEE education**

**The right to withdraw from** Relationships and sex education is covered in the separate RSE policy. Parents and carer may not remove their child from PSHEE education but arrangements for alternative learning arrangements can be made in liaising with the PSHEE coordinator and the Head of House or DSL when certain lessons may cause distress to al child (example of such may be: bereavement, domestic abuse, etc) However it is to be noted that these topics may form part of the compulsory relationships education and that children will not withdraw from learning about them, but may do it in an environment that is adequate to their needs )