

PERSONAL, SOCIAL, HEALTH, CITIZENSHIP and ECONOMIC EDUCATION POLICY

The principles in this policy are reflected through the school curriculum and delivered in practice through the Personal, Social, Health, Citizenship and Economic (PSHE) programme, during tutor time.

What is PSHE Education?

Personal Social, Health, Citizenship and Economic Education (this will be referred to as PSHE throughout this policy) is a school subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes 'the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life'. From 2020 the delivery of the relationships and health aspects of PSHE education is compulsory in all schools. Our provision is delivered in accordance with the statutory guidance on 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published by the Department of Education in 2019 to accompany these changes.

PSHE education makes a major contribution to schools fulfilling this duty. Schools also have duties in relation to promoting student wellbeing and student safeguarding (Children Act 2004) and community cohesion (Education Act 2006). Paragraph 41 of statutory guidance on 'Keeping Children Safe in Education', the Department for Education states that 'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE'.

The following are relevant issues, which may be covered in PSHE Education, but will be taught in an age appropriate manner, these include: child sexual exploitation and other forms of abuse, sharing of sexual images, the impact of online pornography on students, the dangers of extremism and radicalisation, forced marriage, honour-based violence and female genital mutilation.

The Equality Act 2010 also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfill this duty.

Maintained schools have further statutory duties to:

- Promote children and young people's wellbeing (defined in the Children Act 2004 as 'the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.')
- Promote community cohesion (Education and Inspections Act 2006; Education Act 2002).

Principles and Values

- The personal and social development of students is a shared responsibility involving all colleagues within the school as well as the student's family and the wider community.
- We are an inclusive school and we will provide needs-based lessons on the issues affecting our students, having liaised with students, staff and parents on the social and emotional needs of our learners.
- As an inclusive school we aim to provide a safe space where all our staff and students can work and study and take advantage of opportunities offered regardless of gender, ethnicity,

sexuality, disability, culture or religion.

- We aim to provide opportunities for our students to freely express, explore and discuss the issues that affect them regardless of gender, ethnicity, sexuality, disability, culture or religion.

Biddenham will provide students with:

- Age appropriate, accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self esteem, and empathy.

Organisation and Content of PSHE

Biddenham specifically delivers PSHE once a week, although some topics are also delivered as appropriate through Science, Physical Education, Religious Studies, Oracy and PBL lessons.

The PSHE curriculum is delivered according to the PSHE Association's Programme of Study for Key Stages 3, 4 and 5. The PSHE programme is a 'spiral' programme which means that students will repeatedly cover the different elements of PSHE throughout the different key stages, building on their understanding and developing age appropriate knowledge and understanding.

Content includes (but is not limited to):

- Health and Wellbeing
 - How to manage transition to increasingly independent living.
 - How to maintain physical, mental and emotional health and wellbeing.
 - How to assess and manage risks to their own and others' health and safety.
 - How to identify and access help, advice and support including in new settings and situations.
 - How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; sexual health.
 - How to respond in an emergency including administering first aid; the influence of the media on lifestyle.
- Relationships (see separate Relationships and Sex Education (RSE) Policy)
 - How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills.
 - How to recognise and manage emotions within a range of relationships.
 - How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters.
 - The concept of consent in a variety of contexts (including in sexual relationships).
 - Manage loss including bereavement, separation and divorce.
 - To respect equality and be a productive member of a diverse community.
 - How to identify and access appropriate advice and support.
- Living in the Wider World
 - Rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy.
 - How to make informed choices and be enterprising and ambitious.
 - How to develop employability, team working and leadership skills and develop flexibility and resilience.
 - The economic and business environment.

- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

- **Citizenship**

The content and outcomes of Citizenship are part of the National Curriculum.

Citizenship will develop students' understanding of democracy, government and the rights and responsibilities of citizens. Students should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Student Outcomes

The PSHE education programme will enable our young people to develop and gradually enrich their understanding of a set of overarching concepts, set out below.

They will have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

- **Overarching concepts**

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online).
- Relationships (including different types and in different settings, including online).
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices).
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world).
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010).
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion; and how it can be challenged or managed through negotiation and 'win-win' outcomes).
- Career (including enterprise, employability and economic understanding).

The following essential skills and attributes will be developed:

- **Personal effectiveness**

- Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting).
- Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping).
- Resilience (including self-motivation, perseverance and adaptability).
- Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses).
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms.
- Self-organisation (including time management).
- Strategies for identifying and accessing appropriate help and support.
- Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence.
- Recalling and applying knowledge creatively and in new situations.
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect).

- Interpersonal and social effectiveness
 - Empathy and compassion (including impact on decision-making and behaviour).
 - Respect for others' right to their own beliefs, values and opinions.
 - Discernment in evaluating the arguments and opinions of others (including challenging 'group think').
 - Skills for employability, including active listening and communication (including assertiveness skills); team working; negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries); leadership skills and presentation skills.
 - Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks).
 - Recognise, evaluate and utilise strategies for managing influence.
 - Value and respect diversity.
 - Use these skills and attributes to build and maintain healthy relationships of all kinds.
- Managing risk and decision-making (integral to all of the above)
 - Identification, assessment (including prediction) and management of positive and negative risk to self and others.
 - Formulate questions (as part of an enquiring approach to learning and to assess the value of information).
 - Analysis (including separating fact and reasoned argument from rumour, speculation and opinion).
 - Assess the validity and reliability of information.
 - Identify links between values and beliefs, decisions and actions.
 - Make decisions.
- Citizenship education will provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education aims to:
 - Foster students keen awareness and understanding of democracy, government and how laws are made and upheld.
 - Equip students with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.
 - Prepare students to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Inclusion

We need to provide PSHE Education, according to the Equality Act 2010.

- Ethnic and Cultural Groups: We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parents/carers requests and concerns.
- Students with Special Needs: We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.
- Sexual Identity and Sexual Orientation: We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that relationships and sex education is relevant to them.

Right of Withdrawal of Students from Relationships and Sex Education

Parents/carers have the right to withdraw their children from SRE that falls outside the National Curriculum Science Order. This is covered in further detail in the RSE policy.

Confidentiality, Controversial and Sensitive Issues

- Confidentiality:

Confidentiality is addressed in the Safeguarding Policy.

In a case where a teacher learns from an under 16 years old that they are having or contemplating

sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to their parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

▪ **Controversial and Sensitive Issues:**

Any PSHE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons teachers will work with students to establish ground rules about how they will behave towards each other in discussion.

The following are protocols for discussion-based lessons with students:

- A gender neutral approach is adopted and encouraged by staff and students; this encourages language which does not assume a particular sexual orientation or preference. For example, the term 'partner' is used.
- No one (teacher or student) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer.

PSHE lessons will provide opportunities for students to discuss issues in small groups as well as sharing views with the whole class.

Tutors will make boxes available in which students can place anonymous questions or concerns.

Tutors will provide access to balanced information and differing views to help students clarify their own opinions as racism, homophobia, bi-phobia, trans-phobia, discrimination and bullying are never acceptable in any form)

When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the lessons. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

PSHE is generally delivered through tutor time. Tutors will deliver the Citizenship, Health and Wellbeing and Carers and Economic strands of PSHE to their tutor groups. RSE will be delivered by trained specialist teachers. (See RSE Policy) The PSHE Co-ordinator will be available during these lessons, to support as requested.

Where a member of staff is concerned that a child protection issue is arising it is their responsibility to follow the school's policy in this matter.

Visitors contributing to PSHE

From time to time as part of our planned PSHE programme, the school will invite in local experts on issues relating to PSHE as well as using health and other professionals associated with the school. These usually take place in assembly, but can also take place through our Health and Wellbeing team.

All school associate health, other professionals and visitors will be asked to conform to the following:

- Visitors contributing to PSHE will do so at the invitation of the school and will be qualified to make an appropriate contribution.

- Visitors must agree with the aims of the school in delivering its policy on PSHE. ▪ When in class, visitors will be supervised by a teacher, who will be present at all times.
- Visitors will follow the school's child protection procedures if a disclosure occurs within the classroom setting.
- Visitors will know and understand where their contribution fits into the school's programme for PSHE.

Services to Young People provided by the School

The school provides services for its young people. These services are provided by health and other professionals attached to the school. The Sanctuary provides a drop-in clinic for students.

The above services are advertised throughout the school and parents/carers may also contact these services by making an appointment with the school nurse or counsellor. It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct. For further information please see the school's Mental Health and Wellbeing Policy.

Outside the teaching situation, health professionals can:

- give one-to-one advice or information to a student on a health-related matter including contraception; and
- Exercise their own professional judgment as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

Monitoring and Evaluation of PSHE

It is the responsibility of the Personal Social Health Citizenship Education Coordinator to oversee and organise the monitoring and evaluation of PSHE including RSE, in the context of the overall school plans for monitoring the quality of teaching and learning.

It is the Coordinator's responsibility to:

- Ensure that PSHE occurs in the school's curriculum according to the schemes of work for PSHE.
- Monitor the use of teaching and learning styles.
- Monitor the use of teaching materials.
- Evaluate the effectiveness of the school's programme.

Training and support for staff

All staff benefit from PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs:

- On a regular basis through our Tuesday CPD programme where relevant support is provided.
- INSET annually for all staff on Child Protection and all new staff follow a published programme of activities to induct them into school life.
- PSHE network meetings are attended by relevant staff with responsibility for these areas.
- PSHE co-ordinators attend regular meetings with relevant staff when updates are required.

Links with other policies

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate:

- [Curriculum](#)
- [Spiritual, Moral, Social and Cultural](#)

- [Relationships and Sex Education](#)
- [Equality, Diversity and Social Cohesion](#)
- [Safeguarding and Child Protection](#)
- [Behaviour Management](#)
- [Anti-Bullying](#)
- [Mental Health and Wellbeing](#)

Review

This policy will be reviewed annually. It will be reviewed by the PSHE Co-ordinator and the Deputy Headteacher for Curriculum. This will ensure that it continues to meet the needs of students, staff and parents, and that it is in line with current DfE advice and guidance.

Date of Next Review: **March 2024**