



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

Introduction:

The National Curriculum in England (July 2014) states clearly in paragraph 2.5 that:-
'All schools should make provision for personal, social, health and economic education (PSHE education) drawing on good practice. Schools are also free to include other subjects of their choice in planning and designing their own programme of education.'

Guidance from the DfE on the inclusion of PSHE education states that PSHE education programmes should build on the statutory content outlined in the National Curriculum, the school curriculum, and in particular should tie in with statutory guidance on drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

The DfE provides grant funding to the PSHE Association (www.pshe-association.org.uk) to work with schools to advise them in developing their own PSHE education curriculum and to improve the quality of teaching. As at September 2014 3 of The Shires' teaching staff were in the process of gaining recognition as Chartered Teachers of PSHE education.

The Shires is committed to ensuring that partisan political views are not promoted in the teaching of PSHE education and takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students, they are offered a balanced presentation of opposing views.

Aims of the policy

This policy aims to ensure that all teaching staff and support staff understand the contribution of PSHE education to the students' development. PSHE education makes a significant contribution to achieving the Government's 'Every Child Matters' agenda. It promotes the students' spiritual, moral, social and cultural development in a structured way. It supports students in meeting the attainment targets within the Citizenship strand of the National Curriculum.

In this complex and challenging world, PSHE education lessons aim to support students by helping them to:

- ❖ live safe, healthy and enjoyable lives
- ❖ grow and develop, not only as individuals, but also as members of families and society in general
- ❖ become fulfilled, productive and responsible
- ❖ form and maintain good relationships
- ❖ make a positive difference to their own lives and the lives of others
- ❖ clarify their own values and attitudes and gain knowledge and understanding of those of other people
- ❖ build their personal identities and self esteem
- ❖ reflect on what is being taught
- ❖ communicate constructively at all times

How PSHE education is delivered through the curriculum

PSHE education is timetabled in all classes and is taught weekly at a level appropriate to the cognitive and emotional levels of the students. Additionally informal opportunities for teaching PSHE education are picked up whenever possible so that the students have a context for their taught sessions. For example, when engaged in off-site activities students will be made aware of their responsibility to consider other people.

PSHE education is linked where possible to the termly theme. In the event that the theme does not lend itself easily to delivering a comprehensive programme of PSHE education, this element of the curriculum is planned as a separate entity. Within the ALL curriculum which is the basis of the main curriculum for students in The Shires, PSHE education is addressed largely through the areas of 'community', 'environment', and 'personal development'.

The Shires uses a spiral approach to the teaching of PSHE education. This means that topics are revisited year after year but at a higher level or from a different perspective. This approach is critical for students who have autism as they need constant reinforcement to embed their learning and to enable them to make generalisations which can be transferred to new or different situations. For example when teaching drug education it may well be necessary to list by name a wide range of drugs which should not be taken until such time as a student realises that all drugs carry risk.

The issues covered in the teaching of PSHE education should include:-

- ❖ wellbeing and emotional health
- ❖ the importance and impact of physical activity
- ❖ food, nutrition and diet
- ❖ disability
- ❖ puberty
- ❖ sex and relationships
- ❖ drug education
- ❖ fire and road safety
- ❖ careers and personal finance
- ❖ caring for the environment

Ten principles of good PSHE Education

The Shires' PSHE education curriculum is informed by the evidence-based principles of good practice as defined by the in PSHE Association. They apply to KS1 – KS4 and are as follows:-

1. Start where children and young people are; find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.

2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

Equal opportunities and diversity

The Shires promotes the needs and interest of all students irrespective of gender, culture, ability or aptitude. Teaching strategies take account of the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE education provision. Social learning is a strong focus of the curriculum and The Shires expects students to show a high regard for the needs of others. PSHE education provides a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

Monitoring and evaluation

The delivery of PSHE education, including sex and relationships education, and drugs and alcohol awareness, will be monitored by the teaching manager and/or the Director of Care and Education on a termly basis. This monitoring and evaluation will form part of the regular monitoring cycle and will be achieved through the examination of curriculum planning, observation of lessons, discussion with staff and students, impact in terms of student outcomes.