



PSHEE (PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION) **POLICY**

September 2022 onwards

Aims and objectives:

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHEE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Policy availability:

The policy is available on the school website or a hardcopy can be requested from the front office.

Intended outcomes:

At Edge Grove, we teach Personal, Social, Health and Economic Education as it is a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change.

Edge Grove offers a bespoke curriculum which is a comprehensive scheme of work ensuring consistency and progression in the following three topics:

- Relationships
- Living in the wider world
- Health and Wellbeing

The overview of the programme can be seen on the school website.

The curriculum draws from a number of resources to ensure the most appropriate and effective resources are used. The main source being the PSHE Association.

Learning environment:

in order to ensure we create a safe and supportive learning environment with equality of opportunity our PSHEE policy is informed by the following school policies:

- RSE policy
- Child Protection policy
- SMSC policy
- SEND policy
- Equal Opportunities (pupils) policy

As well as the DfE guidance below:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)

- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Learning and Teaching

Principles and methodology

The curriculum will be taught through a range of teaching methods and we will determine pupils' prior knowledge/starting points through discussion and written methods. We will ensure that sessions, including those on risky behaviours, remain positive in tone by ensuring a safe environment has been established and initiating set boundaries. We will help pupils make connections between their learning and 'real life behaviours by explicitly pointing them out during discussions. We will make links to other areas of the curriculum where we feel it is appropriate.

Planning, timetabling and assessment

The table below gives the learning theme of each term and these are taught across the school; the learning deepens and broadens every year from Preschool to year 8. We aim to 'live' what is learnt and apply it to everyday situations in the school community. We will ensure the curriculum is broad and balanced by ensuring lessons are sensitive to a range of views whilst ensuring that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights.

Term	Topic	Content
Autumn	Relationships	Families and friendships Safe relationships Respecting ourselves and others
Spring	Living in the wider world	Belonging to a community Money and work Media literacy and digital resilience
Summer	Health and Wellbeing	Physical health and mental wellbeing

		Growing and changing
		Keeping safe: risks and hazards

At Edge Grove we allocate time to PSHEE each week in order to teach the PSHEE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in the following ways:

- assemblies and collective worship
- praise and reward system, behaviours for learning,
- Guiding Principles,
- through relationships child to child, adult to child and adult to adult across the school
- being embedded in the curriculum across all subject areas

Form tutors and some specialist teachers deliver the weekly lessons.

By ensuring we determine pupils' prior knowledge/starting points through discussion and written methods, we are able to measure progress at the end of each topic; as well as year to year for each topic; by qualifying knowledge acquired at the end of each topic again through discussion and written methods.

Handling disclosures

Refer to the Child Protection policy

Responding to pupils' questions

It is important that pupils feel able to ask any questions that they wish to and that their questions are valued. However, consideration will be given to how to respond to questions and will take the prior learning, readiness and safety of pupils into account. If necessary, teachers will ask a pupil to wait for an answer to give them time to consult with the schools leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns - refer to Child Protection policy.

Monitoring and Review

The Education Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHEE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Date of last review:	September 2022
	Jo Leighton - Senior Deputy Head