



Personal, Social, Health and Economic Education (PSHE) Policy

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Contents

Section	Content
1	Introduction
2	Rationale, Aims and Ethos
3	Roles and Responsibilities
4	Curriculum Design and Provision
5	Safeguarding
6	Monitoring, Reporting and Evaluation

Introduction

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. It is a non-statutory subject, but we use the PSHE programme to equip our students with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions.

We will use the PSHE education to build on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationships and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle. We will also equip our students with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions.

The PSHE curriculum has been developed in line with the required content and in consultation with governors, parents/carers of our students and the students themselves.

This policy has been informed by:

- Department for Education PSHE Guidance
- Department for Education RSE Guidance
- The PSHE Association

Relationships Education: learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

Sex Education: learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

1. Rationale, Aims and Ethos

This policy covers our school's approach to PSHE.

At Princes Risborough School we believe that PSHE is important for our students because it will enable them to be positive in their choices and ambitions, responsible and active citizens in their communities and successful in the world beyond the school gates. The PSHE curriculum is rooted in our school values of being positive, responsible and successful in order to aspire and achieve. The curriculum is designed to engage and significantly challenge students of all abilities. We are committed to a PSHE curriculum that makes every student feel valued and is relevant to them. This includes adapting how we deliver this content for students with SEND.

We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content outlined in the national curriculum, the basic school curriculum and from statutory guidance on: drug education, financial education, relationships and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

2. Roles and Responsibilities

The Governing Body is responsible for:

- Approving the PSHE policy and holding the Head of School to account for its implementation.
- Link governor to meet with PSHE Co-ordinator on a regular basis.

The Head of School is responsible for:

- Ensuring that PSHE is taught consistently across the school.

The PSHE Co-ordinator is responsible for:

- Compilation of the whole school scheme of work.
- Mapping provision of PSHE by other subject areas.
- Provision of age-appropriate and inclusive PSHE resources.
- Support and training of teaching staff/tutors delivering PSHE.
- Monitoring the delivery of PSHE.
- Reviewing the PSHE policy on an annual basis.

The PSHE Co-ordinator is line-managed by a member of the Senior Leadership Team.

Teaching staff/tutors are responsible for:

- Passing on any safeguarding concerns to the Designated Safeguarding Lead.
- Delivering PSHE in a sensitive way, ensuring it is inclusive and age-appropriate.
- Maintaining professional boundaries.
- Modelling positive attitudes to PSHE.
- Monitoring discussions and progress.
- Answering pupils' questions in an age-appropriate manner.
- Responding to the needs of individual pupils, including special educational needs and disability (SEND) students.

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. No teacher or pupil will be expected to answer personal questions. The meaning of words will be explained in a sensible and factual manner. Regular training is provided for PSHE teachers to ensure that they have a detailed understanding of content, are able to handle sensitive and controversial issues and to keep children safe.

Staff do not have the right to opt out of teaching the RSE element of PSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE Co-ordinator and the Head of School.

3. Curriculum Design and Provision

At Princes Risborough School, PSHE is delivered through the PRS Programme (PSHE/Citizenship lessons) in Years 7 and 8 for an hour a week. These timetabled lessons are delivered by specialist teachers. However, PSHE cannot always be confined to specific timetabled time. Whilst we have one hour of PSHE/Citizenship timetabled for Years 7 and 8, which enables these students to have discrete curricular time delivered by specialists, PSHE is delivered through a whole school approach including activities within other subject areas, through assemblies and the pastoral programme and in collaboration with external providers for talks and specialised interventions.

The curriculum is designed taking into account feedback from staff delivering PSHE, parents/carers, the Child Protection team and the students.

To facilitate the learning of our students in PSHE/Citizenship lessons, staff will do the following:

- Establish rules at the beginning of the year to create an environment of safety, maturity and security, one in which students are encouraged to talk hypothetically as opposed to personally.
- The purpose of each lesson is made clear.
- Plan appropriate learning activities, in line with our long-term PSHE scheme of work to meet the needs of all the children in the class.
- Consult with the SENCO where necessary regarding the best practice for delivery
- Include scenario based learning experiences to draw on children's own knowledge and understanding to provide them with a range of opportunities to learn, practice and demonstrate skills, attitudes, knowledge and understanding.
- Allow time for children to reflect, consolidate and apply their learning of skills to relevant scenarios.

Aspects of PSHE can be seen in alternative subject areas, including:

- English: skills in enquiry and communication, use of sources, discussion and presentation of arguments, texts with personal, health and relationships issues.
- Mathematics: aspects of financial capability.
- Science: teaching and learning on health, drugs (including medicines), sex education, safety.
- Design & Technology: health and safety issues, food and nutrition, the consideration of social and moral dilemmas associated with the global environmental impact of products during design and make activities.
- ICT: finding ICT-based information, handling data, email for communication and exchange of ideas.

- History: ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity.
- Geography: implications of sustainable development for students' own life, skills of geographical enquiry including communication.
- Modern Foreign Languages: communication in the target language and learning about culture, customs and beliefs.
- Art and Design: learning to respect differences between people through investigating work of artists, craftspeople and designers from western Europe and the wider world.
- Music: making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and their expression.
- Physical Education: teaching and learning about health and safety, diet and exercise and development of cooperation and commitment.
- Citizenship: issues of politics and social policy.
- Business Studies and Economics: developing students' understanding of the world of work and their role as consumers, aspects of financial capability.

4. Safeguarding

Teachers are aware that effective PSHE which covers a wide range of issues personal to students, can lead to a disclosure of a child protection issue. Teachers will never promise confidentiality and will consult with the Designated Safeguarding Lead (DSL) and in their absence their deputy in the event of a disclosure. School safeguarding policies and procedures will be adhered to. Visitors/external agencies which support the delivery of PSHE will be required to follow school safeguarding policies and procedures.

5. Monitoring, Reporting and Evaluation

The delivery of PSHE is monitored and evaluated by the PSHE Co-ordinator through the delivery of a set curriculum, book scrutinies, regular learning walks and evaluation of off-timetable days and additional activities. They will also map where other subject areas are covering elements of the PSHE programme. Pupils' development in PSHE/Citizenship will be reported on to parents as part of the regular school reporting system for Years 7 and 8. The content is evaluated through the use of student voice and teacher feedback. The policy will be reviewed annually by the Head of PSHE.