Saffron Walden County High School

Personal, Social, Health and Economic Education Policy

Date adopted or ratified; October 2016

This policy is regularly reviewed following recommended guidelines

Policy Reviewed and Edited September 2016
What is personal, social, health and economic education (PSHEE)?

PSHEE is a planned element of the whole curriculum that helps to give children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world. A student’s personal and social development should be the sum total of all of the experiences, planned and unplanned, received by a young person in the course of their time in school that promotes their spiritual, moral, social, cultural, mental and physical development, and thus the well-being of both the individual and ultimately the wider community. In undertaking PSHEE, children learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning.

The above paragraph is partly based on a passage explaining the importance of PSHEE at the start of the non-statutory framework that accompanies the National Curriculum. This framework helpfully categorises the areas covered by PSHEE as follows;

- Developing confidence and responsibility and making the most of every child’s abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people.
- Equipping pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work

Aims

PSHEE has a fundamental role to play in enabling schools to meet Section 351 of the Education Act 1996 and the two aims of the National Curriculum.

Section 351 of the Education Act 1996 requires that all maintained schools provide a balanced and broadly based curriculum that promotes the spiritual, moral, cultural. Mental and physical development of children at the school and of society, and that prepares children for the opportunities, responsibilities and experiences of adult life.

The two aims of the National Curriculum are as follows:

1) The school curriculum should aim to provide opportunities for all children to learn and to achieve
2) The school curriculum should aim to promote children’s spiritual, moral, social and cultural development and prepare all children for the opportunities, responsibilities and experiences of life in modern Britain.

The National Curriculum handbook makes it clear that “these two aims reinforce each other. The personal development of children spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve”. This is an area that, in recent years, has been researched in more detail (See APPENDIX 3). “Development in both areas is essential to raising standards of attainment of all children.”

In particular, the school should:

- Work to provide a broad and balanced curriculum for PSHEE and SPE/RPE (Society, Philosophy and Ethics and Religion, Philosophy and Ethics)
- Ensure that children are developing confidence and responsibility, making the most of their abilities, preparing to play an active role as citizens, developing healthy, safer lifestyles, developing good relationships and respecting differences between people
- Meet statutory requirements in relation to sex and relationship education (SRE) and drug education (related to other policies)

**School environment, relationships and ethos of the school**

Pupils’ personal, social and emotional development can be encouraged by a supportive school ethos, where all students are valued and encouraged by a supportive school ethos, where all students are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

SWCHS has the aim to provide a secure and caring community which encourages a sense of achievement, respect and responsibility for all. This shows strong support for pupils’ personal, social and emotional development and that the PSHE programme does not operate in isolation. PSHE is supported in the whole school environment via:

- The Community Code – posters are displayed around the school and these are referred to and upheld by all members of staff
- Mentoring – done by staff and students to discuss issues and promote a community
- Tutorials – each student has a minimum of 3 a year
- Noticeboards – give information regarding the importance of PSHEE and advice on a variety of issues

**The PSHEE curriculum**

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Opportunities exist throughout the curriculum for promoting pupils’ personal, social emotional development and their economic well-being. Staff have identified an entitlement for pupils throughout their school career and opportunities for enrichment within the curriculum.

**Content**

The most recent PSHEE review (published 2013) maintained PSHEE previous status as a non-statutory subject that does not have to be taught as a timetabled and discreet lesson. In the Department for Education (DfE) 22 March 2013 publication on PSHEE it is clear that the content must be tailored to the needs of the local area. Thus SWCHS is taking into account issues in our area that are coming to light. The SHEU survey will give detail regarding this. Currently a focus will be taken on drugs, in particular cannabis use and the myths surrounding it, and safe use of the internet.

The content to be delivered at SWCHS will look to consolidate and build on prior knowledge and ensure students are ready for future challenges:

- examples of different values encountered in society and the clarification of personal values
- the knowledge and skills needed for setting realistic targets and personal goals
- physical and emotional change and puberty
- sexual activity, human reproduction, contraception, pregnancy, and sexual health (*This will include considering the issue of consent as set out by DfE in 2013*)
- drug, alcohol and tobacco use and misuse and the personal and social consequences of misuse for themselves and others
- how a balanced diet and making choices for being healthy contribute to personal well-being; the importance of balance between work, leisure and exercise
- ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
- a knowledge of basic first aid
- forming effective interpersonal relationships and developing a caring and considerate attitude towards themselves and others.
- different types of relationships
- the roles and responsibilities of parents, carers and children in families

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• the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual

Delivery

Opportunities exist in the curriculum for promoting pupils’ personal, social and emotional development. These are shown below;

• *English and Drama:* emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development; how the media present information;
• *maths:* aspects of financial capability; counting and sharing; data handling;
• *science:* drugs (including medicines); sex; health; safety and the environment; ethical issues;
• *design and technology:* health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology; sustainable development;
• *Computing:* communicating with others via e-mail; finding information on the internet and checking its relevance;
• *art and design:* reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
• *music:* making the most of abilities in playing or singing;
• *PE:* teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues;
• *RPE:* religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.
• *History:* discussion and debate; enquiry and communication; an understanding of the role and importance of institutions such as parliament and and key rights such as voting.

PSHE is also promoted and supported through a range of opportunities outside the classroom such as:

- Student Voice Forums and Student Leadership opportunities
- Visits to/from the school nurse
- Charities Week
- Assemblies and Reflection Activities
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- Peer Mentoring
- Buddying
- Student Voice
- Sports clubs, teams and activities
- One World Group
- Politics Club
- Notice boards

However, it is not sufficient to rely on these links listed above to effectively deliver PSHEE. The main delivery of PSHEE will be through timetable collapses for Years 7 to 11. This is based on a spiral approach where students will revisit and build on knowledge regarding substance abuse and sex education. In the most part, will be delivered on a single day where years 7-10 are off timetable all day. There will be reserve days for students who are absent to ensure they do not fall behind in knowledge acquisition.

The pattern for these days will typically be that students spend 3 hours with a Form Tutor working through materials, one hour using a visual stimulus in Q6 and one hour with an outside speaker (specialist) in the Saffron Hall. These two hours will be supervised by attached members of staff.

Planning

All sessions will be initially planned by the PSHEE Co-ordinator and these will take into account past resources and newly published material/useful sources.

This will then be shown to YACs and then Tutors. All Tutors will be given a set of teacher notes, online resources, paper resources and differentiated resources. This will ensure we meet the ECM agenda and everyone can access the content.

After the timetable collapses detailed staff will be asked to evaluate activities to inform next year’s planning.

In the planning process there will be a large emphasis placed on establishing a child’s prior knowledge, building on this and ensuring all students make progress.

Teaching and Learning Methods
• Teaching should start from and build upon the children’s current knowledge, understanding, skills, language, experience, concerns and interests.
• Wherever possible, contexts for learning should be relevant to the children and make use of actual situations and current issues.
• Children should engage with real issues through participation in community projects and mini-enterprises.
• There should be a high degree of active participation by children, and active learning techniques should be extensively used.
• Appropriate use should be made of drama, role-play and simulation.
• Learning methods should develop the skills of enquiry, research, discussion, debate and philosophical thinking.
• Teaching methods should use a balance of visual, auditory and kinaesthetic (VAK) approaches in order to cater for the preferred learning styles of the children.
• Activities should be designed to engage left and right brain and lessons should be interspersed with ‘brain gym’ activities in order to integrate mental and physical processes. *(where staff feel comfortable and it is appropriate)*
• Organisation and management in the classroom should offer children opportunities for working individually and collaboratively in pairs and groups.
• Whole school involvement in democratic forums such as classroom councils and school councils should be used as vehicles for discussion, debate and decision making.

**Skills developed**

**Developing emotional literacy**

Emotional literacy is the ability to recognise, understand, deal with and appropriately express emotions. Children need to understand the part emotions play in human experience and actions. In order to be emotionally literate children need to develop the following skills:

• recognising, naming and describing feelings;
• understanding and empathising with others feelings;
• managing own feelings;
• responding appropriately to the feelings of others;
• communicating effectively;
• being an effective listener.
Emotional literacy is actively planned and delivered to all Year 8 students through the Drama curriculum.

**Key skills (as identified in the National Curriculum)**

- **Communication**
  
  Reading speaking, listening, questioning discussion debating and writing are essential components of PSHEE.

  The opportunities provided through PSHEE also enhance self-esteem and the quality of relationships, which in turn will enable young people to develop their communication skills in a safe but challenging climate.

- **Application of number**

  PSHEE will provide opportunities for the interpretation, manipulation and presentation of numerical data, such as survey returns or statistical information.

  The National Curriculum handbook identifies PSHEE, along with mathematics, as subjects through which financial capability can be developed.

- **ICT**

  PSHEE lends itself to the development of a number of ICT-related skills, including the following:

  - Being able to access information from a variety of ICT sources.
  - Learning to evaluate the validity of different sources of information.
  - Being able to present information using a variety of ICT skills.
  - Evaluating the moral and global implications of the present and future direction of ICT.
  - Understanding that the collection, storage and use of personal data has a moral dimension.
  - Using ICT to enable young people to communicate with the wider/global community.

- **Working with others**
The PSHEE programme entails children learning and using a variety of interpersonal and social skills, which they need to develop and practise in order to work collaboratively and effectively.

- **Improving own learning and performance**
  
  PSHEE offers children opportunities to reflect on their achievements and to appreciate the cumulative effect of all the experiences that they have had on their personal and social development.

  It should enable them to take responsibility for their own learning through engaging in self-evaluation and assessment. This entails children identifying where they have been successful and why, and setting personal targets and goals for further development.

- **Problem Solving**

  PSHEE should provide opportunities for identifying and understanding problems; identifying and evaluating a range of solutions; selecting and applying the most appropriate solution; and re-evaluating in order to gauge the extent to which the solution has been successful.

  Through problem solving activities, children should be provided with opportunities to use a range of important skills, including the ‘thinking skills’ identified below and others such as questioning, decision-making, interpreting, selecting, analysing, negotiating and presenting.

  Wherever possible, problem solving should be grounded in real life scenarios relating directly to the children’s own experience. The skills acquired can then be applied and developed in wider contexts.

**Use of visits and visitors**

**Visitors and external agencies**

Visitors are a valuable resource. They can bring new knowledge, expertise and experiences to the classroom. They can also offer real scenarios for the children to engage with values clarification and problem solving. Visitors can also help establish positive relationships between agencies and young people and assist children in accessing these agencies.

The learning is managed by working in partnership with the visitor to make best use of the children’s agenda. Visitors to the classroom should always be part of a planned programme which prepares children for the visit and provides opportunities for follow up work.

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Visits

Trips and visits can greatly enrich the PSHEE provision.

Outcomes and Assessment

Assessment for individual students will be delivered by the Form Tutor. This assessment will come in many forms and will aim to **evidence progress**. These will be reviewed and stored by the PSHEE co-ordinator. Students who cannot evidence progress will need to complete additional sessions.

In terms of outcomes SWCHS will use the end of key stage targets outlined by the DfE;

**Key Stage 3**

**Personal identities**

Learners are able to:

- reflect on and evaluate their achievements and strengths in different areas of their lives
- recognise strong emotions and identify ways of managing these positively
- recognise that external factors, such as relationships, achievements and setbacks, can affect emotional well-being, and identify how they can take this into account.

**Healthy lifestyles**

Learners are able to:

- identify characteristics of good health and how to stay physically, emotionally and mentally healthy
- make informed choices about their health and well-being and explain reasons for their choices
- demonstrate effective ways of resisting negative pressure, including peer pressure
- describe the main effects of, and laws relating to, alcohol, tobacco and other legal and illegal drugs.

**Risk**

Learners are able to:

- describe the positive and negative impacts of risk-taking on their health and well-being
- assess and manage risks associated with personal lifestyle choices and situation, try new ideas and face challenges safely.

**Relationships**

Learners are able to:
• identify the importance of having a variety of social and personal relationships and how these can impact on their lives and well-being
• understand the nature and importance of marriage and stable relationships to parenthood and family life
• discuss ways that relationships might change over time and demonstrate how to negotiate within relationships.

Diversity
Learners are able to:
• describe differences and diversity and demonstrate respect and empathy towards others who live their lives differently from them
• challenge prejudice and discrimination in an appropriate manner
• demonstrate recognition of the achievements, strengths and worth of others.

Key Stage 4

Personal identities
Learners are able to:
• make judgements about their personal qualities, skills and achievements and use these to set future goals.
• present themselves confidently and respond positively to praise and criticism.
• explain how changes in personal circumstances may affect their feelings and behaviour, and how they can manage such situations effectively.

Healthy lifestyles
Learners are able to:
• describe the short and long-term consequences of personal health choices, including choices relating to sexual activity and substance use and misuse and make decisions based on this knowledge.
• identify some of the causes and symptoms of mental and emotional ill health, and identify strategies for recognising, preventing and addressing these in themselves and others.
• demonstrate confidence in finding professional health advice and help others to do so.
• identify reasons why people might use illegal drugs and explain how drug use can impact on physical, mental and economic aspects of people’s lives, relationships and the wider community.

Risk
Learners are able to:
• evaluate the potential risks and benefits of personal lifestyle choices including their impact on relationships.
• recognise that risk assessment and management are part of life and give examples of how to manage and reduce risk in different circumstances.

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Relationships

Learners are able to:

- develop appropriate relationships with a widening range of adults in a variety of contexts.
- explain the importance of different relationships and associated responsibilities, including the significance of marriage, stable relationships, civil partnerships, and long term commitments.
- describe some of the possible effects of family and other significant events on feelings, emotions and personal wellbeing, and the impact these may have on relationships.

Diversity

Learners are able to:

- explain how differing cultures, faiths and beliefs may influence lifestyle choices, and demonstrate respect for these differences.
- take the initiative in challenging or giving support in connection with offensive or abusive behaviour.

Sensitive and Controversial Issues

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, will arise in PSHEE teaching. The exploration of these issues will touch deeply held beliefs and values and may arouse strong feelings. Part of the purpose of PSHEE is to enable children to address sensitive and controversial issues directly in a balanced way and in a safe environment.

Government guidance on Sex and Relationship Education states: “Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs ... Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.” (See Appendix 2 for staff guidelines)

Teachers also need to be aware of and follow protocols and procedures outlined in child protection procedures and school policies on ICT, drug education, sex and relationship education, behaviour, etc.

Confidentiality

In the context of PSHEE, students sometimes make personal disclosures. Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. It is good practice to agree ‘ground-rules’ to clarify boundaries before tackling any sensitive
or controversial issue. Staff should be aware of policies and procedures regarding confidentiality.

Where outside agencies and others provide support for the PSHEE programme, they must be made aware of, and abide by, the policy about disclosures and confidentiality. However, they may also have a role in providing advice and support directly to pupils. The boundary between these two roles must be agreed with the school and the distinction, in terms of the right to confidentiality, be made clear to pupils.

In lessons, teachers should establish from the beginning that it is inappropriate to disclose personal information. Ground rules, which ensure pupils agree not to pressure one another to answer questions about their own experiences, also apply to staff.

**Related Policies**

- Sex Education Policy
- Drugs Policy
- Curriculum Policy

**Appendices**

1) ‘Guarantees’ or entitlement learning experiences have been identified for each child in respect of PSHEE

The following suggestions are taken from the document entitled ‘Passport: a framework for personal and social development’ (published by the Calouste Gulbenkian Foundation) which was sent to all schools during the Summer term 2000.

- To take part in activities which are designed to promote success and receive special recognition for achievements.
- To have access to a range of options and to exercise some choice between them, eg choices about their future and in relation to their health.
- To meet and work with adults other than teachers, including members of the community, professionals and business people.
- To interact and work with a wide range of people who are different from themselves.
- To organise a project or event in co-operation with others.
- To take responsibility for others: visitors, younger pupils, people with special needs.
- To be trained to provide support and advice for their peers and for younger pupils.

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• To take on some responsible role in school; and to exercise leadership and initiative and to receive feedback on their performance.
• To take part in the decision-making processes of the school.
• To be involved in developing and implementing strategies which aim to improve its ethos, eg anti-bullying.
• To influence the school as a health-promoting community.
• To perform for an audience, individually or as part of a group.
• To take part in adventurous and challenging activities in a supportive environment.
• To have a residential experience.
• To take part in community service.
• To gain experience and understanding of the world of work.
• To participate in debate or action about a local, national or global issue.
• To learn from experience in simulated situations, eg theatre-in-education.
• To have time for reflection and preparation for change.

2) The following suggestions for dealing with sensitive and controversial issues are taken from the document entitled ‘Passport: a framework for personal and social development’ (published by the Calouste Gulbenkian Foundation).

Teachers should:

• ensure pupils establish ground rules about how they will behave towards each other and how the issue will be dealt with;
• judge when to allow pupils to discuss issues on their own or in small groups and when to join in and offer support;
• ensure that pupils are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views against which they can then clarify their own opinions and views, including contributions made by visitors to the classroom;
• decide how far they (the teachers) are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the school’s values framework;
• provide appropriate support after a session for any pupil who may be troubled by an issue raised.

3) Research Summaries

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<table>
<thead>
<tr>
<th>Joseph Rowntree Foundation;</th>
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<tbody>
<tr>
<td>Young people are more likely to do well at GCSE if they;</td>
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<tr>
<td>• have a greater belief in their own ability at school</td>
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<td>• believe that events result primarily from their own behaviour and actions</td>
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<td>• find school worthwhile</td>
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<td>• think it is likely that they will apply to, and get into higher education</td>
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<tr>
<td>• avoid risky behaviour, smoking, cannabis use, anti-social behaviour, truancy,</td>
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<tr>
<td>• suspension and exclusion</td>
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<td>• do not experience bullying</td>
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<tr>
<th>DfE funded 2012 research: <strong>Impact of Pupil behaviour and wellbeing on educational outcomes;</strong></th>
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<tr>
<td><strong>Investigating wellbeing at ages 7-13 and concurrent later educational outcomes at ages 11-16</strong></td>
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<tr>
<td>Children with <strong>higher levels of emotional, behavioural, social, and school wellbeing,</strong> on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.</td>
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<tr>
<td>Children with <strong>better emotional wellbeing</strong> make more progress in primary school and are more engaged in secondary school.</td>
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<tr>
<td>Children with <strong>better attention skills</strong> experience greater progress across the four key stages of schooling in England. Those who are engaged in <strong>less troublesome behaviour</strong> also make more progress and are more engaged in secondary school.</td>
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<tr>
<td>Children who are <strong>bullied</strong> are less engaged in primary school, whereas those with <strong>positive friendships</strong> are more engaged in secondary school.</td>
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<td>As children move through the school system, <strong>emotional and behavioural wellbeing</strong> become more important in explaining school engagement, while demographic and other characteristics become less important.</td>
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<tr>
<td>Relationships between <strong>emotional, behavioural, social, and school wellbeing</strong> and later educational outcomes are generally similar for children and adolescents, regardless of their gender and parents’ educational level.</td>
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<th>Confederation of British Industry;</th>
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<td>In addition to literacy and numeracy, parents and employers want young people who are healthy; able to form good relationships; willing to take responsibility; work in teams and respect others; manage risk; problem solve and be resilient – all key outcomes for PSHE education</td>
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