

# **West Park School**

## **Personal, Social, Health and Economics Education Policy**

### **Policy Statement**

Under section 1 of the 1988 Education Reform Act all schools are to provide a balanced and broadly based curriculum that:

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

Pupils' early experience of personal and social life occurs in the home. As they grow older they learn to make relationships and cope with transitions such as those from home to school, from school to school and school to work.

If young people's personal and social development is to progress satisfactorily it needs to be well supported. Parents have a major part to play but the role of all teachers is vital. Achievement, confidence and responsibility are the cornerstone values of West Park and personal and social development is something from which no teacher can opt out.

### **Aim**

To foster personal and social development and health education through planned curriculum opportunities, comprehensive pastoral care, 'shared vision' and high quality teaching and learning.

### **Definition of Personal, Social, Health and Economics Education (PSHE)**

Personal, social and health education is concerned with:

- Qualities and attitudes, knowledge and understanding and abilities and skills in relation to oneself and others.
- Social responsibility and morality.
- Helping pupils to be considerate and enterprising in the present while preparing them for an informed and active involvement in family, social, economic and civic life.
- Bringing relevance, breadth and balance to the curriculum.
- Ensuring that every child is healthy and safe, provides for their future economic wellbeing and can enjoy and achieve.

### **Teaching and Learning**

All teaching should take into account the way in which young people develop personally and socially and allow pupils to enjoy and achieve.

Key themes that are addressed through PSHE are:

- Health and Wellbeing
- Sex and Relationships
- Living in the Wider World

### **At Key Stage 3**

The PSHE themes are explicitly delivered and assessed through:

- 'Personal Development' sessions twice a week during Form Time.
- External providers who are used to provide specialist teaching and support on certain topics. (For Code of Conduct for community-based agencies providing support see Appendix A).

These topics include:

Year 7

- Healthy Living
- Building Positive Relationships
- Supporting the Local Community
- Physical and Mental Wellbeing
- Diversity and Extremism
- Making Sensible Financial Decisions

Year 8

- Emotional Wellbeing
- Identity and Relationships
- Employability Skills
- Drugs and Alcohol
- Tolerance and Discrimination
- Economics

Year 9

- Mental Health
- Intimate Relationships
- Human Rights
- Making Healthy Choices
- Tolerance
- Finance in the Wider World

Relations and Sex Education will be addressed during Personal Development sessions and by specialist external providers providing high quality content and support (See Relationships and Sex Education Policy)

### **At Key Stage 4**

The PSHE themes are explicitly delivered and assessed through:

- 'Personal Development' sessions twice a week during Form Time.
- External providers who are used to provide specialist teaching and support on certain topics.

These topics include:

Years 10 and 11

- Habits for Success
- Mature Relationships
- Living in the UK
- Being Healthy and Mature
- Healthy Relationships
- Taking the Next Steps into the Wider World

Relations and Sex Education will be addressed during Personal Development sessions and by specialist external providers providing high quality content and support.

### **Outcomes**

#### Themselves, others and their surroundings

- The nature of relationships in peer groups, friendships, schools and families.
- Their own personality, needs, abilities and interest (including awareness of strengths and weaknesses).
- Human growth – awareness of the nature of emotional psychological and social development.
- Similarities and differences between themselves and others in biological development physical characteristics and cultural background.
- Surroundings how to pursue ways of life that promote mental and physical health and how to avoid ways of living that increase the risk of disease and accident e.g. avoidance of smoking, heavy drinking and drug misuse.
- how to react if they are bullied or abused.
- how pupils can cause change in the immediate surroundings as well as in the wider environment and therefore have a responsibility for them.

#### Social responsibilities:

- The nature of rules, why they exist and how they differ from law.
- The nature of those laws which promote healthy living and the safety of society.
- Sources of legal information and advice.
- The rights and responsibilities of citizenship.
- Ways in which social groups are structured economical, politically and socially.
- The legal and moral aspects of sexual relationships.
- The nature of work, involving understanding career opportunities.

#### Moral ideas and behaviour including:

- The nature of moral codes, the ways in which such codes vary between groups and cultures.
- How moral ideas and codes may be justified by reference to religious beliefs.
- That in Western cultures it is widely held that moral beliefs and behaviour are ultimately a question of personal responsibility.

Assessment is in accordance with the school's assessment and reporting policy.

## **Key Personnel**

At Key Stage 3 responsibility for the PSHE programme lies with PSHE Co-Ordinator and Deputy Head teacher (Behaviour, Care & Wellbeing) who will liaise with the Head of Careers Education and Information and Guidance.

At Key Stage 4 overall responsibility for the co-ordination of the PSHE programme lies with the PSHE Co-Ordinator and Deputy Head teacher (Behaviour, Care & Wellbeing) who will liaise with the Head of Careers Education and Information and Guidance.

## **Links with other policies:**

This policy complements the schools’:

- Teaching and Learning Policy
- Careers Education and Information and Guidance Policy
- Enterprise Education Policy
- Behaviour Policy
- Care and Guidance Policy
- Sex and Relationship Education
- Drug Education
- Child Protection
- Cultural Diversity
- Equal Opportunities
- Safeguarding Policy

All resources are in line with the government guidance on **Keeping Children Safe in Education (KCSIE)**. This includes the updated guidance in 2022 relating to advice on sexual violence and sexual harassment and child-on-child sexual violence and sexual harassment.

**Monitoring, evaluation and review** is in accordance with the Schools, Monitoring, Evaluation and Review Policy. The Policy will be reviewed on an annual basis and the views of parents/carers, teachers and pupils considered.

## Appendix A

### **Code of Conduct for Community Based Agencies visiting West Park**

At West Park all community based agencies that visit to provide curriculum support, are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon pupils in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum of the school.
- Seek to use engaging teaching and learning methods which involve the pupils actively and communicate at appropriate levels for the age group concerned.
- Make clear to pupils who they are, who they represent and what they are offering to children.
- Develop ways of speaking to children which communicate their open approach, avoiding any hidden agenda to convert young people.

Prior to agencies attending the school, relevant staff ensure that:

- Checks have been made with the LA.
- Their input is integrated within a planned programme.
- Appropriate planning sheets/lesson plans have been produced.
- School/class background information has been shared.
- Resources have been checked for suitability.
- Dates and times have been confirmed in writing.

An evaluation process has been agreed