



# **Personal, Social, Health and Economic Education (PSHE)**

**Date approved by Governors: 2020**

**Review Date: Spring 2021**

## **SECTION ONE**

### **INTRODUCTION**

PSHE refers to Personal, Social, Health and Economic Education. Whilst PSHE is a non-statutory subject schools are expected to provide and tailor their PSHE programme to reflect the needs of their learners. As from September 2020, all schools will have to follow the new statutory guidelines for Relationships and Sex Education which forms part of PSHE. (Please see our separate RSE policy)

PSHE Education builds on the learning taught in other Statutory curriculum areas including RSE. At Strathmore School learners are exposed to aspects of PSHE in all lessons and throughout the day for example during circle time, snack time, play time and discreet lesson time.

## **SECTION TWO**

### **RATIONALE**

At Strathmore we believe that every learner should be supported to live and carry out daily tasks as independently as possible. Learners have the right to develop and learn independent living skills to help them on their journey to achieving their true potential.

Learners with learning difficulties often experience a delay in developing self-help and social skills. Through PSHE Education we intend to assist learners in developing self-help skills such as using the toilet, getting dressed and maintaining personal hygiene so that their dependence on others is reduced, thereby improving their experience of dignity and quality of life. Through PSHE Education learners are taught valuable social skills such as turn taking, appropriate social behaviours and how to approach others. We know that social interaction improves mental well-being and contributes to life satisfaction and therefore by helping our learners to develop these skills, we are helping them to live a more enjoyable life.

Part of being independent involves being able to get something that you want or need. We would like for our learners to be able to communicate their preferences and, for some of our learners, confidently and knowledgeably venture out into the community to buy something from a shop and engage safely with others around them. By developing their knowledge of money and social appropriateness we can help learners to become more independent in satisfying their own needs and wants.

We want our learners to be immersed in their communities. We want them to be able to contribute positively to society in as many ways and as independently as possible. Some of our learners may engage with activities and events related to enterprise. Through enterprises learners learn how to earn and spend money thereby developing crucial life skills.

By helping our learners to develop their personal, social, health and economic skills, we are helping them to become active contributors to society and therefore assist them to live a meaningful, enjoyable life.

## SECTION THREE

### Intent

#### **Strathmore is a Rights Respecting School and promotes the United Nations Charter on the Rights of the Child.**

- To ensure that all content will be age and developmentally appropriate.
- To foster and maintain respect for the various backgrounds, cultures and beliefs of each pupil.
- To prepare our learners to live within their local and national communities as independently as possible.
- To prepare our pupils for what they may observe in the wider community E.g. Different types of relationships, practices related to different belief systems.
- To prepare our pupils for the changes they may feel within themselves E.g. puberty.
- To enable learners to make a positive contribution to their community through a range of school and class projects.
- To provide learners with relevant and up to date knowledge about all aspects of living a healthy, safe and fulfilling life.
- To give learners the opportunity to apply their knowledge within real life situations and to develop their understanding of how to communicate their needs and choices.
- To present learners with appropriate activities that engage them in discussions and decision making about their values, rights and responsibilities.
- To help learners develop resilience, perseverance and pride.
- To help learners achieve their full potential.
- To help learners stay safe in their everyday lives.
- Where appropriate, to develop an understanding of enterprise.
- Where appropriate, to develop an understanding of money.
- To help our pupils access resources offered by the Department for Education E.g. personal hygiene products (annual allowance)

## SECTION FOUR

### Implementation

The planning and teaching of PSHE at Strathmore School:

- The PSHE curriculum is taught via the Scheme of Work, which is organised within Key Stages.
- Within each Key Stage the scheme is taught with regard to the developmental level of each individual.
- The scheme of work is made accessible to learners of all abilities.
- Consideration is given to all cultures and beliefs, and we encourage all learners and staff to respect themselves and others.
- PSHE has a mostly practical base and is taught through the experience of everyday living.
- Staff will identify the best context in which to teach a concept or skill. PSHE related learning may be taught during discreet sessions, curriculum sessions or off site learning.
- PSHE lessons may be taught to the whole class, small groups or individually depending on the learners' needs. Groupings will reflect the nature of the learning content.
- Parents and carers are informed about the RSE curriculum content and changes to the Schemes of Work. Parents/Carers have the right to withdraw their child from particular non-statutory sessions. The statutory requirements include that **Relationships Education is compulsory for all pupils receiving primary education and Relationships and Sex Education is compulsory for all pupils receiving secondary education. Parents are welcome to discuss any concerns with the class teacher before applying for exemption from the head teacher.**
- PSHE content is also delivered through school assemblies. The topics for assemblies link with PSHE, Children's Rights and Global Goals and are delivered by teachers.
- Lessons are differentiated according to age and ability with an emphasis placed on using developmentally appropriate activities.
- Learners work towards targets during class routines such as snack time, mealtimes and swimming lessons.
- There are clear links to other curriculum areas as well as to work with other professionals.
- PSHE related topics and learning will also be shared with parents via a variety of group sessions organised by the school's family support worker E.g. internet safety training, managing puberty etc.

## **SECTION FIVE**

### **Assessment**

- PSHE is assessed and recorded through small steps, incidental learning annotations and ongoing observation of students.
- Curriculum Maps identify the knowledge and skills we want learners to accrue progressively as appropriate to their developmental needs and abilities
- Teachers use assessment to check learners understanding in order to inform teaching.
- Purpose of assessment is to help learners embed and use knowledge fluently, develop their understanding and not simply to memorise disconnected facts.
- Individual PSHE targets are set appropriate to the needs, abilities and age of the learners when appropriate.
- Annual review reports written by teachers reflect the progress and achievement made by students in the areas of personal and social development generally and specifically against intended Outcomes when those have been set.

## SECTION SIX

### Impact

- Pupils are more independent during the completion of everyday tasks E.g. getting dressed, using the toilet.
- Pupils experience less anxiety related to social events and interactions.
- Pupils are prepared for what they may see and experience in the wider world.
- Parents/ carers will be better able to apply an approach consistent with school when communicating with their children about PSHE/ RSE related topics.
- Pupils will experience less anxiety related to body changes during puberty.
- Pupils will be better equipped to manage changes during puberty E.g. menstruation.
- Pupils will apply social skills to communicate within the wider community.
- Pupils will be able to develop and maintain good relationships.
- Pupils will enjoy healthier, happier, more independent lives.
- Parents and Carers will receive support and thereby experience less anxiety related to any changes their child may be experiencing.
- Pupils, parents and carers will feel valued, listened to and respected.
- Pupils will experience feelings of happiness, pride and belonging.
- Pupils will be resilient and determined when confronted with challenges.

## **SECTION SEVEN**

### **ROLES AND RESPONSIBILITIES**

**Governors** must approve, and keep under review, the school's PSHE policy, which should reflect the school's and the community's values.

**The PSHE Curriculum Leader** monitors the delivery of PSHE and Relationships and Sex Education and is responsible for developing schemes of work for each Key Stage Group, ensuring they are up to date and meet current and respond to changes in statutory requirements. They ensure that the Head and other relevant school leaders are informed of the quality of delivery and receive proposals for developing the teaching and learning. The PSHE Curriculum Leader is also responsible for providing support and training to staff to enable them to deliver the programme sensitively and effectively including identifying appropriate resources and managing the delegated budget.

**Teachers** are responsible for delivering PSHE and Relationships and Sex Education according to the agreed school schemes. Staff are expected to work within the agreed values framework, which is in line with current legislation. Personal beliefs and attitudes of staff may not influence the teaching of Relationships and Sex Education within the PSHE framework.



**SECTION EIGHT**  
**BIBLIOGRAPHY AND RESOURCES**

- The Equality Act 2010 and Schools (May 2014)
- *Relationships Education, Relationships and Sex Education and Health Education statutory guidance 2019*
- Departmental advice on the teaching of personal, social, health and economic education (PSHE) in England. Department for Education, 2013
- Department for Education *Keeping Children Safe in Education (Sept 18)*
- Child Protection Policy, Safeguarding Children and Vulnerable Adults (2019)
- UN Charter on the Rights of the Child (1989)