



PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION

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This policy has been drawn up after consultation with the Senior Leadership Team, teaching and support staff, students and parents/ carers.

It sets out PSHE provision and the ethos that underpins the PSHE curriculum. The five core key themes are health education, relationships and sex education, careers education, citizenship and responsive lessons. The policy explains the methods of delivery and how the school meets national regulatory guidelines and expectations for the coverage of this area in Secondary School Education. The school's PSHE programme reflects the schools aims and ethos and encourages respect for other people with particular regard to the protected characteristics under the Equality Act 2010. The act defines these, for the purpose of the school's provision, as race, sex, sexual orientation, disability, religion or belief, gender reassignment, pregnancy and maternity.

Rationale

The aims of personal, social, health and economic (PSHE) education at Huntington School are to:

- Give students the understanding they need to lead confident, healthy and independent lives.
- Help students to understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.
- Develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking.
- Provide a high-quality oracy education for all children.

PSHE is a core part of the schools' Personal Development programme that provides students with the knowledge they need to make decisions, strengthen them personally, and contribute to building their character. PSHE also links to our core values of Respect, Honesty and Kindness. We teach these values through the curriculum and it is at the forefront of everything we do.

Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in DfE [statutory guidance](#)

We must teach health education under the same statutory guidance.



Content

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our policy for [Relationships and sex education \(RSE\)](#) for details about what we teach, and how we decide on what to teach, in this subject.

Delivery

PSHE lessons are 1 hour long and take place weekly on a Monday. There are also some form time activities that build upon these themes, including assemblies, talks and theatre productions. The themes of PSHE lessons also permeate the curriculum in individual subjects.

Form tutors teach PSHE. We find this is the most effective person to teach the subject, as these teachers know each student's pastoral and academic needs the best, so can differentiate teaching to meet their needs.

We ensure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality. When we do have external speakers presenting PSHE content the school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

All students will receive the PSHE lessons, regardless of ability or special educational needs and/or disability. However, some students will receive these lessons in the Hub if it is felt that it's more appropriate for the information to be delivered to them in a small group/individually. Lessons are differentiated, with scaffolded tasks for students.

In all lessons teachers are given the tools that enable them to approach controversial topics feeling well informed. Lessons are well planned with detailed lesson plans. There is a QR code on the school desktop that teachers can use to give feedback about any training needs they have and there is a training folder available to staff with recordings for staff on topics they have requested. Particularly challenging topics are delivered as narrated PPTs in order to support staff and allow them to concentrate on managing the classroom environment (e.g. many students find the topic of FGM distressing, therefore a narrated PPT allows the tutor to focus on being vigilant to students' needs and offering support where needed). Training has been provided to staff about how to develop students' oracy techniques in PSHE lessons. Also all school staff have received training on political impartiality in schools.



PSHE is a responsive curriculum, in terms of our students and teachers. We work closely with Pastoral Leads and the schools' Designated Safeguarding Lead to ensure that we are responding to issues that they are seeing in our local community. Teachers approach the Subject Leader of PSHE when they have personal beliefs and attitudes that are preventing them from teaching the subject. A range of processes are put into place to ensure colleagues feel comfortable with what they are teaching, with staff training around challenging subjects.

Students are given an effort grade three times a year which is reported back to parents. Every lesson features assessment, which is done in the form of multiple choice questions. These are planned to address misconceptions and check student understanding. Any concerns about student performance on the assessment/ lack of understanding is referred to the Subject Leader of PSHE.

Parents/ carers are sent a newsletter each term with an overview of the learning that will take place in the next term. There is also a direct link to the Subject Leader of PSHE so that contact can be made at any time.

British values are at the core of PSHE teaching in the dedicated sessions and tutorial programme. Where appropriate, PSHE lessons can be used for the delivery of lessons designed to promote key British Values, particularly those pertaining to tolerance and respect for different beliefs and faiths, the rule of law, a broad knowledge of and respect for public institutions and services in England. The understanding and upholding of democratic values and an understanding of 'right' and 'wrong' and respect for civil and criminal law. British values underpin ongoing PSHE teaching.

Roles and Responsibilities

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual students

Students are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Monitoring Arrangements

The delivery of PSHE is monitored by the Subject Leader for PSHE and the SLT Line Manager for PSHE. This is carried out by:

- Collaborative planning
- Scheduled Line Manager meetings
- Feedback from form tutors at Year Group Meetings
- Scheduled Learning walks
- Work scrutiny/review
- Evaluation of individual topics and lesson through student and teacher voice
- The content of PSHE is reviewed annually
- Visits by the PSHE Link Governor

This policy will be reviewed by the Subject Leader for PSHE annually. At every review, the policy will be approved by the governing board and the headteacher.

Links with other policies

This policy links to the following policies and procedures:

- RSE policy which can be accessed [here](#).