

Personal, Social, Health and
Economic (PSHE) Policy

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APPROVED Signature (Trust Board):	
Date:	

Other relevant policies and documents

- RSE Policy (secondary)
- Relationships Education Policy (primary)
- SMSC Policy
- Curriculum Policy
- Equalities Policy (student)
- Inclusion Policy
- Child Protection and Safeguarding Policy

Explanation of Terms

Trust	=	Seckford Education Trust
School(s)	=	schools within the Trust
PSHE	=	Personal, Social, Health and Economic
SMSC	=	Spiritual, Moral, Social and Cultural

1. Aims

PSHE education at Seckford Education Trust is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society. The Seckford Education Trust is committed to 'inspiring, enabling and celebrating each and every young person' across all of its schools.

PSHE education can help the Trust to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the Trust's statutory responsibility to promote students' well-being. In addition the learning provided through a comprehensive PSHE education provision is an essential to safeguarding students, as Ofsted has set out.

PSHE education equips students with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic well-being. A critical

component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

2. Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. In our primary setting:

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#);
- We must teach health education under the same statutory guidance.
- In our secondary setting:
- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#);
- We must teach health education under the same statutory guidance.
- This policy also complies with the terms of our funding agreement.

3. Content and Delivery

3.1 What we teach

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 relationships and sex education policies for details about what we teach, and how we decide on what to teach, in this subject. These can be found on the curriculum page of each school's website.

For other aspects of PSHE, including health education, see the curriculum map for more details about what we teach in each year.

3.2 How we teach it

In our primary setting, there is a weekly lesson which is supported by assemblies and whole-school events often facilitated by external agencies.

In our secondary setting, delivery is via: a weekly tutor time session, drop down days and assemblies. The PSHE curriculum is deliberately folded into other parts of the wider curriculum, for example Science and Humanities and linked to our Careers programme. Across our specialist centres, PSHE is taught on a daily basis; and our approach across all of our settings is to include all pupils and students, regardless of ability or special educational needs and/or disability.

Training for SET teachers is designed to: increase confidence; broaden and deepen teacher awareness of the curriculum; enhance teacher ability to stimulate and facilitate discussion; create safe learning environments for all pupils and students.

SET Teachers are trained to approach controversial topics or difficult questions from pupils and students by ensuring they never let their personal beliefs and attitudes influence their teaching. Teachers are also aware as to how to raise any concerns they may have about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them.

We have developed a spiral curriculum across all key stages with assessment points. Reporting parents will include written progress reports.

4. Roles and Responsibilities

4.1 The Trust Board

The Trust Board will approve the PSHE policy, and hold the heads of school to account for its implementation. In addition, there is a named Trustee for PSHE who will support the Board in monitoring the implementation and impact of the PSHE curriculum.

4.2 The Trust Lead and Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school and in line with the Trust framework.

The Trust Lead is responsible for the curriculum design, resources and review.

4.3 Staff

All staff are responsible for:

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

4.4 Pupils and students

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

5. Monitoring Arrangements

The delivery of PSHE is monitored by the Trust Lead and Headteacher through learning walks, planned scrutinies, student and parent surveys, external review.

This policy will be reviewed by the Trust Leadership Team annually. At every review, the policy will be approved by the Trust Board.