



St Ives School



Personal, Social, Health and Economics Education Policy

School Name: St Ives School

Dissemination: Website and T: Drive

Date policy to be approved by Governors: March 2021

Date policy becomes effective: Immediately

Review date: March 2022

Person responsible for Implementation and Monitoring: Assistant Headteacher / Head of PSHE

Links to other relevant policies: Relationship and Sex Education Policy

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1. Introduction

PSHE is a planned programme of study through which young people develop the knowledge; skills and understanding that they need to manage their lives now and in their futures. PSHE is part of the whole school approach which helps develop students into well rounded individuals, family members and members of the wider world.

The learning outcomes of our PSHE programme are that pupils will; know and understand the laws that govern the country and the key moral concepts that underpin Great Britain in the 21st Century; be able to keep themselves safe and identify situations and scenarios where people may be at risk; students will also be able to confidently discuss where they can get help if and when needed; student will develop the skills of communication, debate, empathy and resilience; understand they have a right to freedom of speech within the rule of law, stay and be kept safe by the law and receive help and guidance in a variety of forms throughout their lives; understand they have a responsibility to live within the Rule of Law and uphold British Values which promote the basis of a safe and democratic society now and in their future lives

DfE Requirements

'All schools should make provision for Personal, Social, Health and Economic Education (PSHE), drawing on good practice' (DFE 2019)

This policy covers our school's approach to Personal Social Health and Economic Education. It was produced by the School through consultation with the DfE statutory guidance February 2019, alongside guidance from the PSHE Association suggested programme of study.

Students have been involved in the creation of this policy through the use of student voice questionnaires which have been conducted within their PSHE lessons. Key needs identified by pupils were the need for more focus on the study of mental health and the factors that can affect it, as well as keeping themselves safe in the 21st Century.

Parents and carers will be informed about the policy through the School Website which has all school policies listed. Parents are also notified of the programme of study at the start of each academic year. If you require this policy in paper form please contact the school via reception or via the school enquiries email.

1.2 Whole School Approach

Provision for PSHE is provided in a number of ways:

Provision	Intent
PSHE Programme in tutor time and assemblies	This aims to promote positive relationships and develop aspects of Careers Education Information and Guidance (CEIAG) and British Values. Tutor time and assemblies are also used to celebrate events throughout the year.
Pastoral Programme	Through carefully planned mentoring sessions students will have the ability to discuss future aspirations and set SMART targets.
Other Subjects	Within many other subjects and departments aspects of PSHE are delivered e.g. radicalisation, extremism, and stereotyping in Drama.
Extra-Curricular activities/Enrichment	Through a range of clubs and wider opportunities students are encouraged to develop personally and socially e.g. the Bar and Magistrates Mock Trial competitions, Kernow Youth Book Awards and Youth Speaks competitions. The Be Inspired Programme also allows students an element of choice over their extra-curricular activities.
Wider Community	Links have been made with the direct and the wider community to enable students to learn through the wider world beyond a school setting. E.g. house competitions, trips and visits to museums and galleries as well other countries. CEIAG also provides well developed links with employers and local businesses.

Pastoral	Intervention, drop in sessions, project such as 'Young Minds' and programmes such as 'Head Start'.
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1.3 Key Processes

Identification of needs

- Consultation with students and staff (Observations, learning walks and student voice)
- Staff subject knowledge reviews of personal strengths and weaknesses
- Through Cornwall Healthy Schools
- Advice from drugs education advisors, local social issues and reports that include local health data for the area
- Opportunities from local agencies e.g. Brook and Addaction
- School nurse visits, weekly
- Pastoral weekly team meetings
- Tutor and House meetings weekly
- Headstart surveys

1.4 Responsibility

The programme will be led by the Assistant Headteacher in charge of PSHE and British Values, CEIAG and Personal Development. It will be taught by the Humanities and PE faculties who have had past experience of teaching these topics.

PSHE will be supported by a range of outside agencies such a Brook and Cornwall Health Promotion Service. Teachers responsible for teaching PSHE will receive training through the PSHE Association and through Cornwall Healthy Schools (Cornwall Council).

We will use external agencies in the following circumstances; the delivery of Relationships and Sex Education, Road Safety and Child Sexual Exploitation. When using external speakers to deliver aspects of our PSHE programme we will ensure that they are recommended by the correct authorities and those they have received relevant safeguarding training.

1.5 Evaluation of Provision

Regular monitoring of all aspects of development in this area includes:

- Atmosphere and behaviour around school
- Number of detentions
- Feedback from tutors and teachers
- Feedback from LSAs and non-teaching staff
- Fixed Term Exclusion (FTE) data
- Student involvement in events
- Parental, student and staff surveys
- School and Subject development plan
- Observations of staff in PSHE
- Learning walks

Pastoral leads meet weekly with the Deputy Head teacher in charge of Safeguarding to consider and review student needs.

1.6 Assessment in PSHE

Assessment in PSHE takes place in a variety of ways:

- Student self-assessment
- Student peer assessment
- Monitoring by teachers
- In built assessment through planning and teaching e.g. questioning and quizzes
- End of unit assessments
- Reporting on attitude to learning
- SMART targets set by students

Assessment data informs the reporting and tracking process.

1.7 PSHE Education and Safeguarding

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support through the pastoral team and the safeguarding team who have the skills to deal with situations whereby students may be at risk.

This policy is informed by the school's safeguarding/child protection policy which states that:

'In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children'

'All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people*
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate'.*

We promote the needs and interests of all pupils, irrespective of [gender, sexuality, culture, ability or personal circumstance] by studying a variety of topics in line with the DFE statutory guidance on PSHE education.

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as an additional language] to ensure that all can fully access PSHE education provision.

We promote diversity and inclusion and will consider all pupils' needs by applying the school accessibility policy and promotion of British Values throughout the school and the curriculum. We expect our pupils to consider others' needs by upholding the British Value of Tolerance and Mutual Respect.

1.8 Curriculum

During Key Stage 3 and 4, pupils will: develop the concepts of building positive relationships; developing resilience; staying safe online and maintaining positive mental health; develop the skills of growth mind-set; distance learning and metacognition through learning about resilience and how to develop resilience.

We will ensure the curriculum is broad and balanced by keeping up to date with the relevant laws and examples of modern day case studies as well as responding to the needs of students at St Ives School, which may change year on year. St Ives PSHE curriculum is based on the PSHE guidance from the DFE as well as the specific guidance published by the PSHE Association.

Our full PSHE programme of study can be seen in Appendix 1.

1.9 Staff Development

Maintaining a culture of PSHE is a priority for the School. We create safe and supportive learning environments by training teachers to deliver high quality lessons, where students are encouraged to discuss and share ideas. Staff will have been trained to answer difficult questions and to deal with subjects in a sensitive manner, which responds to the needs to individual students. An example of training which all staff took part in was 'Self- Harm Training for teachers and Allied professionals, delivered by Dr Lynette Rentoul through the Clinical Commissioning Group'. All staff was then provided with a teacher's toolkit to further their development in this area. In addition to this all staff teaching PSHE have undertaken a full training and comprehensive training programme provided by Teaching Schools Southwest and Brook.

1.10 Student Development

Student voice is part of the tool for planning which helps lead the development of students. Our School council is already taking a lead role in identifying the needs of students and suggesting ways to meet these needs. Student voice surveys are also conducted every 12 weeks in PSHE, this allows students to express ideas and opinions over topics which they would like to study.

1.11 Differentiation and Inclusion

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through a carefully tailored learning experience which may be delivered by a trusted adult on an individual or small group basis.

1.12 Linked Policies

This policy supports/complements the following policies:

- Safeguarding
- RSE (Relationships and Sex Education)
- Radicalisation and Extremism
- British Values
- Careers Education Information and Guidance
- Confidentiality policy
- Anti-bullying policy
- E-safety policy

- Prevent policy
- Teaching and Learning
- Behaviour
- Equality policy

1.13 Parents/ Carers

We are committed to working with parents and carers and will offer support by, when appropriate running parent training and information events to help compliment the learning and development of their child. The School will also send information leaflets throughout the year to ensure that parents are aware of what is being covered in the curriculum and parents and carers the information to support this at home.

We will communicate with parents and carers by letter and through email throughout the year to notify parents of external agencies work with the students and any other events which children may be involved in.

We will communicate to parents about their right to withdraw their children by sending a letter at the start of the academic year which sets out the topics to be studied within that academic term. If a parent wishes to withdraw their child we will the parent should contact the school via telephone or via the enquiries email. A member of staff will make contact with the parent and discuss this on an individual basis. Alternatively parents and carers may wish to contact the appropriate form tutor for further discussion of the topics studied.

Parents can access the programme of study for each term and for each year group via the school website.

Appendix 1: PSHE Overview Year 7-11

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
7	<p>Topic: Managing a successful transition</p> <p>Focus: Managing emotions around transition and building resilience.</p>	<p>Topic: Careers and Enterprise Skills</p> <p>Focus: to look at skills required for workplaces and creativity.</p>	<p>Topic: Personal wellbeing</p> <p>Focus: how to keep themselves safe and healthy through puberty, including physical activity and diet.</p>	<p>Topic: Personal wellbeing</p> <p>Focus: Drugs, alcohol and smoking. CPR and Defib use from external agencies.</p>	<p>Topic: Healthy relationships</p> <p>Focus: self-esteem, friendships and bullying including cyberbullying.</p>	<p>Topic: Healthy relationships</p> <p>Focus: types of relationships, LGBTQ+ and equality.</p>
8	<p>Topic: Finance</p> <p>Focus: Finance and debt, advertising, bank accounts for young people.</p>	<p>Topic: Career pathways</p> <p>Focus: importance of education, development of skills, challenging assumptions of gender and networking.</p>	<p>Topic: Loss</p> <p>Focus: Bereavement, loss and separation including support networks.</p>	<p>Topic: Mental Health and Wellbeing</p> <p>Focus: factors that affect mental health, different types of mental health illness.</p>	<p>Topic: Relationships and Sex Education</p> <p>Focus: what is love, contraception and an introduction to consent</p>	<p>Topic: Discrimination and Human Rights</p> <p>Focus: Discrimination and prejudice, hate crimes and knife crime.</p>
9	<p>Topic: Families</p> <p>Focus: Different types of family units; marriage, civil partnership, forced and arranged marriage.</p>	<p>Topic: Careers and the future</p> <p>Focus: desirable skills, future career focus, CV development</p>	<p>Topic: Drug and alcohol abuse/misuse</p> <p>Focus: drug classifications and law, factors that result in people taking drugs and effects.</p>	<p>Topic: Personal safety and consent</p> <p>Focus: consent both online and offline, including sexting. Influence of media on relationships (Including pornography)</p>	<p>Topic: Relationships and Sex Education</p> <p>Focus: healthy relationships, CSE, victim blaming and FGM.</p>	<p>Topic: Finance and Bills</p> <p>Focus: Savings and budgeting, gambling and the consequences, consumer rights and financial exploitation.</p>
10	<p>Topic: RSE</p> <p>Focus: Parenthood, pregnancy and unwanted pregnancy, abortion, adoption, fostering.</p>	<p>Topic: Personal wellbeing</p> <p>Focus: Fear of Missing Out Online (FOMO), stress and exam stress, cancer signs and symptoms.</p>	<p>Topic: Politics and UK political system</p> <p>Focus: UK parliamentary system, voting, democracy and other types of governments.</p>	<p>Topic: Drug and Alcohol use/misuse</p> <p>Focus: prescription drugs and steroids, county lines activities and alcohol use and impacts.</p>	<p>Topic: Crime and equality Act 2010</p> <p>Focus: Knife crime, hate crime and radicalisation. Stalking and harassment. and gangs (Including Equality Act 2010.)</p>	<p>Topic: Personal Health and wellbeing</p> <p>Focus: Stem cells, organ donations and blood donations. Cosmetics, piercings and cosmetic surgery.</p>

11	<p>Topic: Qualification framework. Am I job ready?</p> <p>Focus: Review of skills, writing of CVs and mock interviews with employers. To review Local Labour Market Information (LMI) and evaluate Higher Education as an option.</p>	<p>Topic: Personal wellbeing</p> <p>Focus: Consent, revenge pornography and online safety. Law surrounding Female Genital Mutilation.</p>	<p>Topic: Morals and Ethics</p> <p>Focus: Genetic Engineering, assisted suicide and the death penalty.</p>	<p>Topic: Politics and FBV</p> <p>Focus: Citizenship, life in a community, voting and voting systems.</p>		
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Health and wellbeing	Living in the wider world	Relationships (RSE)

<p>Topic: RSE</p> <p>Resources: PSHE Association</p> <p>Focus: Parenthood, pregnancy and unwanted pregnancy, abortion, adoption, fostering.</p> <p>Outcome: students to become aware of their choices as they become young adults.</p> <p>Duration: 4</p>	<p>Topic: Personal wellbeing</p> <p>Resources: Internet access, Heads Together and Mind</p> <p>Focus: Fear of Missing Out Online (FOMO), stress and exam stress, cancer signs and symptoms.</p> <p>Outcome: For students to know the signs, symptoms and management methods for stress, anxiety and depression.</p> <p>Duration: 4</p>	<p>Topic: Politics and UK political system (International links)</p> <p>Resources:</p> <p>Focus: UK parliamentary system, voting, civil and criminal law, democracy and other types of governments.</p> <p>Outcome: To have an understand of the Fundamental British Values and Law.</p> <p>Duration: 4</p>	<p>Topic: Drug and Alcohol use/misuse</p> <p>Resources: Talk to Frank, Cornwall Health Promotion Service.</p> <p>Focus: prescription drugs and steroids, county lines activities and alcohol use and impacts.</p> <p>Outcome: for students to know about reliance on prescribed drugs and addictions.</p> <p>Duration: 4</p>	<p>Topic: Crime and equality Act 2010</p> <p>Resources: online Rise Above teaching activities</p> <p>Focus: Knife crime, hate crime and radicalisation., stalking and harassment. and gangs (Including Equality Act 2010,)</p> <p>Outcome: for students to know how to cope with pressure and where to get help and support.</p> <p>Duration: 4</p>	<p>Topic: Personal Health and wellbeing</p> <p>Resources: Mind and NHS</p> <p>Focus: Stem cells, organ donations and blood donations. Cosmetics, piercings and cosmetic surgery</p> <p>Outcome: students are aware of risks and potential benefits.</p> <p>Duration: 4</p>
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