



# Personal, Social, Health and Economic Education Policy

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## **Personal, Social, Health and Economic Education Policy (PSHEE)**

Personal, Social, Health and Economic Education (PSHEE) including citizenship education, contributes to the school curriculum at Quinton House School by helping to give pupils the knowledge, skills and understanding they need to become informed, active, responsible citizens. At Quinton House School, we recognise that the personal and social development of children underpins the whole of the education process. PSHEE is not just a body of knowledge to be learnt but is a principle running through the school that should enhance the self-esteem, identity and potential of each pupil.

Through our teaching we actively promote the protection of young people and foster co-operation and understanding. Quinton House School is a safe, calm and caring environment where everyone is treated equally and their values, opinions and suggestions will always be encouraged and taken into consideration. This includes the whole school community of teaching and support staff, parents and pupils.

The philosophy underpinning PSHEE places great emphasis on the development of self-esteem. It enhances academic performance and increases the likelihood of success

### **The rationale:**

Far from being on the fringes, PSHEE is at the heart of everything that takes place in a school. As the young people develop they begin to encounter more and more people from all walks of life. It therefore pays to be furnished with a global view of a world that is ever breaking down the boundaries and distances between its different cultures and beliefs. Universities seek young people who are more 'rounded', and work places increasingly advertise for candidates who can show good 'interpersonal skills' and an 'understanding of the needs of those around them.'

We comply with the Education Act of 1996 which requires schools to provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils;
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

Quinton House School embraces this as the foundation of its PSHEE philosophy.

With this in mind, the PSHEE programme aims to instil an understanding in all the pupils that academic success is not sufficient on its own for success. PSHEE is essentially concerned with the education of the whole person rather than with the knowledge that person needs.

We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, radicalisation, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

PSHEE is also intended to complement classroom teaching in that it assists other bodies in the school in monitoring and assisting with the development of the emotional and social well-being of our young people.

## Aims

The aim of PSHEE is to help young people understand and value themselves as individuals and as responsible and caring members of society. To this end we will:

- promote a healthy lifestyle;
- prepare pupils for the opportunities, responsibilities and experiences of adult life;
- offer our pupils the opportunities to achieve their physical, psychological and social potential;
- promote attitudes and behaviour which contribute to personal, family and community relationships;
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs;
- encourage the development of personal skills that enable young people to function successfully as members of society;
- promote Fundamental British Values;
- promote e-safety to ensure our pupils stay safe online.

## Objectives

To enable young people to:

- develop personal autonomy by encouraging self-awareness, self-esteem, self-confidence whilst encouraging positive thinking;
- be self-reliant and self-motivated;
- be self-disciplined and accept personal responsibility and the consequences of their own actions;
- acquire a sense of social and moral responsibility;
- accept their individual feelings and emotions and those of other people;
- explore alternative ways of resolving conflict without resorting to force;
- think critically and explore different strategies for problem solving;
- make decisions and understand the effects of those decisions;
- make choices within a moral context;
- communicate clearly and express opinions confidently;
- listen to and respect the values and opinions of others;
- explore their own values and attitudes and be aware of how they arrived at them and how they impact on others;
- co-operate with others to create an atmosphere of respect and tolerance;
- exercise choice and manage their personal learning, work and leisure;
- set themselves achievable and challenging goals;
- take risks and make mistakes within a safe environment;
- adopt a healthy lifestyle;
- understand society and its political, economic and legal structures;
- be aware of world issues and the role of the individual;
- keep themselves safe;
- be aware of the risks of radicalisation and extremism.

## **Teaching and learning**

PSHEE will be delivered as part of the timetabled lessons within the school week. Staff in the Senior School deliver PSHEE within their Form Tutor teams to allow teachers to focus on areas of the curriculum they have particular knowledge about. Form tutors in the Junior School teach PSHEE to their form groups. There are threads of PSHEE that can be identified across the curriculum in individual subject areas and this holistic approach will ensure that our pupils receive a rich and varied delivery of this aspect of the curriculum.

Much of the teaching and learning achieved in PSHEE is experiential and active. It involves group activities that are motivating and exciting. They lead pupils to explore and make their own discoveries whilst developing a range of skills. The majority of work completed in PSHEE is oral but worksheets and ICT are used as appropriate. Lessons include a wide range of strategies and activities relevant to the age of pupils such as: **experience sharing – story telling – voting – discussion – DVDs – warm ups – individual, paired and group work – brainstorming – interviewing – role play - quizzes – games – questionnaires – worksheets – visiting speakers – circle time – drawing.**

## **E-Safety**

E-Safety is delivered to pupils by Form Tutors with the help of outside agencies who are experts in their field.

## **Continuity and progression**

Continuity and progression is ensured throughout Quinton House School by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values.

## **Cross-curricular links**

PSHEE permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout Quinton House School. There are particularly strong links with the science curriculum as well as literacy, geography, history and art.

Regular communication should take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach and to enhance and identify the development of existing links.

## **Equal opportunities**

All activities are planned in a way that encourages full and active participation by all pupils, irrespective of academic ability, gender, differences in culture or background.

## **Assessment, recording and reporting**

Assessment in PSHEE is recognised as being different than in many other subjects. Emphasis is placed on self- assessment, review of group work, class discussion and written work that can rarely be marked in a conventional context. However, staff should monitor a pupil's book as they would when checking pupils' classwork in their own subjects. Marking should demonstrate that the teacher (and pupil) value what has taken place in a lesson. There is no formal homework or requirement to assess attainment.

## **Monitoring**

Monitoring will be carried out by SLT and the PSHEE Coordinator through a scheduled programme of lesson pop-ins.

## **School Council**

School Council representatives will be elected by their peers at the start of each academic year. The Headteacher or nominated senior member of staff will discuss items raised by the School Council with relevant items being raised at SLT meetings. The School Council will make a valued contribution to the Code of Conduct at Quinton House School which, when agreed, everyone is expected to follow.

## **Learning Support Provision**

The nature of the topic allows for a broad range of media for delivery. Those pupils for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. As PSHEE is not currently examined or assessed there is no call for specific support for less able pupils or streaming, though it remains incumbent upon the session leader to ensure that all pupils are as involved as possible in the discussions and activities taking place.

Members of staff are aware of any home situation or social difficulty that could make some subjects more sensitive than others. The school's pastoral communications inform staff on a weekly basis of any issues that we know about that need to be considered during PSHEE sessions.

## **Curriculum enrichment**

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities is prevalent.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans in order to enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

Pupils are encouraged to attend a variety of conferences throughout the year including work on careers and crime prevention. A variety of field trips and excursions including activities and bonding weekends are scheduled and outside speakers present to pupils on a variety of topics, during assemblies and at other arranged times.

Assemblies are used across the school to highlight areas of PSHEE. They are led by members of staff and pupils and are used as a vehicle to promote relevant aspects of the PSHEE curriculum. External speakers are invited to speak to pupils during assemblies to allow pupils the opportunity to experience a wide variety of topics and viewpoints.