

Personal, Social Health and Economic Education (PSHE) Policy

Policy Number: N124

Policy Owner: Deputy Headteacher

Governing Body Responsibility: Welfare Committee

Version: 4.0

Date: June 2022

Policy to be reviewed on or before June 2025



Kesteven and Grantham Girls' School

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1. Introduction

PSHE is an integral part of the preparation of students for the opportunities, responsibilities and experiences of adult life. At all Key Stages, PSHE is integrated into the curriculum and, in addition, one lesson (1 hour) of Guidance and Support is offered every 2 weeks.

2. Aim

The aim of the Personal, Social, Health and Economic (PSHE) education policy is to develop skills and attributes such as resilience, self-esteem, risk management, team working and critical thinking in the context of learning grouped into three core themes: health & wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

3. Objectives

Through a range of learning styles and activities, students will:

- Develop confidence and responsibility and make the most of their abilities.
- Develop a healthy, safe lifestyle.
- Develop good relationships and respect the differences between people.

4. Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it that 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 the statutory guidance.
- We must teach health education under the same statutory guidance.

5. Implementation

Responsibility for the planning of this policy lies with the Deputy Headteacher and Assistant Headteacher Post 16 Education and Welfare and the Heads of Year, and the implementation with the Form Tutors and all other teaching staff. What we teach in each Key Stage is set out in our curriculum map and is supported across the whole curriculum.

The PSHE programme is taught through:

The Guidance programme in Years 7 to 13 (1 hour every 2 weeks) plus personal development lessons in Y10 (1 hour every 2 weeks) during which teachers use up-to-date information and resources.

- A variety of teaching and learning strategies and methods are used to involve students in the learning process, as outlined in the school's Teaching and Learning policy.
- Strong links with external agencies who contribute to the PSHE programme, by providing regular opportunities for expert input - e.g. police, health, Theatre in Education, Careers and advisory services.
- 'The ethos of equal opportunities which gives students opportunities to: -
 - i. Challenge attitudes, beliefs and stereotypes.
 - ii. Work co-operatively with people who are different from themselves.

- iii. Deal with changing relationships in a positive way and recognise that actions have consequences.
- iv. Develop working relationships with a range of adults.
- v. Promote the underlying principles behind fundamental British values including democracy, rule of law, individual liberty, mutual respect and tolerance of those with different beliefs and religions.

We also recognise the important role of parents in shaping the PSHE of their children and, therefore, involve them, where appropriate, through Information Evenings and one-to-one discussion.

6. Roles and Responsibilities

The **Governing Body** will approve the PSHE policy, and hold the Headteacher to account for its implementation.

The **Deputy Headteacher and Assistant Headteacher** post 16 education and welfare are responsible for ensuring the PSHE is taught consistently across the school.

The **staff** are responsible for delivering PSHE in a sensitive way, modelling positive attitudes towards PSHE and responding to the individual needs of the students.

The **students** are expected to engage fully in PSHE and treat others with respect and sensitivity.

7. Supporting documentation:

PSHE Association - Resources – The National Curriculum – Statutory requirements for Key Stages 3 & 4 2014

8. Related School Policies:

Teaching & Learning Policy
Student Support Policy
Equal Opportunities Policy
Special Educational Needs Policy
Citizenship Policy
Relationships and sex Education Policy

Careers Education Guidance Policy

9. Configuration History

Version:	Date:	Author	Contributors
1.0	June 2008	Assistant Headteachers – Learners and Learning	Guidance and Support Planning Group
1.1	March 2010	Jane Evans	
1.2	June 2010	Assistant Headteachers – Learners and Learning	
1.3	June 2011	Assistant Headteachers – Learners And Learning	
2.0	June 2016	Deputy Headteacher – Pastoral	
3.0	June 2019	Deputy Headteacher	Assistant Headteacher - Pastoral
4.0	June 2022	Deputy Headteacher	Assistant Headteacher – post 16 education and welfare

Audit trail of change

Version	Date	Reason for Change
1.0	June 2008	Policy Review
1.1	March 2010	Policy re formatted
1.2	June 2010	Policy Review
1.3	June 2011	Policy Review
2.0	June 2016	Policy Review
3.0	June 2019	Policy Review
4.0	June 2022	Policy Review

Authorisation

Name	Date	Signature
Mrs A Dorkes	June 2022	