

## Personal, Social, Health and Economic Education Policy

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## 1. The Policy

- 1.1. This policy is applicable to the Stephen Perse Foundation (the **School**). It is applicable to the whole school community including those students in the Early Years Foundation Stage (**EYFS**).

## 2. Guiding Principles

- 2.1. Personal, Social, Health and Economic Education (**PSHEE**) helps students to develop as confident, healthy and responsible individuals and members of society.
- 2.2. Through our PSHEE programme we aim to help students to:
- Develop their ability to make informed and reasoned choices and decisions;
  - Reflect on the spiritual, moral, social and cultural issues they face as they approach adulthood;
  - Reflect on their experiences and how they are developing;
  - Understand and manage responsibly a wider range of relationships as they mature;
  - Respect the diversity of, and differences between, people with particular regard to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or beliefs, sex, sexual orientation;
  - Live healthily;
  - Develop their wellbeing and self-esteem, encouraging belief in their own ability to succeed;
  - Build their resilience to radicalisation by promoting Fundamental British Values and enabling them to challenge extremist views;
  - Take responsibility for their learning and future choices.
- 2.3. The aims and objectives of our PSHEE programme are in line with those in the National Curriculum non-statutory guidelines for PSHEE and also incorporate the requirements of the Department for Education's statutory guidance on Relationships and Sex Education. The School uses the Cambridgeshire Personal Development Project Framework (where applicable) as a framework. These resources are adapted and augmented, as appropriate, for the needs of our students. It includes Myself and My Relationships, Healthy and Safer Lifestyles, E-Safety, Relationships and Sex Education (RSE), Economic Wellbeing, and Citizenship. For our older students this also refers to Careers Guidance.
- 2.4. The programme, which includes learning about Fundamental British Values, is delivered in a variety of ways, such as assemblies, visiting speakers, presentations, curriculum and registration time. This provides students with access to School staff and specialists in some topic areas.

## 3. Relationships and Sex Education

- 3.1. Our Relationships and Sex Education (**RSE**) programme follows the Department for Education (DfE) guidance in this area. Age-appropriate effective RSE is essential if young people are to make responsible decisions about their lives. Our aim is to teach students how to make well-informed decisions whilst supporting them in their physical, emotional and moral development. We aim to help them to develop respect, both for themselves and for others, and to move with confidence through childhood and adolescence into adulthood. For further details please see the separate RSE Policy.

#### **4. Online Safety**

- 4.1. It is widely recognised that the use of technology can boost educational participation and success. It is at the heart of many aspects of school and home life; we need to guide our students to be responsible and confident users, and to prepare them to be successful global citizens. Our aim is to inspire our students to embrace innovation and the use of new technologies in a safe and effective way. The PSHEE programme encourages students to make appropriate decisions online, including decisions about sharing personal information, and to always think about digital interaction. Online safety events, such as Safer Internet Day, are used to champion and highlight safe practice in different points of the year across phases.
- 4.2. The following resources to support schools with online safety are used:
- [Education for a Connected World](#) framework from the UK Council for Child Internet Safety (UKCCIS)
  - [Cambridgeshire Primary Personal Development Programme](#)
  - [Guidance from the PSHE Association](#)
  - [Be Internet Legends](#) by Parent Zone, Google, Project Eilve and Childnet.com

#### **5. Citizenship**

- 5.1. Our students are growing up in a globalised and interconnected society. We support and encourage them to look forward to an informed and active life as British, national and global citizens. They have the opportunity to participate in the life of the school community in different ways and through this they gain experience of democratic elections, rights and responsibilities, decision making and contributing to society.
- 5.2. Our older students examine legal and political status (since being a 'citizen' entails rights and responsibilities defined and upheld by law) as well as involvement in public life and affairs – being an 'active citizen' will create a sense of community by encouraging participation in voting, decision making and maintaining standards of moral and social behaviour. They are encouraged to maintain standards of moral and social behaviour through class discussions and assembly presentations. In addition, students can take on positions of responsibility within their forms, house and the school as a whole, and often engage in charity fundraising and awareness-raising activities within their forms. Aspects of citizenship are, and should continue to be, scrutinised and critically analysed, a skill which is key to students' intellectual development as well as helping them to become thoughtful and responsible citizens.

#### **6. Careers and Guidance**

- 6.1. Work-related learning makes a major contribution to preparing young people for the opportunities, challenges, responsibilities and experiences of life. Through the curriculum our students learn how to understand financial management and have the ability to explore the financial decisions that they will need to make in the future. We provide students with the knowledge and skills to make informed choices and live independent lives. However, guidance also encompasses developing their self-awareness, so that they understand themselves and the influences on them and thus are able to make appropriate decisions and manage transitions effectively. Further details of Guidance provision can be found in the Careers Education and Guidance Policy.

## **7. Building Resilience**

- 7.1. Resilience is the capacity of people to confront and cope with life's challenges and to maintain their wellbeing in the face of adversity. We help our students to have a positive image of the future, set solid but realistic goals, be empathetic and compassionate towards others, and never to see themselves as victims. We help our students develop their resilience to radicalisation by providing a safe space in which children and staff can understand the way online content can be used to manipulate people's opinions as well as the risk of radicalisation, and also develop the knowledge and skills to be able to challenge extremist arguments. The Prevent Duty is appropriately and proportionately woven into the PSHEE Curriculum.

## **8. Organisation of Teaching**

### **8.1. 3-11**

- 8.1.1. The PSHEE programme is taught through designated weekly lessons and circle and form time discussions led by form teachers. In addition, a broad range of enrichment activities are planned, including phase and whole-school assembly programmes, collaborative events that promote social and emotional development, and a wide variety of school visits and residential trips. Some key themes such as E-safety are revisited half termly; other units are delivered on a spiral curriculum from Years 1-6 with key themes being revisited across phases at an age appropriate level. Trained staff members deliver on key themes, including our Head of Wellbeing, Heads of Phase and Mental Health First Aiders.

- 8.1.2. Relationships and Sex Education is delivered as part of the timetabled PSHEE programme. This curriculum combines elements of Relationship Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body).

- 8.1.3. In addition to the designated PSHE lessons, other subject specialists deliver complimenting material. The statutory content of our Sex Education programme is planned to facilitate age appropriate learning through our science curriculum in the summer term, and further links to e-safety are made through thematic lessons. Further information is available in our RSE policy.

- 8.1.4. Parents of pupils in Years 1-6 are informed of the content of RSE sessions via email prior to the summer term.

- 8.1.5. Relationships and Sex Education workshops are held for parents of pupils in Years 1-6 in the spring term, prior to the units being taught in the summer term. In these workshops, key information is shared and support is provided on speaking to children about relationship and health issues.

### **8.2. 11-18**

- 8.2.1. PSHEE/RSE is delivered in a "spiral" curriculum in KS3-5, designed to ensure that students will revisit topics with different, age-appropriate levels of depth and content as they progress throughout their school career. Our provision is based on the Cambridgeshire and Peterborough Personal Development Programme, as well as the Government's outline of statutory RSE content, which provide a framework for the curriculum content to be covered at each Key Stage that we adapt and adjust to best fit our particular setting and context. This is reviewed on a yearly basis by the Head of Wellbeing in liaison with the Deputy Head Pastoral (11-18) (for KS3/4) and the Head of Sixth Form (for KS5). KS5 provision, which largely takes

place within the broader tutorial programme, is designed to ensure that students joining the Sixth Form from outside of the School receive an appropriate and sufficient coverage of topics and issues, regardless of their PSHEE/RSE education up to this point.

- 8.2.2. In Years 7 and 8, PSHEE and RSE content is delivered through a combination of tutor-led sessions during form time, and off-timetable sessions, often involving external speakers. Provision for Years 9 to 11 is through a timetabled, weekly lesson with a dedicated member of staff, who has chosen to teach the subject and received training. This programme is complemented with occasional external speakers. In addition, topics related to PSHEE are often discussed as part of year group, key stage and whole school assemblies.
- 8.2.3. At KS5, PSHEE is delivered through a combination of off-timetable events, tutorial programme in Year 12, and through seminars and talks including the 'Careers and Guidance' programme.
- 8.2.4. PSHEE education is most effective when parents are engaged and informed about learning in school, so that they can support their children and talk about the issues and subjects raised in lessons at home. Parents of students in Years 7-11 are informed of the content of each PSHEE/RSE session or unit of work via email. All resources are uploaded to students' PSHEE Google Classrooms, and parents are able to access these through their children's school accounts. In addition, parent information webinars are held at the beginning of the academic year to give an overview of topics that will be studied, in addition to special webinars run by guest speakers about topics of interest to parents, such as online safety and mental health.

## **9. Transition**

- 9.1. Transition or admission to a School School, or another school, is considered to be an important aspect of PSHEE. Effective staff liaison between schools and carefully planned experiences, with associated discussion, ensures that students are well prepared, emotionally as well as academically and practically, for the next stage of their education.

## **10. Related policies**

- Careers Education and Guidance Policy
- Relationships and Sex Education Policy

## Version Control

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