



Holte School

Personal, Social, Health and Economic Education Policy

Lead member of staff:	Jennie Davis (Deputy to Assistant Headteacher, Pastoral)
Legislation Status: (Statutory/Non-Statutory)	Non-statutory
Local Authority Model Policy or School Written Policy:	School Written Policy
Required on school website:	Yes
Revision Date:	May 2023
Date Ratified By Full Governing Body:	June 2023
Signed By Chair Of Governors: Ms C Hardy	C Hardy

1. Aims and objectives

1.1 Personal, Social, Health and Economic (PSHE) Education will enable students to feel positive about who they are and to enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils will learn to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Students will learn to recognise, develop and communicate their qualities, skills and attitudes. They build knowledge, confidence and self-esteem and make the most of their abilities. Students will learn to identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

1.2 Our aim therefore for PSHE is to provide pupils with:

- accurate and relevant knowledge and opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- opportunities to develop socially, morally, spiritually and culturally
- opportunities for character development
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

1.3 At Holte School we are committed to creating a safe and inspiring place for all children to learn and develop, where children's rights are respected, their talents are nurtured and they are able to thrive as individuals and as a community. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum. The four guiding principles of the UN Convention on the Rights of the child state that:

1. All children are entitled to the same rights without discrimination of any kind.
2. All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
3. All children have the right to survival and development.
4. Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following articles are protected and promoted through this policy – articles 2, 3, 6, 12, 13, 14, 15, 17, 24, 28, 29.

2. Content and delivery

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

For further information:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The delivery of PSHE is monitored and reviewed by the Deputy to the Assistant Headteacher, Pastoral, in conjunction with Year Managers and the Assistant Headteacher, Teaching and Learning.

2.2 PSHE education is where pupils are able to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Through PSHE education we aim 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 and wellbeing
- relationships
- living in the wider world (including economic wellbeing and aspects of careers education).

Our PSHE curriculum is closely linked with the recommendations of the Department of Education and the PSHE Association. PSHE provides an opportunity for the school to establish an effective safeguarding curriculum, for pupils' social, moral, spiritual and cultural development, their character development, metacognition and the promotion of fundamental British values.

2.3 We are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance. The school covers issues relating to sexual abuse and harassment as part of the SMSC days and wider SMSC curriculum. For further information please refer to the school's Relationship and Sex Education policy. For other aspects of PSHE, including health education, see the attached curriculum map for more details about what is taught at each stage of the curriculum.

2.4 In PSHE at Holte School we will:

- Create a comfortable class room climate where students are confident and discuss their hopes, fears and sensitive issues
- Include opportunities for pupils to develop skills of critical thinking.
- Provide enrichment opportunities that support and develop our students emotional and physical well being
- Work with external providers to provide the best possible experience and expertise for our students
- Remain flexible with our curriculum and respond to issues as and when they arise.

2.5 Mode of delivery - PSHE is taught in a variety of ways. Some topics are taught in dedicated PSHE times during our SMSC program of study (see appendix). Other topics are delivered through three discreet 'PSHE days' during the year. We develop PSHE through activities and whole-school events e.g. the school council representatives from each year meet regularly to discuss school matters, charity events are run each year and we encourage the pupils to take part in our whole school sports day.

PSHE is not just restricted to specific timetabled time. At Holte PSHE is delivered within a whole school approach. Many of the objectives are covered through other areas of the school's curriculum; attitudes and expectations of behaviour promoted by adults in the school using our core values.

2.6 Teaching PSHE through curriculum areas – all curriculum areas are required to outline how their subject contributes to the delivery of PSHE. An audit map is updated annually providing evidence of how PSHE is delivered across the curriculum. Examples of how different areas of the curriculum deliver PSHE include, but are not restricted to.

- English - skills in enquiry and communication, use of source, discussion and presentation of arguments, texts with personal, health and relationships issues.
- Mathematics - aspects of financial capability.
- Science - teaching and learning on health, drugs (including medicines), sex education, and safety.
- Design & Technology - health and safety issues, food and nutrition, the consideration of social and moral dilemmas associated with the global environmental impact of products during design and make activities.
- ICT - finding ICT-based information, handling data, e-mail for communication and exchange ideas.
- History - ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity.
- Geography - implications of sustainable development for pupils' own lives; skills of geographical enquiry including communication, learning how people interact with the world.
- Modern Foreign Languages - communication in the target language and learning about culture, customs and beliefs.
- Art and Design - learning to respect differences between people through investigating work of artists, craftspeople and designers from Western Europe and the wider world.
- Music - making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and their expression.
- Physical Education - teaching and learning about health and safety, development of co-operation and commitment.
- Citizenship - issues of politics and social policy; British values, democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- Religious Education - religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- Business studies and economics - developing pupils' understanding of the world of work and their role as consumers, aspects of financial capability.

2.7 Teaching PSHE through discrete PSHE days - There are three PSHE days a year for pupils in Key Stage 3 - 5 held once every term. There are six sessions lasting fifty minutes each, with a plenary undertaken during the following form time to consolidate and review the learning. The days are delivered via Year Teams and organised by Year Managers. They are delivered in this way to maximise the relationship between Form Tutor and pupil.

2.8 Teaching PSHE through the SMSC Program of Study - Additionally, PSHE work is carried out during Form Time by Form Tutors. This is overseen and organised by the Year Manager. There is a SMSC program of study which runs alongside the PSHE program of study. The Year Manager arranges resources for the Form Tutors to teach once a week. They also deliver an assembly on a similar PSHE topic to consolidate and further stretch learning. This SMSC program of study was developed under guidance from the PSHE Association and covers the 3 main themes of both PSHE and Citizenship (found in the appendix).

2.9 Special Educational Needs (SEN) – Our PSHE is fully inclusive and its provision reviewed in conjunction with the school's SENCo annually. Our teachers provide learning opportunities matched to the individual needs of children, including those who are gifted and talented or have learning difficulties. When teaching PSHE we take into account the needs of all students, including support strategies identified through behaviour and learning support plans. Teaching Assistants provide support to individual pupils and groups of pupils during PSHE days and for normal timetabled lessons. There may be circumstances where it is deemed necessary to create a nurture group led by the SENCo, or external agencies, to ensure that pupils with SEN can fully access the PSHE curriculum. TAs receive additional training so that they can support SEND pupils, including specialist RSE training.

2.10 Reporting on, and recording pupil progress - Assessment of the pupil's contribution and development takes place through pupil self-assessment, peer assessment and teacher assessment, as well as an end of year formative assessment. Pupil progress is reflected upon in end of year reports via Personal Learning Checklists and discussed with pupils during plenary sessions and academic mentoring.

Factual knowledge and understanding (effects of drugs; why hygiene is important; where support and help can be found etc.) are assessed using written and verbal tests as well as extended prose. However, our teachers recognise the need to exercise caution in judging the individual performance of pupils, in terms of attitudes, values and behaviours apparent, as their own will undoubtedly have an influence on this process. For personal and social skills, the school will ensure that these are assessed in real or simulated activities, often using group or paired work.

Evidence of personal and social learning and development can come from peer and self-assessment, teacher observations, verbal feedback, written records within exercise books, and feedback from external agencies. Pupils make personalised notes on PSHE days in their folders and exercise books, as well as evaluate at the end of each day. These individual folders containing the exercise books are kept in form rooms. PSHE exams that all pupils sit, are stored in the pupil's folders and their results are kept centrally.

2.11 Resources for PSHE - Staff use the objectives from the PSHE and SMSC schemes of work to plan PSHE lessons. Teaching resources are available in subject departments as well as via the PSHE

coordinator. Holte School is working with local partners, agencies, theatre in education, LA advisers and consultants to ensure appropriate provision. There are opportunities to use community-based agencies in school in order to accelerate the development of programmes and policies. Careful consideration is given to issues of content, co-ordination and consistency.

At Holte, all community based agencies who visit to provide curriculum support should be issued with 'guidance for visitors'. Prior to agencies attending the school, relevant staff ensure that:

- An 'Educational Visit Process' form and a 'Risk Assessment' is submitted for each visitor
- Photo ID obtained.
- A letter of assurance (if working alone with pupils, or once a week or at least 3 times in every 30 days).
- Appropriate checks have taken place of the material to be delivered by a DSL.
- Resources have been checked for suitability.
- Appropriate planning sheets/lesson plans have been produced and shown to SLT.
- Their input is integrated within a planned programme.
- School/class background information has been issued.
- Confirmation of dates and times have been confirmed in writing.
- An evaluation process has been agreed.

3. Monitoring and evaluation

3.1 Quality assurance is carried out on all PSHE days and form time (see appendix). All external visitors have their material vetted and then quality assurance is undertaken of their sessions. All student do evaluations of each PSHE days, then results of these are analysed by Year managers. Records of these sessions are then shared with the pastoral team and discussions held in Year Manager and Pastoral meetings, where actions are developed. There are scheduled meetings before PSHE Days to discuss and plan the sessions. Year Managers, PSHE coordinator and Assistant Headteacher Pastoral meet once a month in a meeting where PSHE is always discussed.

3.2 PSHE will be developed in line with the School Improvement Plan and in line with government recommendations. At the end of each academic year there will be a review of the Curriculum delivered over the year so that any necessary changes can be accommodated in the next academic year. Parents and carers are an important part of the school improvement process and are invited to consult on provision for PSHE, including relationships and sex education. As part of our program of study we also deliver a series of parent sessions throughout the year. We aim to deliver one of these parent information workshops once every half term. As well as these parent workshops we also send letters home after each PSHE Day explaining what the pupils have learnt about during the PSHE Day and offering helpful websites to find further information.

3.3 The governing board will approve the PSHE policy, and hold the Headteacher to account for its implementation.

Appendix One - PSHE programme of study

	PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Year 7	Transition and Safety	Rights, responsibilities & activism	Values & character	Careers, finance & the economy	Diversity, Prejudice & Bullying	Health & Puberty	Politics & the Law
Year 8	Healthy & unhealthy relationships	Community & Careers	PiXL Edge	Finance & the economy	Justice	Safety & wellbeing	Democracy
Year 9	Relationships & Sex	Rights in Action	Philosophy	Digital literacy	Celebrating Identity	Healthy Lifestyles	The Law
Year 10	Healthy Relationships	Making a difference	Religious Ethics	Life skills & employability	Living together in the UK	Exploring Influence	Power & Influence
Year 11	Wellbeing	Aspirations & destinations	Beliefs, practices & sources of wisdom & authority	Global Citizens	Life in the Modern World		
Year 12	Relationships & risk	Checks and balances	Religion, beliefs practices & teachings	Mental Health & emotional wellbeing	Identity & the Media	Aspirations & destinations	Politics & the Law
Year 13	Transition & safety	Community	Philosophy of religion	Independence	Healthy lifestyles		

Year 7						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Transition and safety	Rights & responsibilities	Values and character	Careers, finance & the economy	Diversity, prejudice and bullying	Health and Puberty	Power & Influence
1. Mental Health & emotional wellbeing	1. What are rights?	1. What are values? (incl. the school's core values)	1. Employability, enterprise and leadership.	1. Prejudice, stereotypes and discrimination	1. Online safety: conduct, content, contact, commercialism	1. Democracy at work in the UK.
2. An introduction to study skills.	2. The UN Convention on the Rights of the Child.	2. How British are British values?	2. What are careers?	2. Bullying: including online and offline.	2. Managing conflict in relationships: iPeace	2. Local government
3. Personal safety strategies and travel safety.	3. Rights and responsibilities: freedom of speech	3. What is spirituality?	3. Equality of opportunity: know your rights.	3. Identity, diversity and values.	3. Healthy lifestyle choices: diet, dental health, physical activity and sleep.	3. The law: civil, criminal and the role of Parliament.
4. First Aid & responding to an emergency.	4. Protecting rights: Young people who changed the world	4. Philosophy for children: debating controversial issues	4. The importance of mindsets	4. Migration: asylum, refuge and economic migration.	4. Managing influence: alcohol, drugs and tobacco.	4. Reducing crime in our society.
5. Healthy relationships	5. Protecting rights: Unicef	5. Beginning at the end	5. Saving, borrowing, budgeting and making financial choices	5. Gender deconstructed	5. Puberty, including the menstrual cycle	5. Activism: charitable work in Birmingham.
6. The influence of friends: peer pressure	6. Protecting rights: guns, gangs, knives and youth violence.	6. Being me: character, virtues and values.	6. The economy	6. Race and racism	6. Relationships and sex education: an introduction	6. The media and democracy

Year 8						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Healthy & Unhealthy relationships 1. Relationships, marriage and divorce. 2. Bereavement and loss. 3. Grooming and criminal exploitation 4. What is parenting? 5. Child Sexual Exploitation (NHS visitors). 6. Teenage relationship abuse	Community & Careers 1. Careers advice and guidance: training & apprenticeships. 2. Careers advice and guidance: Unifrog 3. A model for learning 4. Pathways: preparing for GCSE 5. Employability skills and your future. 6. Volunteering	PiXL edge 1. Leadership 2. Organisation 3. Resilience 4. Initiative 5. Communication 6. Positivity	Finance & the economy 1. Study skill: retrieval practice and mnemonics 2 Active citizens: social enterprise. 3. The economy 4. Financial capability: savings (money charity). 5. Consumer and employee rights. 6. Online safety: the dangers of gaming and streaming.	Justice 1. The media: to inform or influence? 2. Discrimination and prejudice: Identity, homophobia and transphobia 3. Discrimination and prejudice: Windrush 4. A history of extremism and radicalisation. 5. Discrimination and prejudice: gender inequality. 6. Non-governmental organisations	Safety & wellbeing 1. Online safety: cyberbullying. 2. Health: sugar and energy drinks. 3. Mental health & wellbeing: Anxiety and stress 4. Managing risk: Alcohol 5. Managing risk: drugs & tobacco. 6. Health and hygiene	Democracy 1. Elections and voting systems. 2. How are laws made in the United Kingdom? 3. The Criminal Justice System. 4. The consequences of youth violence. 5. The United Kingdom and Europe. Beyond Brexit. 6. The role of the Member of Parliament

Year 9						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Relationships & Sex 1. Sexually Transmitted Infections (STIs) 2. Contraception 3. Healthy and unhealthy relationships (incl. sexual orientation, faith views, forced & arranged marriage) 4. Sex the law and consent. 5. Female Genital Mutilation (FGM) 6. No Outsiders: the LGBTQ+ community	Rights in Action 1. Financial capability: financial products/ service & debt. 2. The economy, taxation, government spending. 3. Active citizenship: eradicating global poverty. 4. The UK's role in the rest of the world: the UN, WTO and the Commonwealth. 5. Rights & responsibilities in challenging global situations: climate change. 6. Rights & responsibilities at work	Philosophy 1. Was God the first cause of everything? 2. Can you believe in God and evolution? 3. Why did Marx compare religion to a drug? 4. Are atheists right about faith? 5. God and the problem of suffering. 6. How ethical is artificial intelligence?	Digital literacy 1. Online safety: exploitation and sending nudes 2. Online safety: harmful content and illegal material. 3. Careers of the future: the changing employment map 4. Online safety: Managing online information 5. How does the teenage brain work? 6. Preparing for jobs: Personal branding	Living in the UK 1. Celebrating our identity: Black Lives Matter 2. Celebrating our identity: self-esteem / body image 3. Celebrating our identity: community cohesion. 4. Celebrating our identity: religion in the 21 st century. 5. Celebrating our identity: our values British? 6. Discrimination and the law.	Healthy Lifestyles 1. Food, diet, exercise & sleep + positive outcomes 2. Mental health: eating disorders & self-harm. 3. How to build good habits 4. Safety and First Aid 5. Study skills: summarisation, highlighting and flash cards. 6. Mental health: Depression and suicide.	The Law 1. Crime and Punishment: do prisons work? 2. Civil law: solving disputes. 3. Extremism and radicalisation: the far-right and the far-left. 4. Criminal and civil courts 5. The law in practice 6. Knife Crime

Year 10						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Healthy Relationships 1. Violence & relationships: rape, harassment and domestic abuse. 2. Sex and the media: pornography. 3. Online safety: digital romance & exploitation. 4. What is family? (including civil and same sex relationships, young carers) 5. Honour based violence. 6. Pregnancy, fertility and miscarriage.	Making a difference 1. Ethical dilemmas: blood, organ and stem cell donation 2. Playing your part in a democracy 3. International crisis: Myanmar & Rohingya Muslims 4. Protecting the rights of the Child: Unicef 5. National crisis: eradicating youth violence. 6. Climate change: a justice issue	Religious Ethics 1. The family: religious perspectives. 2. Sex and relationships and religion. 3. Religion, equality and the role of women. 4. Religion, science and the origin of the universe. 5. Religion and ethics: abortion. 6. Religion and ethics: euthanasia.	Life skills & employability 1. Study smarter not harder, including cognitive load. 2. CVs and personal statements / Interview technique 3. What are employability skills? 4. Careers advice and guidance: Further Education 5. Online safety: digital identity, copyright and ownership 6. Study skills: note taking and re-reading	Living together in the UK 1. Celebrating diversity: respect and communities. 2. Colonialism and conquest: a history of Empire. 3. Prejudice, stereotypes and discrimination yr 7 4. Migration: advantages and disadvantages. 5. The Equality Act 6. Activism, advocacy, protesting and participation	Exploring Influence 1. Student elevation (DAM) 2. Online safety: live streaming and exploitation 3. Alcohol, drugs and tobacco education 4. Attachment, trauma and our wellbeing 5. Signposts to support: managing our mental health. 6. Gambling and gaming.	Power & Influence 1. Apart or together: the future of devolved government 2. The Media, misinformation and fake news. 3. Pressure groups and trade unions. 4. Extremism, radicalisation: managing risks online. 5. Should the media be free? 6. The law: a citizen's rights & responsibilities.

Year 11						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Living in the World	Citizenship Identities & diversity	PSHE Health & wellbeing	Citizenship Democracy & Justice
Aspirations & destinations 1. Study skills: spaced practice, interleaving and concrete examples 2. Time management 3. Careers advice and guidance: apprenticeships, training, employment & further education. 4. Independence: managing your money. 5. Acing your exams! What does effective revision look like? 6. Managing anxiety and stress.	Global Citizens 1. The development and future of human rights. 2. Israeli Palestine Conflict 3. Extremism and radicalisation: lessons from 9/11. 4. Black Lives Matter and the issue of civil rights 5. Supporting society: responding to terrorism 6. Human rights: Amnesty International	Beliefs, practices & sources of wisdom & authority 1. The nature of God 2. Religious beliefs: Islam and Christianity. 3. Religion and the problem of evil and suffering. 4. The importance of places of worship. 5. Spirituality and religion 6. Inspiration, leadership and religious role models	Wellbeing 1. Sexual health: contraception and fertility 2. Risky behaviour: consent, STIs, alcohol and drugs 3. Exploring sexuality and gender 4. Online safety: sending nudes and exploitative behaviours. 5. Sex and relationships: support and self-screening (e.g. STIs, cancers) 6. Abusive relationships.	Life in the Modern World 1. Extremist narratives: stories of desistance. 2. Youth violence: stories of desistance. 3. Sexism, misogyny and violence against women 4. Discrimination and prejudice: Islamophobia and anti-Semitism. 5. Globalisation: the global economy and recession. 6. The media: legal, decent, honest and truthful?		

Year 12						
PSHE Relationships	Citizenship Rights	SMSC Beliefs & Values	PSHE Health & wellbeing	Citizenship Identities & diversity	PSHE Living in the World	Citizenship Democracy & Justice
1. Gender and sexual diversity 2. Effective study skills for A'Level and beyond 3. Online safety: blackmail 4. Sexual Health	1. What are universal human rights and how do we protect them? 2. How do citizens bring about change in the legal system? 3. How can citizens bring about political change? 4. Rights in action: Black Lives Matter	1. The principles and values that underpinning British society. 2. Religious pluralism and theology in the 21 st Century. 3. Religion and ethics: medicine and science. 4. Religion and ethics: conscience.	1. Mental health: managing stress and anxiety. 2. Mental health and emotional wellbeing <small>Swapped with day 1</small> 3. Healthy lifestyles: managing personal health. 4. Healthy lifestyles: alcohol, drugs and tobacco.	1. What do we mean by identity? 2. The role of the media and the free press? 3. How can citizens make their voice heard and make a difference in society? 4. Discrimination and prejudice: hate crime.	1. Careers advice and guidance: apprenticeships. 2. Careers advice and guidance: taking a gap year. 3. Careers advice and guidance: university. 4. Careers advice and guidance: employment.	1. Political Ideas 2. Government and politics of the UK. 3. The nature of law and the English legal system. 4. Criminal law
Year 13						
PSHE Living in the World	Citizenship Rights	SMSC Beliefs & Values	PSHE Relationships	PSHE Health & wellbeing		Citizenship Democracy & Justice
1. Financial choices 2. Work and career 3. What does effective revision look like? 4. Media literacy and digital resilience	1. Employment rights and responsibilities. 2. Rights and responsibilities: the Equality Act 3. Youth violence – an issue of rights and responsibility? 4. Bullying, abuse and discrimination	1. The nature or attributes of God. 2. What is philosophy? 3. Religious experiences 4. Soul, mind and body	1. Forming and maintaining respectful relationships. 2. Sex and history 3. Abusive relationships, incl. FGM and forced marriage. 4. Contraception and parenthood	1. Mental health and emotional wellbeing 2. Managing risk and personal safety 3. Online safety: online relationships. 4. First aid		

Appendix Two – Quality Assurance Form

Evidence form – PSHE				
Staff	Observer	Date	Period	Form group
Focus		Additional comments or notes		External visitor – Yes / No
				Details if yes:
Area		Tick	Comments	
Positive relationships evident between teachers & pupils				
Equipment and organisation meets school's expectations				
School expectations regarding behaviour are reinforced				
There is an 'exceptionally positive climate for learning'				
PSHEe is taught according to the programme of study				
Opportunities for the development of literacy/numeracy				
Opportunities for pupils' SMSC development				

Evaluation

Strengths

Development Points