



# Educational Diversity

# Personal, Social, Health and Economic (PSHE) Education Policy

Approved by: Headteacher / MMT  
Committee

Date: December 2021

Last reviewed on: December 2022

Next review due by: December 2023

'With **confidence** we learn, through **challenge** we grow, with **commitment** we achieve, together we take **control** and realise our dreams'



# 1. Policy Statement

The purpose of Educational Diversity is to understand, nurture and meet the various needs of our students. Understanding our students supports us in developing resilient learners who are confident enough to challenge themselves and take control of their future.

At Educational Diversity we recognise and value the importance of teaching a strong and relevant PSHE curriculum which prepares our students for life in a modern society, both within and beyond school. The PSHE curriculum is a necessary part of a young person's full educational entitlement.

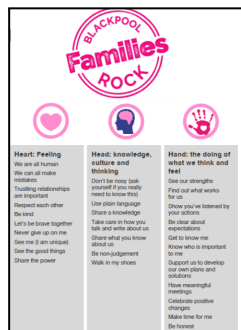
## Trauma and Nurture

"Understanding the SEMH needs of pupils is absolutely essential in developing a whole school approach to improving mental health and behaviour in schools" (from Mental Health and Behaviour in Schools).

At Educational Diversity we use Boxall Profiling to identify needs and support students.

## Working Together

We work with other agencies to support students and their families. Underpinning our work is the Blackpool Families Rock Approach and The Six Principles of Nurture. We also refer students and their families to relevant services such as Counselling/CASHER/CAMHS etc.



The 6 Principles of Nurture (NurtureUK) underpin our ethos. We have NurtureUK Status and use these approaches to understand and support students who are experiencing or have experienced trauma in their lives.

- ✓ Children's learning is understood developmentally.
- ✓ The classroom offers a safe base.
- ✓ The importance of nurture for the development of well-being.
- ✓ Language is a vital means of communication.
- ✓ All behaviour is communication.
- ✓ The importance of transition in children's lives.

## 2. Aims

Personal, Social, Health and Economic Education (PSHE) aims:

- To help students lead confident, healthy and responsible lives as individuals and members of society.
- To equip students with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions
- To promote spiritual, moral, social and cultural (SMSC) development of students and prepare them for the opportunities, responsibilities and experiences of later life
- To help students explore and express their character and build the skills they need for resilience, empathy and employability
- To support students to understand and manage responsibly a wider range of relationships as they mature and to show respect for the diversity and differences between people
- To support students to plan for their own financial independence, understand about the economy and how to prepare for their future
- To promote the core British values of democracy, rule of law, individual liberty, mutual respect and tolerance
- To develop students' ability to reflect on issues and take part in discussions
- To allow students to reflect on their experiences and how they are developing

## 3. Guidance

This policy is based on advice from the Department for Education (DfE):

### **Statutory requirements**

[Personal, Social, Health and Economic Education](#) (2021)

[Relationships and Sex Education](#) (July 2019)

[Careers guidance](#) (updated 2023)

[Equality Act 2010: advice for schools.](#)

### **Non-statutory guidance**

[Drug advice for schools](#) (2012)

[Drug Strategy](#) (2010)

[Mental health and behaviour in schools](#) (updated 2018)

[Careers Strategy](#) (2017)

[Promoting British Values in schools](#) (2014)

[Character Education](#) (updated 2019)

## 4. Curriculum

It is a statutory requirement that we cover the following:

- Relationships and Health Education (KS2)

- Relationships and Sex Education (KS3-4)
- Health Education
- Careers Education

In addition to this we believe that a good quality PSHE curriculum teaches the skills and knowledge most in need for our students. We identify this based on information from regional and national surveys (such as the SHEU) and from analysis of our own internal tests (including PASS and Boxall Profiles) safeguarding records.

PSHE is taught discretely through timetabled lessons of 2 hours each week:

KS2 & 3	2 x PSHE lessons with additional Life Skills taught during enrichment lessons
KS4	1 x BTEC Work Skills, 1 x Level 1 Prince's Trust with PSHE

In addition to this, many aspects are covered through individual discussions and a range of activities across and beyond the curriculum, including form time. See Appendix for Curriculum Map.

Adults working with our young people, formally or informally will be careful to ensure that their personal beliefs and attitudes do not influence them. Neither adults nor students will be expected to answer personal questions and any difficult questions will be answered honestly, sensibly and in a factual manner.

Where appropriate, we invite suitably experienced and knowledgeable visitors from outside agencies to contribute to the delivery of PSHE.

## **5. Assessment and Monitoring Arrangements**

Assessments will take place in the classroom as is appropriate to the task being undertaken. In oral work or role play this may simply be an observation of the learning outcome. In some cases there may be written evidence. Self and peer assessment will be actively encouraged and students allowed time to reflect on their progress and achievement.

This policy will be considered annually and formally reviewed every two years by the PSHE Lead in consultation with Headteacher and relevant staff.

### **Appendix - Curriculum Map**

Year Group	Autumn Term	Spring Term	Summer Term
3 & 4	Aut 1 Being me in my world	Spr 1 Dreams and goals	Sum 1 Relationships

	<u>Aut 2</u> Celebrating difference	<u>Spr 2</u> Healthy me	<u>Sum 2</u> Changing me
5 & 6	<u>Aut 1</u> Being me in my world <u>Aut 2</u> Celebrating difference	<u>Spr 1</u> Dreams and goals <u>Spr 2</u> Healthy me	<u>Sum 1</u> Relationships <u>Sum 2</u> Changing me
7	<u>Aut 1</u> Living in the wider world (part 1)  <u>Aut 2</u> Living in the wider world (part 2)	<u>Spr 1</u> Relationships, Safety & Identity (part 1)  <u>Spr 2</u> Relationships, Safety & Identity (part 2)	<u>Sum 1</u> Healthy living & responsible health choices <u>Sum 2</u> Puberty, emotional health and wellbeing
8	<u>Aut 1</u> Sex, relationships & conflict  <u>Aut 2</u> Prejudice, values, extremism & cults	<u>Spr 1</u> Careers & finance  <u>Spr 2</u> My Goals, behaviours & emotions	<u>Sum 1</u> Looking after our health  <u>Sum 2</u> Discrimination, prejudice & challenges
9	<u>Aut 1</u> Health & relationships with others and ourselves  <u>Aut 2</u> Our health & personal safety	<u>Spr 1</u> Achieving good mental health  <u>Spr 2</u> Careers & enterprise	<u>Sum 1</u> Finance & careers  <u>Sum 2</u> Rights & responsibilities
10	<u>PSHE</u> Mental Health and well being / Living responsibly  <u>Prince's Trust</u> Teamwork skills  <u>Work Skills</u> Managing own Money	<u>PSHE</u> Relationships and diversity  <u>Prince's Trust</u> Participating in exercise  <u>Work Skills</u> Running an enterprise	<u>PSHE</u> Living in the wider world  <u>Prince's Trust</u> Interpersonal skills plus work experience  <u>Work Skills</u> Preparing for work experience
11	<u>PSHE</u>	<u>PSHE</u>	<u>PSHE</u>

	<p>Relationships and sex</p> <p>Prince's Trust Presentation skills</p> <p>Work Skills Career progression</p>	<p>Health and wellbeing</p> <p>Prince's Trust Digital skills</p> <p>Work Skills Using a CV and a covering letter to apply for a job</p>	<p>Living in the wider world</p> <p>Prince's Trust Course reflection</p> <p>Work Skills Achieving success at interview</p>
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