



DENBIGH SCHOOL



Denbigh School

Policy on Personal, Social, Health and Economic Education (PSHEE)

*This policy should be read in conjunction
with the Denbigh Alliance Relationship &
Sexual Health Policy*

July 2022

V.2

1. Background

- 1.1 All schools must provide a curriculum that is broadly based, balanced and meets the needs of all students. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHEE curriculum: 'Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life'. The Government's PSHEE education review of PSHEE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHEE), drawing on good practice'. The review also detailed: 'PSHEE remains an important and necessary part of all students' education'.
- 1.2 The Government believes all schools should teach PSHEE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

2. Overview of PSHEE at Denbigh School

- 2.1 Personal, social, health and economic education (PSHEE) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals, and contribute to social and economic communities. PSHEE is also a cross-curricular dimension of learning, which seeks to promote the personal and social development of all students. Aspects of certain cross-curricular themes, such as health education (including mental health education and issues around well being); careers education guidance and industry links; sex education; drug education; on-line safety; economic awareness, and environmental education all form part of a structured PSHEE programme. The Programme also covers elements of SMSC, British Values and building students resistance to radicalisation.
- 2.2 Personal, social, health and economic education is a part of every subject taught in the curriculum, and as such, it is the responsibility of all teachers. The co-ordination of PSHEE at Denbigh, is currently the responsibility of an Assistant Headteacher.
- 2.3 The PSHEE Programme at Denbigh is informed by existing DfE guidance on Sex and Relationships Education (Sex and Relationship Education Guidance, July 2000), SRE Supplementary Guidance (Sex Education Forum/ Brook/ PSHEE Association, March 2014) Preventing and Tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2017), Drug and Alcohol Education (DfE and ACPO drug Advice for Schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), Safeguarding (Working Together to Safeguard Children: Sept 2016) and Equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013) as well as The Prevent Duty (June 2015).

3. Aims and Objectives of the PSHEE Curriculum at Denbigh School

- 3.1** PSHEE at Denbigh covers many areas, which are explored below in more depth. These include careers, health, sexual health and relationships and drugs education. Within all these areas we aim to develop skills in students that enables them to contribute to Society.
- 3.2** As an outcome of the PSHEE programme we aim for students to understand and demonstrate the school values of being respectful and kind, being engaged and doing no harm as well as developing the following:
- 3.2.1** Have a sense of purpose.
 - 3.2.2** Value self and others.
 - 3.2.3** Form positive relationships.
 - 3.2.4** Make and act on informed decisions.
 - 3.2.5** Communicate effectively including being able to debate.
 - 3.2.6** Work with others.
 - 3.2.7** Respond to challenge.
 - 3.2.8** Be an active partner in their own learning.
 - 3.2.9** Be active citizens.
 - 3.2.10** Explore issues related to living in a democratic society in a responsible way.
 - 3.2.11** Become healthy and fulfilled individuals.
- 3.3.** Personal, social, health and economic education is taught in our tutorial programme. It is made up of 'Thought of the week', 'Let's do it' activities, mentoring and a news quiz, as well as themed days and planned assemblies. It permeates all aspects of school life and is mapped with SMSC across all subject areas throughout the curriculum as well as extra-curricular provision.
- 3.4** The role of the tutor is central to the personal and social development of the students. Tutors, supported by their Head of Year, are responsible for overseeing the progress of students in their forms, and will establish positive, developing relationships to support students' achievements. Sixth Form students also benefit from a personal mentor through the mentoring programme.
- 3.5** PSHEE is found in all subjects. It may be seen as cross- curricular skills and qualities, such as persistence, co-operation, creativity, use of initiative, organisation of one's own work, management of time, independence of thought and action, respect for truth, etc., which may cross all subject boundaries. Other manifestations of PSHEE could be as elements of subject material, such as studying family relationships through literature; the reproductive cycle of human beings in Science; calculations of mortgage rates in Mathematics; or the study of autocracy or democracy in History. It is through learning which can be related to the student's own knowledge, experience or interest, that personal understanding is developed, and subjects are seen to be relevant.
- 3.6** Most subjects have a moral dimension, which engage students in thought and debate over personal and community-wide responsibilities. Examples of these might include the values brought into play by society in decisions made on environmental issues studied in science or

geography; ethical questions arising from scientific applications; design tasks which may generate for students an understanding of the needs of the disabled, the elderly or the very young, and raise questions of society's responsibility for its members; the relationship between behaviour and beliefs in an historical context, and many more.

- 3.7** PSHEE is seen at Denbigh in opportunities for extra-curricular work in music, physical education, drama etc; in educational visits and residential experiences offered to students; in field work and in community service; and in participating in democratic processes through House and School Councils and bi-annual youth parliament votes. These provide opportunities for students to relate to each other and to adults in contexts other than the classroom, and to set themselves a wider range of challenges through this rich variety of citizenship experiences. It is also seen in the opportunities students are given to take part in clubs, participate in competition and in being members of the school, House Councils and satellite groups. Houses and the School council identify charities to support and this occurs throughout the year.
- 3.8** Further opportunities for students' personal learning are provided when the ethos of the school generates in both staff and students a feeling that they are valued and cared for, and that there are opportunities for them to contribute to and participate in school activities. Praise and encouragement help to develop self-esteem, and as such, contribute to students' personal development.

4. Health and Well-Being

- 4.1** Health and Well-Being is in PSHEE sessions as well across the curriculum, particularly in Food Technology and DBT lessons.

4.2 Aim

To ensure that all aspects of food and nutrition in School promotes the health and well-being of students, staff and visitors to our School.

4.3 Objectives

- 4.3.1** Provide education in the curriculum that teaches about nutrition and food.
- 4.3.2** Provide and make available healthy food and drink and promote healthier choices.
- 4.3.3** Provide easy access to free, clean and palatable drinking water.
- 4.3.4** Promotion of hygiene in relation to all aspects of food.
- 4.3.5** Provide food and drink to cater for different dietary regimes and free school meals.
- 4.3.6** Provide a clean, pleasant and hygienic eating area.
- 4.3.7** Provide healthy nutritious meals and other food and drink provision.

4.4 Monitoring and Evaluation of Healthy Eating

The Faculty Leader for Design and Technology monitors the class-based curriculum and lessons as well as keeping up to date with new developments and issues.

5. Drugs Education

- 5.1** Drugs Education is included in our PSHEE sessions and in 'off-timetable' days covering different aspects of the issue as appropriate to the age of each year group. Throughout the programme,

the enhancement of self-esteem is considered to be very important, together with the development of skills in critical thinking, decision making and assertiveness. We work with local groups in the community, including the School Police Officer to advise on local drug concerns in order to tailor our teaching to ensure that local and national issues are covered.

- 5.2** Staff responsibilities are detailed in the Drugs Policy. All incidents are carefully investigated, and students are dealt with appropriately taking due consideration to all relevant factors.
- 5.3** It is our policy to support students in their growth towards responsible adulthood. This would include an ongoing dialogue about overcoming drug misuse, and the clear message that drug taking will not be tolerated in school. The school works with local agencies like Milton Keynes Young Peoples Drug and Alcohol Service for staff training and support for young people.

6. Careers Education

- 6.1** Careers Education is an essential part of Denbigh's aims to provide a broad and balanced curriculum which encourages high aspirations and ensures that equal opportunities and access to the Curriculum are provided regardless of race, gender or ability. All students in Years 7 to 13 will have access to a programme of Careers Education which will lead to a greater understanding of who they are, what they wish to become and how to achieve this.

6.2 Management Structure

A Careers Lead on the SLT oversees all elements of Careers. They lead a team that includes an Independent Careers Advisor and a Careers Admin Assistant.

6.3 Whole School Issues

Careers education will also be addressed through the tutorial period, DBT and through the work of subject areas so that students can relate their curriculum experiences to the world of work. This will be especially highlighted through our careers week.

6.4 Work Experience

6.4.1 Work Experience is an essential part of the Work Related Curriculum. Every student in Year 10 undertakes a one week placement and is prepared thoroughly beforehand through a programme drawn up by the Careers Leader. Data provided by both students and their employers is collated and analysed by the Careers Leader. Year 7 students have the opportunity to join their parents at work for a day.

6.4.2 Work experience in the Sixth Form is also available in a variety of areas and all Year 12 students are expected to take part in work experience.

6.5 Careers Library

All students have access to the Careers Library, which is situated within the ILC and open from 8.00am to 5.00pm daily. 'Unifrog', a web-based programme is available for students to access from the School Portal. This gives students up to date information about possible careers, university courses etc.

6.6 Individual Careers Guidance

6.6.1 A Careers Consultant provides individual independent Careers Guidance to all Year 11 students and Sixth Form students. There is a weekly drop-in session for Sixth Form students. Students from other year groups are also able to access individual guidance if they are identified by tutors, Heads of Year or Student Support Department as meeting the following criteria:

6.6.1.1 Special Needs.

6.6.1.2 Behavioural problem.

6.6.1.3 Patterns of non-attendance.

6.6.1.4 Under-achieving.

6.6.1.5 Demotivated.

6.6.1.6 Early leavers from Sixth Form courses.

6.6.1.7 Those who specifically request individual guidance.

6.6.2 Guidance provided varies enormously and enables students to make informed choices about their next steps.

6.7 Monitoring, Review and Evaluation

6.7.1 Students are encouraged to assess, record and review their learning, consequently, self-assessment is an important part of their work-related learning curriculum.

6.7.2 The destinations of leavers in Years 11, 12 and 13 provides further information to assess the value of the work.

6.7.3 Students and employers provide feedback on the Work Experience, which is collated, analysed and disseminated. The data highlights those students who over-estimated or under-estimated their skills. This feedback enables tutors to identify areas for development. The data from employers indicates the success we have had in preparing students for the work experience.

6.7.4 An annual meeting is held with the COMPASS Careers Consultant and Careers leader review the year's work in partnership and to suggest further areas for development.

7. British Values

7.1 'Democracy, Rule of law, Individual liberty, Mutual Respect, Tolerance of those of different faiths and beliefs'. These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHEE), Citizenship and Philosophy, Religion and Ethics (PRE). We also teach British Values through assemblies, planning and delivering a broad and balanced curriculum and extra-curricular activities.

7.2 British Values Statement

Democracy is an important value at our school. We believe that the voice of everyone should be heard. Students have the opportunity to have their voice heard through our House and School Councils. School and House Council representatives from each year group meet weekly to discuss issues, rules and school needs and their own objectives. Debates are held in subjects such as Citizenship, PRE and English. Students can explain that in situations where choices are offered the majority will carry the vote.

- 7.3 The Rule of Law** - We believe that everyone needs to understand that all the people living in Britain are subject to laws and that rules that need to be followed both in and out of school. Students know and understand that there are consequences should these laws and rules be broken and that laws are there for our protection. The consequence system reinforces this. The reward system of shares is in place and alongside sanctions to bring about positive behaviour.
- 7.4 Individual Liberty** - Students are encouraged to make correct choices at our school knowing that they are in a safe and supportive environment. We believe that students should be empowered through the development of their self-esteem, self-knowledge and self-confidence. Students are able to show independence in learning and are encouraged to think for themselves. Students are able to exercise their rights, personal freedoms and responsibilities and are advised how to exercise these safely, for example, through our e-safety teaching/assemblies.
- 7.5 Mutual Respect** - As a 'rights respecting' school, mutual respect is at the heart of our values. Students learn that their behaviours have an effect on their own rights and those of others. All members of the school community are expected to treat each other with respect. Class discussions and debate reinforce mutual respect. Mutual respect is at the heart of PSHEE, Citizenship and PRE teaching.
- 7.6 Tolerance of those of different Faiths and Beliefs** - We aim to achieve this through enhancing students' understanding of their place in a culturally diverse society and by giving students opportunities to experience diversity in our local community and through delivery of our topics in Humanities, especially PRE lessons, Youth SACRE, Faith Matters Satellite Group and the Year 9 Diversity Day.

8. Inclusion

- 8.1** This School Policy has given careful consideration to the six equality strands: race, gender, age, religion, disability and sexuality. This is to ensure that PSHEE education is provided in a sensitive and non-judgemental way that will enable all students, staff and the wider school community to feel valued and included in effective policy and practices. In order to achieve this we have included as wide a cross section of the school community as possible including the incorporation of the specific needs of particular groups in terms of age, gender, ethnicity, sexuality, ability and special educational needs.