

# Policy and Procedure on Personal Social Health Economic Education (PSHEE)

Cambian Dunbroch School

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## 1. Monitoring and Review

- 1.1.** The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above. The headteacher will undertake a formal annual by no later than one year from the date shown below, or earlier if

significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Andrew Sutherland  
**Representative, Proprietor - Cambian Group**  
August 2021



Steve O'Gara  
**Regional Manager - Education Support**  
March 2024

## 2. Terminology

- 2.1.** Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

<b>'Establishment' or 'Location'</b>	this is a generic term which means the Children's School – Cambian Dunbroch School.
<b>Individual</b>	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Dunbroch School we have Children and young people attending between the ages of 11 to 18
<b>Service Head</b>	This is the senior person with overall responsibility for the School. At Cambian Dunbroch School this is the Headteacher
<b>Key Worker</b>	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
<b>Parent, Carer, Guardian</b>	means parent or person with Parental Responsibility
<b>Regulatory Authority</b>	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Cambian Dunbroch School, this is Ofsted
<b>Social Worker</b>	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
<b>Placing Authority</b>	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
<b>Staff</b>	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.
<b>SEN</b>	means Special Education Needs and is usually shortened to SEN.

### 3. Introduction

#### Availability:

This policy complies with the requirements of Part 2(2)(d) of the Independent School Standards Regulations. Personal, Social, Health and Economic (PSHE) Education Policy is based on current Department for Education's statutory Relationships Education, RSE and Health Education guidance which sets out what schools must cover. This includes Relationships and Sex Education (RSE, see separate policy) at key stages 3 and 4, and Health Education in both primary and secondary phases. The

statutory guidance is comprehensively covered by learning opportunities for each key stage across three core themes: 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World',

This policy is made available to parents, carers, staff and pupils from the school office and is published on the school's website. The policy for Personal, Social, Health and economic education applies to all staff (teaching and support staff), the proprietor and volunteers working in the school.

## 4. Purpose

The Cambian Dunbroch School aims to develop a programme for Personal, Social, Health and Economic education which

- Reflects the schools aim and ethos
- Ensures that delivery of PSHEE has due regards to the SEND needs and vulnerabilities of individuals
- Encourages respect for other people, paying particular regards to the protected characteristics
- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

## 5. Policy.

### Roles and Responsibilities

#### The Governing board

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

#### The Headteacher

The headteacher is responsible for informing parents about PSHE policy and practice and to ensure that they are consulted about the delivery of PSHE and Sex Relationship Education (SRE) to their child. The headteacher is also responsible for ensuring that PSHE is taught consistently across the school, ensuring all pupils have access to quality PSHE lessons.

#### Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

#### Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## 6. Procedure.

### Aims

The aim of PSHE education is to help pupils and young people understand and value themselves as individuals and as responsible and caring members of society. We want our pupils to like themselves and to feel confident. At Cambian Dunbroch School we ensure that our PSHE education focuses on the development of the emotional and social well-being of children. We believe that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. We aim to improve individuals' awareness and knowledge thereby empowering them to make informed choices. To this end we will:

- promote a healthy lifestyle

- prepare pupils for the opportunities, responsibilities and experiences of adult life
- offer our pupils the opportunities to achieve their physical, psychological and social potential
- promote attitudes and behaviour which contribute to personal, family and community relationships
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs
- encourage the development of personal skills that enable pupils and young people to function successfully as members of society.
- ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- Lead pupils towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions
  - teach children the **FACTS** concerning their growth and development as individuals; help children to understand **CONCEPTS** such as tolerance, respect and liberty and equality;
  - enable children to acquire **SKILLS** relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
  - encourage children to develop informed opinions and **ATTITUDES** for themselves about a range of personal, social and moral issues;
  - nurture in children a particular set of **VALUES** and
  - give the children the **COURAGE** to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

## IMPLEMENTATION

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. We plan our personal, social and health education and citizenship through, tutorials, assemblies and student voice as well as distinct lesson to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

### Teaching and Assessment

PSHE education is taught using a range of strategies; linked to an array of assessment methods. PSHE education is not a statutory subject and does not involve summative assessment. This means the teacher must use formative processes as assessment for learning. The majority of PSHE education lessons will involve discussion in various forms.

**Discussion** can be useful for finding out about the ideas and values each pupil possesses. Here you would pose questions the children can discuss; looking at pictures or books can also aid the understanding of the chosen topic. Circle time can involve whole class or smaller table groups depending on the subject and the children's abilities. Due to the small size of the school, this approach is often used in assemblies.

**Assemblies** are also effective when introducing themes which will later be used as a tool for discussion, enabling children to consider their arguments validity. One way to assess learning during Circle Time and Assembly is by using observation. It is useful for the teacher to utilise the teaching assistant; they note down any comments or misconceptions that may affect their understanding. The discussion could be repeated at a later stage to check

progression of ideas. Assessing by documenting discussions or ideas using video, voice recordings or annotated drawings can capture pupils' comprehension.

**Reflection.** During reflection the children consider the issue concerned, developing positive thinking skills and add another layer of depth to the discussion. The aim of reflection is to relax and focus the mind, create mental space and get in touch with the inner self (Hawkes, 2003).

**Role-play / Drama** offers a natural medium through which children can experience explore and present ideas. Pupils can play out situations discussing possible outcomes and how the results may differ depending on the choices of others. Assessing Drama may involve the use of peer or self-evaluation. This allows pupils to know where they are in their learning, understand what they need to do to improve and how to achieve this.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

In our school, we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Social, moral, spiritual, cultural (SMSC) education is integral to our PSHE education programme. It pervades the whole of our teaching and learning; the ethos and life of our school. Within SMSC, our aims are to help pupils to:

- develop self-esteem and confidence;
- enable pupils to understand what is right and wrong in their school life and life outside school;
- accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently
- roles and responsibilities, offer help and learn to be reliable;
- acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable them to take a full and active part in it;
- develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- acquire a broad general knowledge of public institutions and services in England;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature;
- overcome barriers to their learning.

### **PSHE education and Citizenship and inclusion:**

We teach PSHE education and Citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE education and Citizenship, teachers consider the targets set for the children in their IEPs, some of which may be directly related to PSHE education and Citizenship targets. For more abled individuals, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

### **Sex Education**

Sex education is delivered by teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. Prior to sex education lessons commencing, a letter will be sent to parents asking for their consent and inviting them to view resources which accompany various units of work if

they so wish.

### Continuity and Progression

Continuity and progression is ensured throughout Dunbroch School by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values.

### Cross Curricular Links

PSHE education permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout Dunbroch School. There are particularly strong links with the science curriculum as well as literacy, geography, history and art. Regular communication should take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach and to enhance and identify the development of existing links.

### Time allocation and staffing

Throughout the school, PSHE education is timetabled for all students but also covered in assemblies, embedded in other lessons and activities. The curriculum that is delivered during these slots is only a small part of the physical, spiritual and moral teaching which the children receive. This is influenced by a range of factors, some of which are impossible to quantify, and, in a minority of cases, impossible to control.

Generally	Specifically
School's values	Input across the curriculum e.g. RE,
School's atmosphere/ethos	Circle Time,
School's appearance	Pastoral care system,
School rules	Discipline system,
Influence of home	Reward system,
Influence of media	Assemblies,
Role model of staff	Games programme,
Recreational activities	House System
Extra-curricular activities	
Field trips	
Organisation and curriculum	

The delivery of PSHE education illustrates how diverse the delivery of moral, spiritual, social and cultural issues is for the pupils. What goes on in the lessons and what the pupils take away from these sessions is based on the level of teaching given. The teaching level is a significant determining factor in the success of the PSHE education programme. The programme of study for PSHE education is based on the National Curriculum and the programme of study developed by the PSHE association. .

### Equal Opportunities

All activities will be planned in a way that encourages full and active participation by all pupils, irrespective of academic ability, gender, differences in culture or background.

### Assessment, Recording and Reporting

Assessment in PSHE education is recognised as being different than in many other subjects. Emphasis is placed on self-assessment, review of group work, class discussion and written work which can rarely be marked in a conventional context. Marking, where necessary, should be with the pupil present so that their thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Various methods will be used to record pupils' work in PSHE education e.g. written, oral, photographic, artistic.

Opportunities to assess the progress and achievements of the children exist through observation of role play, presentations and involvement in discussion. The pupils have many opportunities to reinforce work through the

production of information leaflets, posters etc which can be evaluated. Where appropriate, parents/carers will be informed of any follow up discussions they might like to have with their children. More serious concerns can be brought up at staff meeting.

### **Parental and Community Involvement**

Parents have the right to receive information from our school regarding PSHE education. We believe that sharing our pupils learning with parents enables children to continue their development from school into their home life. Parents are invited to join in events in school, including class assemblies, acts of worship and workshops on relevant themes. Parents are regularly informed of events and developments through our weekly newsletter. Working with parents is a vital part of the whole school approach to PSHE education and Citizenship. Outside agencies are invited into school to help with the delivery of PSHE education and Citizenship, e.g. emergency services, ministers of religion, charitable trust, community groups, etc.

### **Monitoring**

Our monitoring will be based on observations and personal discussion so that relevant modification to Schemes of Work can be undertaken swiftly and effectively.

### **Student Voice**

Due to the small size of the school all students will be part of the Student Voice. There will be regular meeting. The Student Voice will make a valued contribution to the Code of Conduct at Cambian Dunbroch School which, when agreed, everyone is expected to follow. The Headteacher will discuss items raised by the School Council.

### **Resources**

We will use a variety of resources to support the delivery of the PSHE. Some topics will be covered in assembly and teachers are encouraged to use the follow up activities in their lessons.

### **Display**

A vibrant school should have displays which enhance the environment for pupils and adults alike. Members of staff are encouraged to produce displays in classrooms and public spaces showing evidence of PSHE education work as well as pupil work throughout the wider curriculum.

### **Learning support provision**

The nature of the topic allows for a broad range of mediums for delivery. Those pupils for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. As PSHE education is not currently examined or assessed there is no call for specific support for less able pupils or streaming, though it remains incumbent upon the session leader to ensure that all pupils are as involved as possible in the discussions and activities taking place. The Headteacher and all teachers are aware from pupils' files of any home situation or social difficulty which could make some subjects more sensitive than others.

### **Curriculum enrichment**

We undertake a variety of field trips and excursions, including residential trips. Furthermore, we try to engage outside speakers on a variety of topics and special workshops. where this is feasible

### **Development**

- To build up a strong programme of outside speakers.
- To involve more classes in charity and community projects
- To increase training opportunities for staff in the field of delivering PSHE education activities.



## IMPACT

PSHE education and citizenship in our school encompasses all areas designed to promote children's personal, social and health development. It allows children to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility, make the most of their own abilities and those of others. It has strong links with Every Child Matters outcomes, Spiritual, Moral, Social, Cultural Values, and the National Healthy Schools programme.

Therefore the understanding and knowledge expected of the pupils at Dunbroch School as an outcome of our positive approach to SMSC includes

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination
- **Personal:** The personal aspects of PSHE education look to develop the whole individual. It supports the progression of qualities and skills children already have. Through becoming aware of their own emotions and how to manage them, children can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.
- **Social:** The social element focuses on cohesion in both the school and wider community. It aims for children to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Children learn to value each other's individuality and explore issues such as bullying including racist, homophobic and cyber-bullying. Sex and relationships is also a crucial part of social and health education to ensure that children have the information and understanding to make informed choices.
- **Health:** Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet twined with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as substance and alcohol abuse and the impacts this can have on the individual and others around them.
- **Economic:** Economic education aims to teach children about the economy and how to manage their personal finance. It aims to provide children with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

## 7. Standard Forms, Letters and Relevant Documents

- Complies with Part 1, Paragraph 2 (2) (vi) and Part 2, paragraph 5 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

## Related policies

- The Curriculum
- The Safeguarding Policies; Child Protection and Anti-Bullying
- Spiritual Moral Social and Cultural Policy
- Personal Social Health and Economic Education and Citizenship Programme
- Sex and Relationship (SRE) Policy
- Equality and Diversity Policy
- Inclusion Policy
- Special Educational Needs and Disability (SEND) Policy