



HEATHFIELD SCHOOL

Personal, Social, Health, and Economic Education Policy

Policy Area:	Academic
Relevant Statutory Regulations:	<p>Independent School Standards Regulations, April 2019, Part 1</p> <p>Independent School Standards Regulations, April 2019, Part 2</p> <p>NMS Part A, Standard 3</p> <p>Equality Act 2010</p> <p>The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017</p> <p>DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft statutory guidance September 2021</p>
Key Contact Personnel in School	
Nominated Member of Leadership Staff Responsible for the policy:	Deputy Head (Pastoral and Boarding)
Version:	2022.02
Date updated:	01 November 2022
Date of next review:	01 September 2024

This policy will be reviewed at least biannually, and/or following any concerns and/or updates to national and local guidance or procedures.

Introduction

Personal Social Health and Economic Education (“PSHEE”) and Citizenship enables pupils to become healthy, independent and responsible members of society. They develop a clear understanding of their role as a citizen, as a member of a variety of communities and of the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance.

Heathfield School (“the School”) encourages pupils to play a positive role in contributing to the life of the School and the wider community. In doing so, it helps develop their sense of self-worth. The School teaches its pupils how society is organised and governed, by providing them with opportunities to experience the process of democracy in the School (e.g. through the Student Council, active participation in the selection of the Head Girl Team, European Youth Parliament), and the School teaches its pupils about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse, multicultural, tolerant, society and the School expects respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. The School’s PSHEE curriculum is purposely adaptive so that it can respond to the topics raised by pupils themselves, parents, and/or the government.

The aims of PSHEE and Citizenship are to enable the pupils to:

- know and understand what constitutes a healthy lifestyle, including challenges facing today’s teenagers and young women
- be aware of personal safety issues
- develop their inter-personal and communication skills
- be encouraged to take responsibility for their own lives and to develop a positive sense of self
- be independent and responsible members of the School community
- develop good relationships with other members of the School and the wider community
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- provide opportunities to share and explore life experiences, emotions and problems beyond those of the family
- understand what makes for good relationships with others
- promote good attitudes towards and an understanding of differences between people and their viewpoints
- have respect for others, including those with different faiths and beliefs
- be positive and active members of a democratic society, understanding rule of law
- be prepared to embrace the opportunities, responsibilities and experiences of life as part of British society
- reflect critically on the values held by them and society and recognise the impact of these attitudes and behaviour

PSHEE and Citizenship Programme

The pupils’ social, moral, spiritual and cultural welfare is at the heart of the School and this approach is embedded throughout our teaching and the experience both in and outside the classroom. The School teaches PSHEE as a discrete timetabled lesson, but it is also an intrinsic aspect of other subjects such as Religious Studies, Politics, History and Geography. Regular whole-School assemblies, House meetings, Chapel services, year-group meetings, guest speakers and co-curricular clubs and opportunities also reinforce the School’s social, moral, spiritual and cultural ethos.

Pupils are offered opportunities throughout the School to play an active part in day-to-day school life, but also in the wider community through volunteering and fund-raising. Leadership and team-building skills are addressed throughout the school through a variety of means, such as independent learning projects, producing the School show, and participating in local and national competitions.

The School also addresses the personal growth and development of all pupils with specific lessons to discuss and teach the issues the pupils face in today’s society.

Through the Schemes of Work, respect for other people is encouraged, especially age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex,

sexual orientation as protected characteristics under the Equality Act 2010. It is also fostered through our ethos of having a “strong moral purpose at our core”.

- Healthy Relationships – Bereavement, domestic abuse and difficult decisions
- Making Choices –Preparing for University and Independent life, budgeting, weekly budget and financial implications
- Citizenship and British Values – Democracy and the rule of law, Charity.
- Who am I?– Wellbeing and relaxation techniques for stress management, empathy and compassion.
- Essential Skills and Careers – Revision Techniques, CV Writing, Higher Education
- Personal Safety – Your online reputation and CSE, awareness of risk.

Whole school assemblies are used to enforce and develop the sense of community and current themes.

Statutory Requirements

Under section 78 of the Education Act 2002, schools must provide a ‘balanced and broadly-based curriculum’ which promotes ‘the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life’.

PSHEE education makes a major contribution to schools fulfilling this duty. The School is responsible for ensuring that Relationship and Sex Education (“RSE”) is taught consistently across the School, and for managing requests to excuse pupils from non-statutory components of RSE

Ensure a tailored best-practice curriculum design which incorporates the three core elements of PSHEE:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Responsibility

The role of the **PSHEE Coordinator** is to:

- Monitor delivery of SMSC (“Spiritual, Moral, Social and Cultural”) across the curriculum and throughout the broader school community
- Ensure information is available for pupils on a range of topics
- Devise the PSHEE programme through discussions with the Deputy Head (Pastoral and Boarding), ensuring that it is responsive to the pastoral need of the pupils.
- Support the Deputy Head (Pastoral and Boarding) in regular communication and presentations to parents.
- Liaise with the School Chaplain
- Liaise with the Lead Nurse to ensure appropriate personal and social issues are taught
- Oversee the work of the tutors and liaise with the Heads of Year
- Evaluate the programme and recommend changes as appropriate
- Arrange for visiting speakers
- Set up an evaluation process for PSHEE
- Resource topics and relevant whole school projects
- Communicate with parents and pastoral teams to inform and update them on relevant pastoral issues.

Related Policies

- Alcohol Policy
- Anti-Smoking Policy
- Curriculum Policy
- Equal Opportunities Policy
- Equality, Diversity and Inclusion Policy
- Promoting British Values Policy
- RSE Policy
- Safeguarding Children and Child Protection Policy