



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

At Queen Elizabeth's Grammar, Alford the named person with responsibility for this Policy is:

Author	SENDCo & Assistant Headteacher (Pastoral)
Reviewed by	Headteacher

Approved by: Headteacher
Date Approved: 1 September 2022
Last reviewed: 1 September 2022
Next date due to be reviewed: June 2026



Queen Elizabeth's Grammar, Alford

A Selective Academy



1. INTRODUCTION

Personal Social Health and Economic Wellbeing Education (PSHEE) provides a curriculum context for the personal and social development of our students, facilitating personal growth through a planned educational programme. We encourage our pupils to play a positive role in contributing to the life of the academy and the wider community. In so doing we help develop their sense of self-worth.

PSHEE enables young people to become healthy, independent and responsible members of society, and is a key area in helping the academy to meet the five outcomes of the Every Child Matters (ECM) agenda;

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

2. AIMS AND OBJECTIVES OF THE POLICY

To clarify the role of PSHEE in providing planned learning experiences to promote the personal, social and health education of students and its importance in ensuring that students fulfil their potential.

The aims of PSHEE are to enable young people to:

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of the academy community
- be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with other members of the school and the wider community
- Achieve economic wellbeing

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3. ORGANISATION AND STRUCTURE

PSHEE takes place within the academy in a variety of contexts, both formal and informal. The formal curriculum offers specific PSHEE through the academy's tutorial programme and via cross-curricular links. The "informal curriculum" provides a wide range of opportunities for PSHEE, including drama, lunch-time activities, charity fundraising, the planning of academy events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves.

We also develop PSHEE through activities and whole-school events, eg the school council representatives from each class meet regularly to discuss school matters. We have a weekly achievements assembly where students' achievements (in and outside of school) are celebrated. We offer residential visits annually, where there is a focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

Every subject, every activity and every interaction that our students are engaged in will contribute to their personal and social development. It is, therefore, important that we ensure that all the messages we give are positive and consistent with the philosophy which underpins this policy.

4. ASSESSMENT OF PSHEE

Assessment is an integral part of the planning process and therefore it is important that opportunities should be made available for it to take place. Due to the nature of the subject, it is not always possible to assess all pupils using the same framework, therefore a range of assessment approaches should be employed. These can include 'OGSU' and 'Working towards, Met, Exceeded'.

5. USE OF VISITORS

Visitors are a valuable resource. They can bring new knowledge, expertise and experiences to the classroom. They can also offer real scenarios for the children to engage with values clarification and problem solving. Visitors are used to enhance and enrich classroom sessions, but the overall lead remains with the tutor. We currently have strong links with a wide variety of outside agencies that support and enhance learning in the classroom and will look to develop this aspect of our work further.

6. SENSITIVE AND CONTROVERSIAL ISSUES

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, are certain to arise in PSHEE teaching. There will be times when such topics may conflict with individual values and beliefs; topic areas should be addressed with caution in line with specific school policies. It is

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important that our child protection procedures are followed with regard to visitors (Ref Child Protection Policy).

The Education Act 1996 aims to ensure that children are not presented by their teachers with only one side of political or controversial issues. Teachers will take all reasonable practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation with due regard being given to opposing views. Government guidance on Sex and Relationship Education states: *"Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs..."*

In line with the Schools Sex Education Policy (SRE), it is not deemed appropriate for staff to give individual advice relating to sexual behaviour and contraception. Pupils should be encouraged to seek advice from a professional such as their own GP or the school nurse and talk to their parents.

7. CONFIDENTIALITY

The academy's confidentiality policy should be followed.

8. MONITORING AND EVALUATION

KS3 Head of Lower School
KS4 Head of Middle School
KS5 Head of Sixth Form

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