



Redwood Secondary School

**Personal, Social and  
Health Education  
Policy  
2024 -2025**

# **Curriculum Policy for Personal, Social, Health and Economic Education** **(Subject Specific Elements)**

## Subject Aims

**Personal, Social, Health and Economic Education is a whole school issue.**

**All staff – at all times must promote and develop PSHE, helping young people to grow and develop as individuals and as members of families and of social and economic communities.**

The national curriculum states that ‘all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. PSHE education contributes to schools’ statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education will be compulsory in all schools from 2020.

**The programme of study has been taken from the “Programme of study for PSHE Education - SEND”** This framework maps against the DFE statutory guidance for relationships education, RSE and health document.

The key concepts for PSHE education

- Self-awareness
- Changing and growing
- Self-care support and safety
- Healthy lifestyle
- Managing feelings
- The world we live in

## Self-awareness

- Personal strengths
- Skills for learning
- Prejudice and discrimination
- Managing pressure

## Changing and Growing

- Friendships
- Healthy and unhealthy relationships
- Puberty
- Health/unhealthy relationship and behaviours
- Long term relationships and parenthood
- Intimate relationships consent and contraception

## Self-care support and safety

- Feeling unwell
- Feeling frightened and worried
- Accidents and risks

- Keeping safe online /gambling
- Emergency situations
- Public and private

#### Healthy lifestyle

- Mental wellbeing
- Elements of a healthy lifestyle
- Medicinal drugs
- Body image
- Healthy eating
- Physical activity

#### Managing Feelings

- Self-esteem and unkind comments
- Strong feelings/romantic feelings

#### The world we live in

- Taking care of the environment
- Diversity rights and responsibilities
- Managing finances
- Preparing for adulthood
- Managing online information

Students should have the opportunity to explore, recognise and understand the subject content. Like all young people today pupils with SEND live in an increasingly connected world. They are not always able to recognise or separate the offline world from the online world; therefore, all topics should be explored within the context of both where possible. Depending upon the level of special educational need, the young person may be able to work only within the learning outcomes of one column, e.g. Encountering or Foundation. However, some young people may be able to work progressively across the six stages with regular opportunities for revisiting and consolidation of previous outcomes.

#### PSHE education in the curriculum

- Discrete lessons with dedicated curriculum time – managing the medium and long term planning is the responsibility of the PSHE coordinator
- Learning opportunities across the curriculum
- Learning through involvement in the life of the school and the wider community
- Targets
- Specialist intervention programmes for individuals and/or small groups of students where a need has been identified

#### Time Allocation

Four lessons per week is allocated for discrete PSHE lessons at KS 3

Two lessons per week is allocated for discrete PSHE lessons at KS 4

KS5 PSED is taught within the preparation for adulthood scheme of work.

### Resources

It is the responsibility of the PSHE coordinator to continue to manage the purchase/development of appropriate resources to meet the needs of **all** pupils.  
A central store of resources is for all staff to use.

### Cross Curricular Skills and Themes

All staff must promote and develop PSED, providing frequent opportunities for students to reflect on their own and other people's experiences so they can use and apply their learning in their own lives. Links to other subjects and Functional Skills is evidenced in planning as are references to Personal Learning and Thinking Skills.  
Pupils have review targets for PSED - based on their personal needs.

### Assemblies/Tutorial time

These provide a valuable opportunity for delivering aspects of the PSED curriculum. Following themes used in Key Stages 3 and 4.

### Assessment, Recording and Reporting

- Assessment is recorded within Earwig.

### School Self Evaluation

In PSHE we follow our whole school policy for School Self Evaluation. This includes a range of strategies to ensure that standards are high – specific details are highlighted in the annual School Improvement Plan for PSED which is completed by the co-ordinator and can include:

- Moderation / leveling of assessed work / retention of samples in a portfolio of evidence
- Focus on a specific aspect/s – agreed with staff on an annual basis
- Monitoring and evaluation of schemes of work
- Lesson observations
- Annual report on standards for governors

### NOTE

School has separate policy documents for

- Sex & Relationships Education
- Drugs Education
- Safeguarding
- Equality

### **Monitoring, evaluation and review**

The School will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.

Written by: Carol Barnes 07/02/24

Presented to Governors for approval

To be reviewed annually or as appropriate