



## **PERSONAL SOCIAL HEALTH MORAL AND ECONOMIC EDUCATION**

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Next review: January 2024

# Personal Social Health Moral and Economic Education (PSHMEE) Policy

## 1. Introduction and Aims of PSHMEE at Alton School

The aim of the Alton School PSHMEE Programme is to prepare and equip pupils for the opportunities, responsibilities and experiences which life may offer and enable them to cope successfully with life's challenges, now and in the future.

This policy covers the school's approach to Personal, Social, Health and Economical Educational and incorporates the previous policies for Personal Relationships and Citizenship. The policy has been developed to meet the requirements for the compulsory RSE content from September 2020.

The new programme of study at Alton School has been designed to focus on three main areas:

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

These areas have the aim of encouraging pupils to improve their health and wellbeing, enabling them to recognise and understand how to build positive relationships and equipping them with the knowledge and skills to live in the wider world.

This policy will be reviewed annually to make sure it meets all statutory requirements, the needs of the pupils and evolves to address emerging issues relevant to the pupils at Alton School.

When delivering PSHMEE education the structure of the lessons will be considered focusing on three main formats:

- Explicitly teaching **about** an issue: lesson that offer factual information
- Explicitly teaching how to **manage** an issue: lessons that develop the strategies, language and skills pupils will need to manage the situation or 'moments' in which they encounter an issue
- Underpinning the topic-specific learning: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning

The PSHMEE programme will also ensure that through the teaching of PSHMEE the school and Catholic ethos is upheld.

## 2. PSHMEE and Our School

During PSHMEE we aim to deliver the following aspects:

### Achieving Individual Excellence

- Goals and aspirations
- Careers guidance
- Preparation for future education

- Thinking skills encouraged across the curriculum

### **Aspire to be your best**

- Personal safety
- Study skills
- Staying safe online
- First aid and Life saving
- Team building
- Enterprise Initiatives
- Drug and Alcohol Awareness
- Financial Awareness

### **Build confidence and self-esteem**

- Age appropriate RSE
- Friendships and Relationships
- Stress Management skills
- Healthy Eating
- Understanding Body Image
- Identity
- Safety online and data privacy
- Online image

### **Celebrate community and diversity**

- Learning in a safe and positive environment
- Diversity celebrated
- Discrimination awareness
- Charitable awareness and campaigning
- Respectful relationships embedded in and out of lessons
- Citizenship and Political Awareness
- Using Specialist providers

## **3. Intended outcomes of our PSHMEE programme**

The PSHMEE programme will be taught in a way to encourage active engagement rather than passive learning. Opportunities will be given for pupils to clarify their values and beliefs and practise and develop enquiry and interpersonal skills.

Pupils will receive a comprehensive, balanced and relevant body of factual and emotional information to inform their present and future risk assessment, decision- making and management.

### **3.1 More specifically our Overall Aim is to:**

Support and guide pupils as they transition from dependence to independence promoting the development of positive personal attributes and enabling them to grow holistically.

### 3.2 Specific Aims (Outcomes)

The Alton School PSHMEE Programmes provides opportunities for pupils to improve themselves and understand others by following the three main focus topics:

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

### 3.3 Delivering a balanced curriculum

The PSHMEE Programme at Alton School is designed to enable the pupils to acquire the knowledge, skills and learning to prepare them to be independent to make their own choices in life. This may sometimes lead to opportunities to discuss the benefit of the choices for oneself and of others, promoting the need, on occasion, to find a balance between the two.

While promoting the values of the school and those of the Catholic Faith during the delivery of PSHMEE, we will ensure that pupils are offered a balanced programme. Teachers and visiting speakers from external agencies will be briefed not to set up polarising debates in PSHMEE lessons. Pupils will receive lessons which are designed to be sensitive to a range of views while promoting their access to learning to enable them to stay safe, healthy, and protect and enforce their human rights.

## 4. Key Principles and Teaching Methodology

We will seek to provide a clear framework within which professional colleagues can work. The PSHMEE programme will be taught through a range of teaching methods and will be taught in the following manner:

- In Early Years, PSED is one of the three Prime Areas and is covered through the EYFS curriculum
- Students receive a minimum of one timetabled lesson per week in addition to RS lessons and daily tutor time.

PSHMEE sessions will be led by in-house staff, Senior Leaders and high-quality external agencies.

The PSHMEE programme will be tailored to the needs of the pupils and will take into account the appropriate 'starting point' for each group. It is understood that pupils may bring some prior understanding, including misconceptions, to the issues explored during the PSHMEE programme. The intention is to provide a series of lessons which avoid any 'scare tactics' and allow the free exploration and discussion of lifestyle decisions and their consequences. Critical reflection is a skill which pupils will develop over time and lessons will encourage opportunities for pupils to make connections between the learning they receive and current and future life experiences.

#### 4.1 In short we will:

- Ensure that session, including those on risky behaviours, remain positive in tone and follow the ethos of the school and Catholic Faith by making clear the expectations of pupils and staff delivering the programme.
- Ensure cross-curricular learning by extending the PSHMEE programme through classes/tutor groups etc. and embedded throughout the school curriculum, staff development, induction process and extra-curricular activities.

#### 4.2 The use of visitors and external agencies

When appropriate we will use visitors and external agencies to bring a level of expertise or personal story to enrich pupil's learning. Learning objectives and outcomes will be discussed and agreed in advance. Teachers will be present during the delivery of the sessions to manage the learning.

All visiting speakers are engaged in accordance with the 'visitors to the school policy'. Visiting speakers will be aware of the Catholic ethos and be supportive of the teachings of the church. They will not be involved in any forms of radicalisation or promotion of any external body that would contradict Fundamental British Values.

#### **5. Who will be responsible for teaching the programme?**

The PSHMEE programme at Alton School will be led by the Deputy Head who remain responsible for this policy and the overall curriculum planning, monitoring and evaluations of the programme for KS1 through to KS5. Class teachers, form tutors, teaching staff and other staff drawn from our existing staff team will be invited to lead sessions as well as high quality external agencies.

#### **6. PSHMEE themes and desired outcomes for each key stage:**

The PSHMEE programme takes a thematic approach to covering the three core themes of PSHMEE (Health and Wellbeing; Relationships; and Living in the Wider World) and the required RSE (Relationship and Sex Education) content is incorporated into these themes. This means the programme is designed in a way which allows all year groups to be working on a common theme at the same time.

In EYFS: Personal, Social and Emotional Development is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others.

#### **In the Revised EYFS PSSED is broken down into three aspects:**

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

At **Key Stage 1**, PSHMEE lessons will help younger primary school children navigate the world around them and prepare them for life after school. It helps them avoid risks and dangerous situations and educates children on how to treat others with respect. What's more, KS1 PSHMEE lessons encourage children to lead a healthy lifestyle in and out of school. Pupils will learn to develop resiliency, enabling them to better handle difficult situations. They will develop skills to become better team players. Understand how to cope with anxiety, unhealthy relationships and other challenges in life. Develop healthy confidence in themselves. Practice communication skills with others around them.

At **Key Stage 2**, pupils are given the opportunity to learn more about themselves, their body, their peers, and the world around them. The scheme of work prepares them for life outside and beyond school. PSHMEE lessons also help children to understand different emotions and feelings, that it's important to reach out when they're struggling, and that there is always someone who can help. In PSHMEE lessons, teachers give the children the knowledge and tools they will need in everyday life, both now and once they leave Lower School.

At **Key Stage 3**, pupils build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHMEE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Pupils learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At **Key Stage 4**, pupils deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHMEE education reflects the fact that pupils are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

At **Key Stage 5**, pupils deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 4. PSHMEE education reflects the fact that pupils are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

## **7. How will we assess learning?**

We believe that assessment alone in PSHMEE is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know that what has been taught has been learned, and that learning is progressing. Pupils will have the opportunity during allocated PSHMEE time to write reflections of their learning using a number of methods to record and evidence. Reflections could include discussions to review learning or complete group or paired tasks. PSHMEE alone is not responsible for pupil's future life choices. However, we are committed to assessment of learning, which is specific to PSHMEE.

### **7.1 How will we involve and consult pupils?**

We believe that consultation and involvement of pupils in PSHMEE is crucial if teaching is to meet their needs and address issues they are facing. Involvement of pupils also means that teachers can learn what pupils think of what is currently being taught.

Pupils have been at the forefront of the changes in PSHMEE programme and policy and will continue to enhance the development of Alton School PSHMEE programme. Termly evaluation opportunities will be provided for pupils to reflect and feedback on their learning experience and promote change to the programme of study where appropriate.

7.2 Specifically we will:

- Develop a shared approved list of external providers with opportunities for staff and pupils to comment on their suitability
- Use ICT where appropriate to enhance experiential learning, make it fun, fast paced, exciting
- Develop our social media avenues
- Explore issues through pupil development programme
- Evaluate pupil response through Google forms and formal feedback

7.3 Pupil enquires

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. If necessary, teachers will consult with the school's Senior Leadership Team if they are not confident in answering certain questions.

Safe learning environments will be promoted at the start of every lesson to encourage active participation. There will also be opportunities for pupils to have an anonymous question box for individuals who are not comfortable raising questions in an open setting; e.g. sessions about bullying and sex education.

## **8. Inclusion and differentiated learning**

We will ensure that all pupils have equal access to our PSHMEE programme. We recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their family, friends and wider community.

As far as is appropriate, pupils with special educational needs should follow the same PSHMEE programme as all other pupils. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery may have to be adapted. Support will be provided for individual pupils when required, sometimes on a one-to-one basis.

We will identify pupils' different starting points by:

- Liaising with class teachers and tutors to identify pupils for whom issues need a more sensitive approach

- Respecting pupils' unique starting points by providing learning that is relevant to the particular cohort, well researched in terms of content and delivery style. In sensitive subject areas a place of safety and the right to leave a session is offered
- Ensuring that pupils with special educational needs receive access to PSHMEE through careful work with the Senior Leadership Team and SENCO before and after PSHMEE sessions.

## **9. Creating a safe and supportive learning environment**

We recognise that our PSHMEE programme works within pupils' real life experiences and therefore requires a safe and supportive learning environment. We will create this by establishing clear 'ground rules' at the start of every session.

We will ensure that if pupils indicate that they may be vulnerable and at risk, they will get appropriate support from the Senior Leadership Team and the Pastoral Lead, who will work within the school's safeguarding policy to ensure clarity about what is required in such circumstances.

### **9.1 Confidentiality**

Due to the nature of PSHMEE, pupils' learning may result in them seeking advice or support on a specific personal issue. No teacher can offer complete confidentiality, and it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

## **10. Keeping parents and carers informed:**

As the PSHMEE curriculum develops we want to make sure that parents, carers and the wider community are kept informed at all times. This policy will be available and accessible through our school website and the school's weekly round-up will be used to remind parents and carers of the current PSHMEE topics.

10.1 We understand that the most powerful PSHMEE collaboration is between school and home. In fact, the Catholic Education Service states that:

*'Parents are the first educators of their children. It is their right and responsibility to inform and educate their children in matters relating to human growth and development, particularly sexual development. Therefore, schools should always work in partnership with parents and carers and the teaching offered by schools should complement and not replace their primary role.'*

Therefore, we are committed to working with parents and carers and will offer support (where practically possible) by:

- Offering material for parents or carers to explore with their children
- Communicating to parents about their right to withdraw their children from specific aspects of the PSHMEE programme.



## **11. Equality and diversity**

We will actively promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by ensuring our PSHMEE provision is accessible to every pupil, although parents will have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE, up to and until three terms before the child turns 16.

Teaching will take into account the ability, age, readiness and cultural backgrounds of the pupils and those with English as a second language to ensure that all can fully access PSHMEE provision.

We will promote social learning and expect our pupils to show a high regard for the needs of others by reinforcing the school rules and embedding clear ground rules throughout lessons.

We will use PSHMEE as a tool to address diversity issues and to ensure equality for all by celebrating achievement and encouraging access and participation of all pupils.

We recognise that PSHMEE is also crucial and will strive to help pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including online), use prejudice-based language and how to respond and ask for help. All relevant information and ways to tackle discrimination will be made clear to teaching staff and pupils.

11.1 We will ensure equality by:

- Being sensitive to the different needs of individual pupils and recognising that this may need to adapt over time as the pupil population changes
- We will assess the needs to different pupils by working closely with tutors and the Senior Leadership Team
- We will review this policy annually or in light of statutory legislative changes

## **12. Linking PSHMEE to other policies and curriculum subjects:**

We acknowledge that PSHMEE is something that should run throughout the school and that learning in other relevant subjects should complement the PSHMEE programme.

Furthermore, this policy complements the following:

- Safeguarding Policy
- Drug education and Drugs, Alcohol and Tobacco Policy
- Anti-bullying Policy
- Equal opportunities (Education) Policy
- Health and safety
- Relationship and sex education
- Prevent Duty
- Fundamental British Values Policy

### **13. Fundamental British Values**

The DfE reinforced the need 'to create and enforce clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'.

At Alton School we believe that our ethos and grounding in the Catholic Faith sit alongside our code of conduct, mission statement, curriculum, enrichment activities, PSHMEE programme and extra-curricular activities to promote the Fundamental British Values.

Actively promoting these values means challenging opinions or behaviours in school that are contrary to Fundamental British Values.

The British values will be supported through the provision of PSHMEE by:

- Individual liberty

Pupils are encouraged to be independent learners, constantly making choices, within a safe and supportive environment. Developing their self-esteem, self-confidence and self-knowledge is very important. Pupils are encouraged to understand their personal freedoms and are taught how to use these rights to best effect. All pupils are keen to support charities, whether local, national or global. They are taught consideration for others and how to stay safe, including online.

- Rule of Law

All staff members have high expectations of the pupils in our school. The importance of laws and rules are consistently reinforced in the classroom, as well as through school assemblies. Pupils are taught to understand the need for laws; that they are there for individual protection, the responsibilities that this involved, and the consequences when laws are broken.

Pupils follow a positive behaviour policy and clearly understand the rewards and sanctions that are used. Many moral issues are discussed through PSHMEE and RS lessons. On a broader scale, pupils are able to distinguish right from wrong, and to respect the civil and criminal law of England recognising that this protects individual citizens and is essential for their wellbeing and safety.

- Democracy

Democracy is prevalent at Alton school with the pupil and parent voice forums playing a central role in the school's development. Pupils have the opportunity to have their voices heard through the pupil council meetings and online polls and evaluations.

The school demonstrates clearly how pupils should contribute, co-operate and consider the views and needs of others. Pupil council meetings take place on a regular basis with a range

of ideas and topics being discussed across all year groups. Form representatives then feedback to their respective forms.

On a much larger scale, pupils are encouraged to have a respect for democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in England, in contrast to other forms of government in other countries.

Opportunities such as General elections are used to hold mock elections in school, allowing the chance for debate and promotion of Fundamental British Values.

- Mutual Respect and Tolerance

Respect and tolerance permeate all areas of life at Alton School and are deep rooted in the Catholic values which the school upholds.

All staff demonstrate respect to everyone with whom they come into contact. They consistently model and promote the behaviours and attitudes that are the foundation for positive relationships. The school and Catholic ethos is embedded to encourage everyone to consider and support each other and to celebrate the worth and individuality of every member of the school community.

Assemblies, RS lessons and the PSHMEE programme promote the diversity of society and the right for each person to be respected and valued equally regardless of ability, gender, faith, heritage or race. This is embedded in the many curriculum areas which are studied throughout the year. Special national and international calendar days are often used to highlight the need for tolerance.