

## **The Maynard School, Exeter**

September 2023

### **6.41          Personal, Social, Health and Economic Education (PSHE) Policy**

---

#### **Independent Day School for Girls**

.

***This policy should be read in conjunction with the following policies:***

- Access Policy
- Anti-Bullying Policy
- Anti-Corruption and Bribery Policy, Data Protection Policy
- Child Protection and Safeguarding
- E- Safety Policy
- Health and Safety Policy
- Restraint of Pupils Policy
- Preventing Radicalisation Policy
- Searching Students Policy
- Spiritual, Moral, Social and Cultural Policy
- Supervision of Students Policy
- Whistleblowing Policy
- Working with Volunteers Policy
- Emotional health and Wellbeing Policy
- Equality, Diversity and Anti-Racism Policy
- Relationship and Sex Policy

**What is PSHE and why is it important?** PSHE education is a planned programme of learning through which our pupils acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

As part of our whole school approach, our programme of PSHE education develops the qualities and attributes our pupils need to thrive as individuals, family members and members of society.

The benefits to our pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

We recognise that while PSHE education makes a significant contribution to our pupils' personal development and wellbeing, it is not synonymous with it. The promotion of our pupils' personal development (which includes their social development) is a fundamental aspect of their education at the Maynard and underpins their other learning. Their personal development is enhanced as they develop the skills they need to grow and develop as individuals and members of society. All aspects of a young person's experience at home, in school and out of school contribute to their personal and social development. It is a function of all subjects and curriculum areas.

### **Aims**

Our programme of PSHE aims to contribute to our pupils' personal development and wellbeing by helping them to build their personal identities, confidence and self-esteem, make career choices and understand what influences their decisions including those concerning finances. This includes discussion of differences between people and the importance of avoiding prejudice-based language. We aim to develop self-understanding, empathy and the ability to work with others, including a reflective awareness of protected characteristics – these include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. The programme also reflects on the importance and role of British values, Prevent and Radicalisation. The programme helps our pupils to enjoy healthy and productive relationships in all aspects of their lives.

### **The PSHE Curriculum**

Our PSHE curriculum is based on the following key programmes of study:

Health and Wellbeing  
Relationships  
Living in the Wider World

The PSHE curriculum is designed to provide opportunities to address real life and topical issues and to show students that they can make a difference to their own lives and those of others. It incorporates the Statutory Relationships and Sex Education Curriculum

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships\\_Education\\_\\_Relationships\\_and\\_Sex\\_Education\\_\\_RSE\\_\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf) (September, 2020, Updated February 2022)

[Personal, social, health and economic \(PSHE\) education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe-education) (September, 2021)

### **Organisation and Planning**

The Pastoral Leadership Team is responsible for the organisation and planning of the delivery and coordination of PSHE across the school.

In the junior school PSHE is taught within the curriculum delivered by the class teacher. For U3-U6 year groups, PSHE is taught as a part of our tutorial programme in 2 x 30-minute sessions a week. It is also delivered in the curriculum for U4 (1 hr per week) and KS4 (45 mins per week) as well as through assemblies, drop-down days and special events, arranged during the year, when whole year groups are involved in specific activities relevant to PSHE such as personal safety and cross-curricular workshops, team building activities days, residential trips and visits by theatre groups.

Schemes of work are reviewed and evaluated annually by the tutor teams, Subject Leader PSHE, the pastoral leadership team and the careers coordinator. This process also includes evaluation by the pupils.

Time is given in assemblies to reach the whole school or specific year groups and then further developed in PSHE lessons e.g., diversity, mental health, understanding dyslexia, Christian Aid, Children in Need, Pride Month and International Day of the Women. A house structure exists within the school to plan and coordinate whole school fund raising activities to raise the focus of part of their PSHE programme which helps them to understand many of the issues relating to economic awareness, financial well-being and citizenship.

### **Teaching and Learning**

Teachers of PSHE are encouraged to use the full range of active and participatory methods in the classroom, with emphasis placed on class and group discussion, teamwork, research and debate.

The principles of Active Learning are embedded in the PSHE lesson plans. This means that the planning and teaching are focused on helping each pupil understand:

- what they should be achieving (by providing clear learning objectives for each lesson),
- what they are actually achieving (by building in assessment questions/activities) and,
- how to bridge the gap.

Opportunities for using ICT are provided. Teachers use an open approach in lessons, whilst giving due regard to the school behaviour guidelines and the specific ground rules set by each individual class, encouraging pupils to take responsibility for their own behaviour and learning and that of the group. Lessons will focus upon discussion, real life scenarios and sign-posting

Teachers attend inset sessions so that they can develop the knowledge and skills needed to support their own professional development in PSHE and that of their tutor team. Outside speakers deliver sessions to students e.g. Brook (RSE).

Tutors and Year Heads are expected to make themselves aware of SEND students and individual pupils' needs and backgrounds, and to take these into account when planning lessons. In the teaching of sensitive subjects such as family problems and bereavement, the needs of individual pupils, where these are known, will be taken into consideration, and if necessary, pupils may be given the option to work privately for the duration of the topic.

Policy Written by:	PW	July 2010
Approved by:	Governors	August 2019
Reviewed annually by:	CL	September 2023
Date for Review:	SLT	September 2024

Authorised by Governor	
Signed	
Dated	