



**THE**  
**KEYSTONE**  
ACADEMY

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



Approved by:

DfE

Date: Jun 22

Last reviewed on:

Next review due by:

Summer 23

## **1. POLICY STATEMENT**

Here at Keystone Academy, we have a holistic approach to education, valuing all aspects of learning. We are an attachment aware school, which means we focus on building positive relationships between children and staff and between children and their peers.

All staff are committed to fostering a nurturing approach to education where children feel safe and supported. We aim to enable pupils to overcome any barriers so they can build upon their resilience and achieve their full potential, socially, emotionally and academically.

We recognise and value the importance of teaching a strong and relevant PSHE curriculum which prepares our pupils for life in a modern society, both within and beyond school. The PSHE curriculum is a necessary part of a young person's full educational entitlement.

## **2. AIMS**

Personal, Social, Health and Economic (PSHE) Education aims:

- To help pupils lead confident, healthy and responsible lives as individuals and members of society.
- To equip pupils with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions
- To promote spiritual, moral, social and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life
- To help pupils explore and express their character and build the skills they need for resilience, empathy and employability
- To support pupils to understand and manage responsibly a wider range of relationships as they mature and to show respect for the diversity and differences between people
- To support pupils to plan for their own financial independence, understand about the economy and how to prepare for their future
- To promote the core British values of democracy, rule of law, individual liberty, mutual respect and tolerance
- To develop pupils' ability to reflect on issues and take part in discussions
- To allow pupils to reflect on their experiences and how they are developing

## **3. GUIDANCE**

This policy is based on advice from the Department for Education (DfE):

### **Statutory requirements**

[Personal, Social, Health and Economic Education](#) (updated 2021)

[Relationships and Sex Education](#) (updated 2021)

[Careers guidance](#) (updated 2021)

[Equality Act 2010: advice for schools.](#)

### **Non-statutory guidance**

[Drug advice for schools](#) (2012)

[Drug Strategy](#) (2010)

[Mental health and behaviour in schools](#) (updated 2018)

[Careers Strategy](#) (2017)

[Promoting British Values in schools](#) (2014)

[Character Education](#) (updated 2019)

## **4. CURRICULUM**

It is a statutory requirement that we cover the following:

- Relationships Education (KS1-2)
- Relationships and Sex Education (KS3-4)
- Health Education
- Careers Education

In addition to this we believe that a good quality PSHE curriculum teaches the skills and knowledge most in need for our pupils. We identify this based on our knowledge of individual needs and circumstances and from analysis of our own internal tests (Boxall Profiles) and safeguarding records.

PSHE is taught discretely from KS1-4 through timetabled lessons each week as well as reinforced through our thematic curriculum:

EYFS	Personal, social and emotional (one of the 7 EYFS areas of learning and development) is taught during thematic continuous provision
KS1 & KS2	2 x PSHE lessons per week, plus topic-based cross curricular learning opportunities

KS3	3 x PSHE lessons per week, plus topic-based cross curricular learning opportunities
KS4	3 x PSHE lessons per week (1 x Work Skills, 2 x PSHE)

In addition to this, many aspects are covered through individual discussions and a range of activities across and beyond the curriculum, including form time. See Appendix for curriculum map.

Adults working with our young people, formally or informally will be careful to ensure that their personal beliefs and attitudes do not influence them. Neither adults nor pupils will be expected to answer personal questions and any difficult questions will be answered honestly, sensibly and in a factual manner.

Where appropriate, we invite suitably experienced and knowledgeable visitors from outside agencies to contribute to the delivery of PSHE.

## **5. ASSESSMENT AND MONITORING ARRANGEMENTS**

Assessments will take place in the classroom as is appropriate to the task being undertaken. In oral work or role play this may simply be an observation of the learning outcome. In some cases, there may be written evidence. Self and peer assessment will be actively encouraged and pupils allowed time to reflect on their progress and achievement.

This policy will be considered annually and formally reviewed every two years by the PSHE lead in consultation with the Local Support Board (LSB) and Headteacher.

## Appendix - Curriculum map

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	<p>Personal, social and emotional development</p> <p>A nurturing model, developed and supported by staff relationships with pupils will be at the heart of developing PSED in the EYFS. Adults will model and guide the pupils how to look after themselves, including healthy eating and managing personal needs independently. Opportunities to bring the children together to practice social interactions with peers, make friendships, cooperate and resolve conflicts peacefully.</p>		
1-6	<p><u>Aut 1</u></p> <p>Being me in my world</p> <p><u>Aut 2</u></p> <p>Celebrating difference</p>	<p><u>Spr 1</u></p> <p>Dreams and goals</p> <p><u>Spr 2</u></p> <p>Healthy me</p>	<p><u>Sum 1</u></p> <p>Relationships</p> <p><u>Sum 2</u></p> <p>Changing me</p>
7	<p><u>Aut 1</u></p> <p>Living in the wider world (part 1)</p> <p><u>Aut 2</u></p> <p>Living in the wider world (part 2)</p>	<p><u>Spr 1</u></p> <p>Relationships, Safety &amp; Identity (part 1)</p> <p><u>Spr 2</u></p> <p>Relationships, Safety &amp; Identity (part 2)</p>	<p><u>Sum 1</u></p> <p>Healthy living &amp; responsible health choices</p> <p><u>Sum 2</u></p> <p>Puberty, emotional health and wellbeing</p>
8	<p><u>Aut 1</u></p> <p>Sex, relationships &amp; conflict</p> <p><u>Aut 2</u></p> <p>Prejudice, values, extremism &amp; cults</p>	<p><u>Spr 1</u></p> <p>Careers &amp; finance</p> <p><u>Spr 2</u></p> <p>My Goals, behaviours &amp; emotions</p>	<p><u>Sum 1</u></p> <p>Looking after our health</p> <p><u>Sum 2</u></p> <p>Discrimination, prejudice &amp; challenges</p>

9	<u>Aut 1</u> Health & relationships with others and ourselves <u>Aut 2</u> Our health & personal safety	<u>Spr 1</u> Achieving good mental health <u>Spr 2</u> Careers & enterprise	<u>Sum 1</u> Finance & careers <u>Sum 2</u> Rights & responsibilities
10	<u>PSHE</u> Mental Health and well being / Living responsibly <u>Work Skills</u> Managing own Money	<u>PSHE</u> Relationships and diversity <u>Work Skills</u> Running an enterprise	<u>PSHE</u> Living in the wider world <u>Work Skills</u> Preparing for work experience
11	<u>PSHE</u> Relationships and sex <u>Work Skills</u> Career progression	<u>PSHE</u> Health and wellbeing <u>Work Skills</u> Using a CV and a covering letter to apply for a job	<u>PSHE</u> Living in the wider world <u>Work Skills</u> Achieving success at interview