



Birchfield Independent Girls School

**POLICY FOR PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION  
DEVELOPMENT (PSHEE)**

**Background**

At Birchfield Independent Girls School, we promote the development of Personal, Social, Health and Economic Education (PSHEE) as it:

- Makes a major contribution to the health and achievement of children and young people
- Contributes to the welfare and safety of children and young people
- PSHEE comprises planned provision to promote the personal and social development, health and wellbeing of pupils in a school
- Underpins young people's future employability through the development of the personal and social skills which commerce and industry demand from our workforce
- Helps to increase children and young people's independence and ultimately enables them to take responsibility for themselves.
- Prepares them for their future role as parents, employees, and leaders.

**Policy Statement**

PSHEE help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Our school is committed to the provision of PSHEE to all its pupils. Our program aims to respond to the diversity of children's cultures and family backgrounds.

The relationship between PSHEE provision and school ethos is important. At our school, we encourage the following:

- Effective relationships between all members of the school community
- Pupils to play an active part in decision making
- School policies to be compatible with what is taught in PSHEE (e.g. Anti-bullying)

**PSHEE supports our schools' statutory duties to:**

- Promote children and young people's wellbeing
- Achieve the whole curriculum aims
- Promote community cohesion
- Provide careers education and sex education

**Why is PSHEE important to our pupils?**

PSHEE equips our pupils with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning, and career choices and in managing their finances effectively. PSHEE also enables our girls to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

**Aims and Objectives**

PSHEE enable our pupils to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

This policy is a working document which provides guidance and information on all aspects of PSHEE in the school for staff, parents/carers and governors.

The aims of PSHEE are to enable the children 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 school community
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Develop an ethical understanding of personal relationships and their own responsibilities towards becoming young women

PSHEE at Birchfield Independent reflects the school ethos and demonstrates and encourages the following values in pupils:

- Respect for oneself

- Respect towards other pupils and adults
- Responsibility for their own actions
- Responsibility to their family, friends, schools and wider community

### **PSHEE Tutorials and Curriculum Planning**

We teach PSHEE in a variety of ways. In some instances, e.g. drugs education, we teach PSHEE as a discrete subject in tutorials. We teach PSHEE as part of our Islamic Studies curriculum. PSHEE is a separate subject in tutorials, as well in units of PSHEE are taken from our schemes of work and taught in Islamic Studies as well as Science, History, PE. Citizenship is also taught as a separate subject at the school.

Some of the time we introduce PSHEE through other subjects, e.g. when teaching about local environmental issues in Geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for Islamic Studies and the aims of PSHEE, we teach a considerable amount of the PSHEE through our Islamic Studies lessons.

We also develop PSHEE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills and Culture days.

### **Content**

PSHEE is a vital part of our tutorials. Pupils develop skills to manage feelings in a positive and effective way and develop confidence in sharing their views and opinions. They learn to set themselves simple goals and make choices about some aspects of their health and well-being. Pupils identify and respect differences and similarities between people, recognise how their behaviour affects other people and that bullying is wrong and know how to get help dealing with it. PSHEE is taught in tutorials lessons as well as being firmly embedded in all curriculum areas. Active learning methods, which involve children's full participation, are used.

### **Organisation**

All input to PSHEE tutorial lessons are part of a planned programme and negotiated and agreed with most staff in advance. Evaluation of the PSHEE program is conducted using a variety of informal activities which have been built into the programme. Teachers are required to hand in their own personal evaluation of each topic/theme covered. These are used to inform future planning.

**Specific Issues within PSHEE****Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the head teacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

**Controversial and Sensitive Issues**

Staff are aware that views around some PSHEE related issues are varied. However, while personal views are respected, all PSHEE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others that may have a different opinion.

**Teaching and Learning Style**

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as fun days, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils can participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local mosque and church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

**Monitoring and Review**

The subject teacher is responsible for evaluating the strengths and weaknesses in the subject and indicating areas for further improvement.

**This document was produced December 2020 and is due to be reviewed December 2022**

Signed (Chair)..... Date.....

Print Name..... Date of next review.....

Head Teacher.....