

## Personal, Social, Health, and Economic Education Policy

This Policy applies to the Senior School and is published to staff, pupils and parents

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### Introduction

This policy covers Longridge Towers School’s approach to Personal, Social, Health and Economic Education (P.S.H.E.E) in the Senior School, and applies to the curriculum taught from Forms 1 through to Upper Sixth. It is available to parents and carers through the School’s website and printed copies are available upon request from the School Office.

This P.S.H.E.E policy should be read in conjunction with the SMSC and British Values, Pupil Handbook (with reference to the Code of Conduct), Drugs and Alcohol Education, and Relationships and Sex Education Policies. Although Relationships and Sex Education is taught as part of the P.S.H.E.E curriculum, parents should consult the School’s Relationships and Sex Education Policy with regard to this particular aspect.

## **Purpose**

Longridge has a good reputation for preparing young people for their place in the adult world by ensuring that they are confident citizens and lifelong learners. The purpose of the P.S.H.E.E programme is to underpin and further these aims through a comprehensive curriculum. P.S.H.E.E education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work.

## **P.S.H.E.E Aims**

- To ensure that pupils develop critical thinking skills in relation to issues and concepts they encounter in their own lives, the lives of others, and as depicted in the media and in literature
- To develop skills in formulating, expressing and justifying opinions
- To develop social and interpersonal skills along with emotional literacy
- To ensure that the pupils have a good awareness of how to keep themselves safe, both in the virtual and the physical worlds

P.S.H.E.E aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning based around six main themes: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. This runs alongside the focus on developing the skills in self-management, communication and collaboration, all of which are encouraged in all the children across the whole School curriculum.

## **Teaching and Learning**

P.S.H.E.E is taught by a small team of experienced staff. We create a safe and supportive environment for learning to take place, with clear ground rules which are understood by both the pupils and those who teach them. Staff are aware of pupils for whom particular topics might be particularly sensitive, and where required, additional pastoral support will be put in place in consultation with the pupil. All staff in the School are aware of the School's Child Protection (Safeguarding) Policy, and staff teaching P.S.H.E.E are aware that the subject may prompt a pupil to make a disclosure. They know the procedures to follow, and that contact should be made with the Designated Safeguarding Lead should a disclosure be made. Pupils are also aware that they can approach any member of staff to talk to, and all pupils have an account on the Tootoot system.

The School follows the JIGSAW curriculum for Forms 1 to 5, and the Sixth Form follow a scheme produced by Cre8tive Resources.

An outline of the units taught across the Senior School are available on the School website. All pupils receive a single period of P.S.H.E.E. per week.

## **Differentiation and special needs**

All pupils have access to the P.S.H.E.E curriculum regardless of race, sex, gender, ethnicity, disability, sexual orientation or religion. The curriculum seeks to promote greater understanding of diversity and inclusion through exploring various topics, discussion and opportunities for reflection on learning. The Fundamental British Values of democracy, the rule of law, personal liberty, and mutual respect for and tolerance of those with different faiths and beliefs and those without faith are taught both implicitly and explicitly. Care is taken to match the curriculum materials with both the age and maturity of the groups being taught. Pupils are encouraged to make links between what they learn in the classroom and the wider world. The School may at times feel it is appropriate to address particular concerns or issues which arise in society, and seek to do so in a way that is positive and supportive. This may at times be supplemented with year group or Senior School assemblies.

Work will be planned according to the needs and abilities of the pupils, challenging individual pupils to achieve their full potential in this subject. Resources are regularly checked to ensure that they remain relevant in respect of the topic being taught.

### **Assessment**

Teachers assess the pupils' work in P.S.H.E.E both by making informal judgements as they observe them during lessons and by doing more formal assessments of their work, measured against the specific learning objectives set out in the P.S.H.E.E curriculum.

Pupils' progress and learning may be assessed through a variety of activities, including short quizzes, question and answer and reflective writing.

### **Careers**

Different facets of careers education are explored throughout the P.S.H.E.E curriculum in Forms 1 to 5. This includes researching different professions, exploring different career pathways, and personal audits of skills and aspirations. In Forms 4 and 5, more tailored support is given, considering different career pathways, writing a CV, and work experience. All Form 4 pupils are expected to attend a work experience placement in their summer term.

As part of the Sixth Form mentoring system, all pupils will receive careers advice such as how to apply to university, either in this country or abroad, and how to apply for other career pathways post GCSE and A Level such as apprenticeships and direct entry to the world of work. Pupils are encouraged to go to university 'open days', careers fairs, and universities are encouraged to come to the School to speak to pupils. Additional help will be given to pupils in completing their UCAS forms. All Sixth Form pupils are encouraged to do work experience during the holiday time to broaden their skills, understand how to survive economically in today's world, and to help them see if a particular career pathway is for them or not.

Pupils are also offered careers interviews at different stages of their education.

### **External speakers and Assemblies**

Where appropriate, external speakers may be invited in to talk to pupils about particular topics. The School is also a member of the P.S.H.E. Association, and has access to both training and additional approved resources.