

<b>POLICY TITLE:</b>	<b>Personal, Social, Health, Economic Education (PHSE)</b>
<b>Policy Number:</b>	ACS62
<b>Applies to:</b>	Schools & Colleges: England and Scotland
<b>Version Number:</b>	V02
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<b>Ratified by:</b>	Michael Lucas – Head Of Quality – Education
<b>Responsible signatory:</b>	Natasha Slowman – Interim Director of Quality and Governance
<b>Outcome:</b>	This policy aims to ensure: All Children and Young people within Aspris schools and colleges are supported very effectively with acquiring the knowledge, understanding and skills they need to manage their lives, now and in the future.
<b>Cross Reference:</b>	ACS31 Curriculum ACS20 Relationship and Sexual Education ACS34 Spiritual, Moral, Social and Cultural Development and Community Cohesion ACS17 Health and Wellbeing ACS26 Equality of Opportunity & English as an Additional Language ACS26A Equality of Opportunity & English as an Additional Language - Wales ACS31A Curriculum - Wales ACS32 Teaching and learning ACS33 Special Educational Needs and Disability ACS33A Additional Learning Needs ASC38 E-Safety ACS35 Examination Policy ACS03 Anti-Bullying ACS03A Anti-Bullying - Wales ACS03B Anti Bullying- Scotland ACS57 Careers Guidance AOP06 Safeguarding Children in Education AOP06A Safeguarding Children in Education - Wales

**EQUALITY AND DIVERSITY STATEMENT**

Aspris is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email [AsprisGovernanceHelpdesk@Aspris.com](mailto:AsprisGovernanceHelpdesk@Aspris.com).

## Personal, Social, Health, Economic Education (PHSE)

### 1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Aspris Children's Service facility will have local procedures in place where necessary, which explain how this policy is applied and put into practice at site level.
- 1.2 Template **ACS LP 62** is provided for this purpose and includes a key content checklist.
- 1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable, so that we keep pupils safe through PSHE and prepare them for life after school.

### 2 AIMS

- 2.1 PSHE updated non-statutory guidance will come into effect from September 2020.

The revised curriculum subjects will be:

Relationships education (primary)

Relationships and sex education (RSE) (secondary)

Health education (state-funded primary and secondary)

- 2.2 Aspris Children's Services aims to:
  - a) Provide pupils with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.
  - b) Enable pupils to develop the capacity to make sound decisions when facing risks, challenges, and complex contexts.
  - c) Support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

### 3 SCOPE

- 3.1 Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum (as stated above).
- 3.2 Personal, Social, Health and Economic (PSHE) education is a statutory school subject through which pupils develop the knowledge, skills, and attributes they need to manage their lives, now and in the future. It will help children and young people to stay healthy and safe, whilst preparing them to make the most of life and work. When taught well, PSHE education will also help pupils to achieve their academic potential.
- 3.3 The PSHE curriculum should be designed to encourage 'Respect for Other People', with particular regard to the protected characteristics set out in the Equality Act 2010 (see section 4 below).
- 3.4 The PSHE curriculum should provide learning opportunities for key stages 1 to 5, based on statutory content across three core themes:
  1. HEALTH AND WELLBEING
  2. RELATIONSHIPS
  3. LIVING IN THE WIDER WORLD
- 3.5 A broader PSHE programme could also cover economic wellbeing, careers, and enterprise education, as well as education for personal safety, including assessing and managing risk. The PSHE Association is funded by the DfE to provide guidance on the content that schools should deliver across each key stage, and should be used in conjunction with this policy.

3.6 Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

3.7 This policy applies to all schools and colleges and should reflect their aims and ethos.

#### **4 RESPONSIBILITIES**

4.1 Curriculum leaders should ensure that protected characteristics are referenced in curriculum documentation.

4.2 The protected characteristics as listed in section 4 of the Equality Act 2010 are:

- a. age
- b. disability
- c. gender reassignment
- d. marriage and civil partnership
- e. pregnancy and maternity
- f. race
- g. religion or belief
- h. sex
- i. sexual orientation

4.3 Teachers should ensure that plans and schemes of works relating to the PSHE curriculum reflect the schools aims and ethos, encourage mutual trust and respect for others, particularly those with protected characteristics; develop SMSC knowledge; and develop self-knowledge and self-esteem. It should also take into account the ages of pupils and their learning abilities when addressing protected characteristics and RSE. Planning should actively promote fundamental British values and provide careers guidance to those over 11 years old and teachers should deliver the curriculum appropriately.

#### **5 TRAINING**

5.1 To ensure that all information used to develop pupils' knowledge on any aspect of PSHE education is up to date, accurate, unbiased, and balanced, teachers delivering PSHE and RSE should undertake regular training.

#### **Associated Forms:**

ACS LP 62 PSHE

#### **References:**

DfE (current version) Independent School Standards: Guidance for independent schools

DfE (current version) Personal, social, health and economic (PSHE) education

DfE (current version) Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education

PSHE Association- Programme of Study for PSHE Education - Key Stages 1-5

PSHE Association- PSHE Education Planning Framework for Pupils with SEND - Key Stages 1-4

DfE (2017) Careers strategy: making the most of everyone's skills and talents