

**Argyle House School**  
**Personal Social Health and Economic Education Policy**

**Policy Context and Rationale**

Argyle House School has a strong sense of family, both in the relationships which pupils and staff have with each other and in the way they work together for individual and common goals. The school motto of “Work Conquers All” is used to encourage pupils to work hard to reach their full potential. This is achieved by embracing the school’s Six R’s. The Six R’s are embedded in all aspects of school life, with the aim of helping pupils develop into strong individuals, who will have the opportunity to learn and develop their abilities-academically, socially, morally, spiritually, culturally, emotionally and physically- and to be able to understand how to be good citizens and to succeed in today’s world.

This policy covers our school’s approach to Personal, Social, Health and Economic Education (PSHEE). The PSHEE curriculum incorporates Relationship and Sex Education (RSE), for which there is a specific policy, Social, Moral, Spiritual and Cultural Education (SMSC) and Fundamental British Values (FBV). SMSC and FBV are embedded within the PSHEE curriculum and the wider curriculum. This policy was produced by the PSHEE coordinators, Senior Management and the Head Teacher, through consultation with the Student Council (which is the voice within the school), as well as the wider student body. These consultations offered students the opportunity to talk about issues affecting their lives, in a structured but less formal setting than other curriculum subjects. It is understood that PSHEE should not be only restricted to the one lesson a week, but should rather be embedded in all aspects of school life.

This policy was produced by the Head Teacher through consultations with the PSHEE coordinators and Senior Management Team. Personal, Social, Health and Economic Education is given a high status within the school and there is clear senior management support for the PSHEE coordinators. We also view the partnership between home and school of paramount importance.

We ensure PSHEE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) as well as pupils with different levels of maturity, and takes into consideration individual pupils’ personal circumstances; for example their own experiences, sexual orientation, faith or culture.

**Availability**

The policy is available to parents and carers, in digital format on the school website and, upon



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request, as a hard copy from the school office. The PSHEE curriculum is also available on the school's intranet site. Views expressed by parents will always be taken into account when reviewing the policy.

## **Aims and Purpose**

The teaching of Citizenship and PSHEE at Argyle House School offers opportunities to:

- Develop their own knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.
- Develop confidence and responsibility and making the most of their abilities.
- Preparing the children to play an active role as citizens and within this develop a healthy, and safer lifestyle.
- To be able to develop good relationships and respecting the difference between people.
- Help the children learn to take and share responsibility; feel positive about themselves; take part in discussions on relevant topics; be able to make real choices- between healthy options in school meals or what to watch on T.V; be able to meet and talk with people from outside the school community; develop relationships through work and play; consider social and moral dilemmas that they come across in everyday life and not to be afraid to ask for help from family or police, etc.

## **Core Themes and Topic Areas**

The PSHEE scheme links to the Secondary department scheme and also follows the PSHE Association's three core themes of:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

## **Key Stage 1**

In this department the children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment.

They begin to learn about their own and other people's views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

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## Key Stage 2

In this department the children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it.

They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary education with support and encouragement from their school. They learn how to make more confident choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

## Key Stage 3

Pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHEE education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHEE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

## Key Stage 4

Pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHEE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

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**Core Themes**

Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
<p>Topic areas:</p> <p>Healthy lifestyles (physical and mental)</p> <p>Keeping safe</p> <p>Growing and changing</p>	<p>Topic areas:</p> <p>Healthy Relationships</p> <p>Feelings and emotions</p> <p>Valuing difference</p>	<p>Topic areas:</p> <p>Rights and responsibilities</p> <p>Taking care of the environment</p> <p>Money matters (and work)</p> <p><b>Media literacy and digital resilience</b></p>

The Scheme of Work key concepts and skills;

**Key Stage 1**

1. Keeping our bodies healthy.
2. Change, loss and getting older.
3. What goes into our bodies.
4. Recognise feelings in self.
5. Secrets and surprises.
6. Attributes: kindness/fairness.
7. Contributing to life in the classroom.
8. Improvements and harm to local environments.
9. Sources of money.

**Key Stage 2**

1. Making informed choices.
2. Aspirations and goals.
3. Risk, danger and hazard.
4. Recognising and managing different feelings.
5. Recognising aspects of a healthy relationship.
6. Recognising stereotypes.
7. Issues concerning health and wellbeing.
8. Taking care of the environment.
9. The role that money plays in their lives.

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1. What influences our choices about health and wellbeing.
2. Aspirations, goals and feeling valued.
3. Keeping physically and emotionally safe online.
4. Recognising and responding to other's feelings.
5. Understanding what constitutes a healthy relationship.
6. Challenging stereotypes.
7. Topical issues concerning health and wellbeing.
8. Responsibilities towards and how people contribute to communities and the environment.
9. Finance, earning money and deductions.

### Key Stage 3

1. Introducing PSHE education
2. Growing Up (GU)
3. Sex, sexuality and sexual health (SSSH)
4. Alcohol, tobacco and other drugs (ATD)
5. Emotional wellbeing and mental health (EWMH)
6. Healthy lifestyle (HL)
7. Risk and safety (R&S)
8. Relationships (R)
9. Identity (I)
10. Communities (C)

### Key Stage 4

1. Introducing PSHE education
2. Relationships (R)
3. Sex, sexuality and sexual health (SSSH)
4. Alcohol, tobacco and other drugs (ATD)
5. Emotional wellbeing and mental health (EWMH)
6. Healthy lifestyle (HL)
7. Risk and safety (R&S)
8. Identity (I)
9. Communities (C)
10. Planning for the future (PFF)
11. Finance (F)
12. Business and enterprise (BE)

## Values and Attitudes

Children will be given opportunities to:

- Work with others, listen to their ideas and treat these with respect.
- Develop respect for evidence and evaluate critically ideas which may or may not fit evidence available.
- Develop a respect for the environment, living things, people around them, being healthy and active, as well as for their own safety.

## Links with Other Areas of the Curriculum

The units of work offer children opportunities to develop their use of language. Both language development and children's understanding are reinforced by:

- Speculating, discussing, explaining and comparing;
- Listening and reading;
- Predicting, sequencing ideas and suggesting alternatives.

The units of work identify opportunities for links with other areas of the curriculum e.g. music, geography, history, art, P.E and ICT. Teachers are expected to acknowledge this in their planning to ensure they understand that lessons can have a dramatic effect upon the PSHEE development of a child.

## Links with Home

The topics which are covered allow for the children to maybe identify issues, help them understand and maybe even give them answers to problems at home. The issues which are discussed are viewed by the parents, so allowing them to see how their child is developing in this area.

Parents are informed at the beginning of each key stage which RSE topics are to be covered in each year group and have the opportunity to discuss this if require.

## Evidence of Progression

Assessment in PSHEE is an integral part of teaching and learning. It is used to promote learning, to identify pupils' progress and ongoing learning needs, to allow them to reflect on their own learning and to demonstrate the impact the PSHEE scheme of work is having on them. Pupils have the opportunity to reflect on their learning, especially when that learning relates directly to the



individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences. Assessment increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. Assessment is ipsative, comparing the pupil's results against his or her previous result; so the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus.

<b>Assessment activity</b>	<b>Activity to demonstrate progress</b>
Questioning	Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.
Discussion	Revisit main arguments from baseline discussion; formal debate; presentations.
Brainstorming	If written down, revisit in a different colour – add, amend, expand.
Role-play, hot-seating, freeze-frame and other drama techniques	Repeat role-play showing how strategies have developed/changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation.
Storyboards/cartoon strip/scenario script writing	Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour – add, amend, expand, change; role-play their revised script.
Responding to a scenario, picture or video clip	If written down, revisit in a different colour – add, amend, expand; discuss or write down any changes to their response as a result of the learning.
Mind map or spider diagram	Revisit in a different colour – add, amend, expand.
'Graffiti wall'/'working wall'	Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.
Quiz	Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer.
Questionnaire	Repeat questionnaire; ask pupils to write a new questionnaire for peers to answer.
Continuum/'washing line'	Repeat the activity asking pupils to discuss whether, and if so how far, they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions.
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Pupils rate themselves on the same scale in the light of the new learning.
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction)	Revisit in a different colour – add, amend, expand.
Explain to an alien	Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other's questions.
Card sort e.g. 'diamond 9'	Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.



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## **Social, Moral, Spiritual and Cultural**

The social moral, spiritual and cultural (SMSC) development of the pupils is a fundamental part of everything which we do and is integrated into all aspects of school life. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to: learn and achieve, relate fully to and engage in the world in which we live today and to find their place in society within the United Kingdom. The '6 Rs' (Respectful, Reasoning, Resilient, Responsible, Reflective and Resourceful) are at the heart of our school and underpin everything we do

### **Spiritual, moral, social and cultural development**

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their own experiences.

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

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- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## Fundamental British Values

A key part of SMSC are the Fundamental British Values: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

These are integrated in all aspects of the academic curriculum, as well as in co-curricular clubs, school visits, election in various representatives, assemblies etc.

Below are some examples of where Fundamental British Values can be found in the wider school life.

### Democracy

- An elected School Council (Year 5-11).
- Prefect and monitoring roles for the pupils.
- Pupil playground 'Helping Hands'.
- Voting on charities to support.
- Balanced argument writing in English.

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- Pupils taking part in debates in general.
- Input into choice of school visit/trips and clubs.

#### Rule of law

- High expectations for attendance, punctuality and behaviour.
- Rules and attitudes to keep us safe including classroom and school rules.
- ESafety and safety relevant to the school setting, for example bikeability and road safety.
- The roles of all those who help us (Early Years Foundation Stage).
- The role of the monarchy and the monarchy of previous years.
- Opportunities to celebrate the lives of inspirational people who have influenced the course of history.

#### Individual Liberty

- The liberty given to pupils increases as they progress through the school.
- A wide choice of co-curricular visits, activities, school productions and clubs.
- Pupils are encouraged and given the opportunity to voice views in lessons in a formative manner.
- Within the school lunches, children are given choices.
- Use of the internet to research different topics.

#### Faiths and beliefs

- Celebrating differences as well as similarities through cultural events such as Continent's Week.
- Visiting different places of worship and studying different beliefs and cultures.
- Exploring morals through stories, lessons and assemblies.
- Encouraging visits from religious leaders.

The PSHE education lessons are sensitive to a range of views but ensure that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights. This includes clear, impartial information in relation to matters such as forced-marriage, female genital mutilation and abortion.

PSHE education is taught through a series of recurring themes, which pupils experience in most years of school. At each encounter, the level of demand increases and learning is progressively deepened.

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The subject is timetabled for all year groups and is allocated between 30 minutes to 1 hour every week. As well as timetabled lessons, themes from PSHEE curriculum are addressed and embedded across the curriculum.

### **Assessment**

Assessment in PSHEE is an integral part of teaching and learning. It is used to promote learning, to identify pupil's progress and ongoing learning needs, to allow them to reflect on their own learning and to demonstrate the impact the PSHEE scheme of work is having on them. Pupils have the opportunity to reflect on their learning, especially when that learning relates directly to the individual's identity-their personal qualities, attitudes, skills, attributes, achievements and influences. Assessment increases pupil's motivation and improves learning as their raised awareness of their development illustrates the value of their learning.

The benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus. Success criteria is brought into the assessment strategies to pull together the progress.

### **Teaching Responsibility and Staff Training**

The programme will be lead by the Head Teacher and PSHEE coordinators. In the primary department PSHEE is taught by the class teachers and in the secondary department by specialist teachers for each year group. The curriculum is supported by assemblies led by different teachers and on occasion visiting speakers.

### **Safeguarding**

Teachers are aware that effective PSHEE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with Designated Safeguarding Lead and in his absence their deputy. This is in line with KCSIE 2020.

### **Involving Parents and Carers**

It is believed that PSHEE is strongest when there is communication and collaboration between school and home. We are committed to working with parents and carers. Parents are encouraged to discuss the topics discussed with their children.



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When relevant, we communicate to parents about their right to withdraw their children from aspects of RSE and, if necessary, alternative provision will be made. However, it will be made clear that parents have a responsibility to ensure that their children receive the missed learning.

### Review Date

This policy will be reviewed in September 2025.

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