



# PSHE policy

Lansdowne School

Approved by:

Date:

Last reviewed on:

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## 1. Aims

Personal, social, health and economic (PSHE) education is a non-statutory but important and necessary part of all pupils' education (Department for Education, 2020).

At Lansdowne School we have high expectations of our children and strive to ensure that every child achieves academically, socially and personally.

Our PSHE curriculum is rooted in our school vision to ensure all students become as independent, safe and happy as possible. We aim to equip each child with a sound understanding of risk, as well as the knowledge and skills required to safely and successfully make informed decisions that will help them navigate their way through life whilst at school and in the years that follow.

Our program covers the statutory guidance on relationship and sex education (RSE), and seeks to promote the importance of physical activity and a balanced diet for a healthy lifestyle. It is tailored to best reflect the needs of our current cohort at Lansdowne School through:

- The use of student and parent/carer voice
- Promoting spiritual, moral, social, cultural, mental and physical development
- Preparing students for the opportunities, responsibilities and experiences of later life (Education Act 2002/ Academies Act 2010)

## 2. Statutory requirements

As stated above, PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

## 3. Content and delivery

### 3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see the attached long term plan for more details about what we teach in each year/Key Stage.

## 3.2 How we teach it

- We have 2 PSHE lessons each week
- Alongside PSHE we offer 1 'Life Skills' lesson and 1 'Play' lesson weekly
- Our PSHE lessons focus on the individual or 'personal' (PSHE lessons are based on the Government's statutory guidance and the PSHE Association's program builder tools)
- Play lessons focus on developing 'social' skills (Play lessons are built on the principles underpinning the Equals Play Curriculum)
- Life Skills lessons focus on developing the skills we need to engage successfully with 'society' at large (our Life Skills curriculum is based on the Autism Education Trust Autism Progression Framework)
- PSHE lessons (and Life Skills and Play lessons) are delivered by teachers and occasionally HLTAs
- On occasions we may invite external agencies in to support delivery of the curriculum
- Lessons are fully adapted to allow all students regardless of their special needs to access appropriate learning
- Teachers are instructed not to let their personal beliefs and attitudes influence their teaching; they should teach 'the facts' as far as is possible
- Teachers can raise any concerns about their ability to teach certain areas of the curriculum by speaking with the subject lead, but there is an expectation that they will deliver the curriculum in full unless there are exceptional circumstances
- We develop our own resources but also use resources from the PSHE Association and 'EC Publishing' where appropriate
- We use an ipsative form of assessment: assessing knowledge at the beginning and end of a unit of study
- Progress is presented to parents in the form of 'I can' statements

## 4. Roles and responsibilities

### 4.1 The governing board

The governing board will approve this first version of the PSHE policy, and hold the headteacher to account for its implementation.

Going forward, the policy will be approved by the headteacher annually following review.

The governing board will be asked to approve any significant amendments.

### 4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### 4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

### 4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **5. Monitoring arrangements**

The delivery of PSHE is monitored by the subject lead, Joe Hilton, through: planning scrutiny, learning walks, book looks.

This policy will be reviewed by the subject lead, Joe Hilton, in consultation with the PSHE team, SLT, parents and students on a regular basis (at least annually). At every review, the policy will be approved by the headteacher.

## **6. Links with other policies**

This policy links to the following policies and procedures:

- The RSE policy