



# PSHEE Strategy

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**Approved by:**

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**Reviewed by:**

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# 1. Aims

The aims of Personal, Social, Health and Economic Education (PSHEE) at Excellence Girls Academy are to enable our pupils 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 regardless of race, faith, gender and mental and physical disability
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community

This is in line with the vision, ethos and aims of Excellence Girls Academy.

# 2. Statutory requirements

PSHEE is a non-statutory subject. However, there are aspects of it we are required to teach.

At primary level:

- We must teach relationships education 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

At secondary level:

- 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're 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 PSHEE, including health education, we follow the Framework for PSHEE and Citizenship, given as non- statutory guidance in the National Curriculum.

This framework is delivered through a variety of teaching strategies. It cannot just be taught as a separate subject, although this is an appropriate teaching strategy. It is also taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school events (cross-curricular days, special visits, enrichment, special activities planned to allow the children to work together under different circumstances), School Council, classroom responsibilities, fundraising activities and other methods which provide links with parents and members of the outside community.

A whole school approach is used to implement the framework. This strategy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy and Equality and Diversity policy.

In following the framework our pupils are taught the four key components of PSHEE knowledge, skills and understanding:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as British citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting and celebrating the differences between people

In following the framework for Citizenship our pupils are taught:

- Social and moral responsibility
- Community involvement
- Political literacy

### **3.2 How we teach it**

We use a wide range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage them to have an opinion and express it.

PSHEE is provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- Weekly PSHEE lessons
- Regular specific curriculum sessions to develop themes and share ideas e.g. class discussion and assemblies
- Opportunities are found within other curriculum areas e.g. links with role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE
- Activities are provided as group, class or school events and initiatives e.g. community projects, school productions, assemblies for parents and friends, celebration assembly and educational trips for the pupils
- At break times and lunch times opportunities exist for playing co-operatively using play equipment;
- The children are involved when visitors come into school
- Much of the curriculum is delivered through oral and practical activities
- Where appropriate pupils will record or investigate their work using a variety of mediums including books, internet, specific services e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life

Through such activities the themes outlined in Appendix 1 are covered, in which pupils learn how to make more confident and informed choices about their health and their environment; to take more responsibility, both individually and as a group, for their own learning; and to resist bullying.

#### **Various abilities including SEN (Special Educational Needs):**

- We teach PSHEE and Citizenship to all our pupils, regardless of their ability
- Learning opportunities are matched to the individual needs of children with lower ability
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss
- Children have access to extra help as the need arises

#### **Assessment, Recording and Reporting:**

- Teachers assess the children's work both by making informal judgments as they observe them during lessons
- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage
- We keep records of the contribution to the life of the school and community in photograph form which is often visible in our termly newsletters
- Through assemblies we celebrate personal achievement and reward thoughtful, caring behaviour
- Children are often rewarded for good work and behaviour and have vertical age groups of children across the school who accumulate points to achieve also promoting teamwork
- In each classroom every pupil has their own Citizen Passport which allows them to record, evaluate and reflect on areas of work throughout the curriculum that are relevant to PSHEE
- A comment relating to PSHEE and Citizenship will be included in the annual report to parents on pupils 'progress

## **4. Roles and responsibilities**

### **4.1 The Governing Body**

The Governing Body will hold the Headteacher to account for the implementation of this strategy.

## 4.2 The Headteacher

The Headteacher is responsible for ensuring that PSHEE is taught consistently across the school.

## 4.3 PSHEE Lead

The PSHEE lead is responsible for:

- Monitoring the standards of children's work and the quality of learning and teaching
- Support colleagues in the teaching of PSHEE and citizenship by giving information about current developments in the subject and by providing strategic lead and direction for the subject in school

## 4.4 Teachers

Teachers are responsible for:

- Delivering PSHEE in a sensitive way
- Modelling positive attitudes to PSHEE
- Monitoring progress
- Responding to the needs of individual pupils
- Evaluating strengths and weaknesses in the subject and indicating areas for further improvement

## 4.5 Pupils

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

## 5. Monitoring arrangements

The delivery of PSHEE is monitored by the PSHEE lead through:

- Planning scrutinies
- Learning walks
- Lesson observations
- Work scrutinies/ Sampling pupils' work
- Feedback from pupils
- Feedback from parents
- Feedback from teachers
- Discussion with SLT
- Discussion with Governors

This document will be reviewed every year but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body and approved by the Chair of Governors at every review.

## 6. Links with other policies

This strategy links to the following policies and procedures:

- Behaviour Policy
- Curriculum Policy
- Equality and Diversity Policy
- RSE Policy
- Remote Learning Policy

## Appendix 1: Core PSHEE themes

### CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

- How to manage transition
- How to maintain physical, mental and emotional health and wellbeing;
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health

- About parenthood and the consequences of teenage pregnancy
- How to assess and manage risks to health; and to keep themselves and others safe
- How to identify and access help, advice and support
- How to respond in an emergency, including administering first aid
- The role and influence of the media on lifestyle

## **CORE THEME 2: RELATIONSHIPS**

This core theme focuses on:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- How to recognize and manage emotions within a range of relationships
- How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- About the concept of consent in a variety of contexts (including in sexual relationships)
- About managing loss including bereavement, separation and divorce
- To respect equality and be a productive member of a diverse community
- How to identify and access appropriate advice and support

## **CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)**

Strong links with aspects of the 'Relationships' theme should be recognized during planning. Similarly links with citizenship education will require joint planning and liaison.

This core theme focuses on:

- About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- How to make informed choices and be enterprising and ambitious
- How to develop employability, team working and leadership skills and develop flexibility and resilience
- About the economic and business environment
- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers