

PSHE Education Policy

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| **Approval Period:** | Annually\*  \* Unless there are changes in the law or circumstances in which case the policy and/or documents shall be revised accordingly |
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**Linked Policies:**

**Appendices: Risk Assessment [1]**

**Risk Control Matrix [2]**

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**Purpose:**

The purpose of this Personal, Social, Health and Economic Education (PSHEE) is to set out the framework for the personal, social, health and economic education curriculum requirements to ensure that Supreme Education complies with its legal obligations adequately and appropriately.

**Policy:**

**1. Policy Statement**

* + Supreme Education is committed to ensuring that its students are happy, healthy, and safe by preparing them for a well-rounded and successful life both during and after Supreme Education.
  + Supreme Education has a special responsibility to prepare students for the real world as respectful, contributing members of society based on respect, understanding, empathy, humility, and humanity. Students will be taught to be respectful of themselves and others, and to become responsible citizens.
  + Supreme Education has prepared a programme to enable students to develop particular skills and abilities that will help them to flourish in complex environments in a complex world by embracing challenges.
  + This policy will include clear procedures for delivering the programme as well as relevant information for parets/guardians that will enable temto make the appropriate decisions regarding student participation.
  + All aspects ofPSHEE have been assessed to ensure that they are appropriate for the age and maturity of the students, that they are sensitive to the age and religious backgrounds of our students and that it reflects the wider community.
  + The PSHEE programme at Supreme Education shall be delivered in a responsible, non-judgmental, factual way with scope for students to ask questions in a safe and supportive environment.
  + Personal, Social, Health and Economic Education (PSHEE) is a compulsory programme in the curriculum for Independent Schools and a crucial part of the students’ education.
  + The PSHEE programme at Supreme Education shall focus on developing the knowledge, attributes and skills that help to keep young people healthy and safe, to prepare them for work and life after they leave school, and encourage respect for themselves and others, in the context of the protected characteristics under the Equality Act 2010.
  + The PSHEE programme has also been designed to actively promote the fundamental British values, i.e.:
* Democracy;
* The rule of law;
* Individual liberty; and
* Mutual respect and tolerance of those with different faiths and beliefs.
* The PSHEE programme will be designed for and accessible to all students of Supreme Education, including those with special educational needs or disabilities. The programme content and delivery will, wherever possible, be tailored to meet the specific needs of students at different developmental stages.
* The PSHEE programme will be delivered to students within the moral framework of Supreme Education’s ethos and aims.
* Supreme Education is fully committed to ensuring that this policy is applied in a non-discriminatory manner and in accordance with the Equality Act 2010, particularly with regards to safeguarding and students with disabilities or Special Educational Needs (refer also to the school’s **Special Educational Needs Policy**).
* This policy should be read in conjunction with other relevant policies, including the **Behaviour Principles Policy, Prevention of Bullying Policy, the Safeguarding and Child Protection Policy** and the **Special Educational Needs Policy**.
* This policy shall be available on Supreme Education’s website and hardcopies are available directly from the school, upon request.

**2. Principles**

* + Supreme Education intends to implement this policy upon the basic principles of trust, cooperation, and mutual understanding with parents/guardians.
  + Supreme Education intends to actively consult with all parents/guardians concerning any significant developments within this policy and the proposed PSHEE programme.
  + Parents are permitted to withdraw their child from sex education, up to and including 3 (three) terms before the student turns 16 (sixteen) after which the student may decide to receive sex education rather than be withdrawn and Supreme Education shall make the necessary arrangements to provide the student with sex education during one of those terms.
  + If a parent/guardian wishes to withdraw their child from the sex education programme they should make their request in writing to the Deputy Head who shall, before granting such request, discuss the request with parents/guardians and, as appropriate, the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Supreme Education is required to keep a record of this meeting as well as the decision that was taken at such meeting. The Deputy Head shall also discuss with the parents/guardians the benefits of the programme and possible detrimental effects that the withdrawal might have on the student, including the social and emotional effects of being excluded, the likelihood of hearing their peers’ version of the programme.
  + Supreme Education will make alternative arrangements for students who have been withdrawn from the programme to study another PSHEE topic in the library during that allotted time period.
  + Supreme Education shall encourage Staff members, students, and parents/guardians to discuss with the Chair of the PSHEE Committee regarding the programme content, delivery, expression of views, etc, to enable the school to deliver enriching and engaging material.
  + Students shall be consulted regarding their views of the course content and methods of delivery, as applicable which feedback shall be used to inform future programme content, delivery, and resources.

**3. Responsibilities**

*3.1 Head and Deputy Head*

* + The Head and Deputy Head shall have overall responsibility for implementing, delivering and monitoring the school’s PSHEE programme in accordance with the school’s statutory obligations, as applicable.
  + The day to day administrative responsibility may be delegated to the Leadership Team or the Senior Staff member responsible for the delivery of the programme.
  + The Head and Deputy Head must ensure that:
* The students make suitable progress in achieving the expected educational outcomes of the programme;
* The subjects should be effectively managed, well planned, and well led;
* The provision and delivery of the programme shall be subject to effective and regular self-evaluation;
* The delivery of the programme shall be such that it is accessible to all students, including those with SEND;
* Clear information shall be sent through to parents/guardians on the programme content and their right to request that their child is withdrawn (as applicable); and,
* The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
  1. *PSHEE Committee*
  + The PSHEE Committee shall have a framework of operation, as authorised by the Head and Deputy Head to implement, monitor and manage the school’s RSE and PSHEE programmes and ensure that the relevant Staff members are appropriately and adequately trained.
  + The PSHEE Committee will be responsible for ensuring that parents/guardians and Staff members are informed about this PSHEE policy, where necessary, and the committee shall be required to submit an annual update report to the Head and Deputy Head, with input from all relevant stakeholders.
  1. *Parents and Guardians*
     + Parents and guardians have an important role to play in the mental and emotional development of students. Supreme Education therefore intends to deliver the programme with the support and cooperation of parents and guardians alike, as applicable.
     + The success of the programme is dependant on the support of parents/guardians by reinforcing and promoting the programme subject matter with their children.

*3.4 External Providers*

* Supreme Education may invite external providers to support the school’s Staff members to deliver parts of the programme through a combination of lectures, workshops and follow-up discussions that cover the various aspects of the PSHEE programme content.
* Supreme Education shall review the content to be delivered by the external provider to ensure that the material is age-appropriate and accessible for the students.
* Supreme Education shall inform all external providers of safeguarding reports and how they will be dealt with in accordance with the school’s policies and procedures (refer also to the **Safeguarding and Child Protection Policy**).
* All external Providers shall be assessed and checked, as appropriate.

*3.5 Staff members*

* Staff members tasked with delivering the various parts of the programme content have a responsibility to understand the content and schemes of work of the PSHEE programme and deliver them in an inclusive, sensitive, consistent and professional manner.
* Staff members should be aware of current issues typically affecting yoing people, e.g., sexism, misogyny, homophobia, racism or gender stereotypes and take positive action to build a culture where these are not tolerated.
* Staff members should model good citizen behaviour.
* All Staff members tasked with delivering programme content shall receive the appropriate training, as required.

**4. Delivery**

* Supreme Education shall aim to deliver a holistic, whole school approach to RSE with many aspects of the programme being integrated through the school’s core curriculum.
* The bulk of the RSE curriculum may be delivered through the school’s current PSHEE programme, due to the complementary nature of the programmes.
* The delivery of the RSE programme at Supreme Education may take the following forms:
* Tutorials: The medium by which the PSHEE course will be delivered and supplemented with compulsory lectures by external and in-house experts.
* Assembly programmes on PSHEE topics;
* Compulsory lectures by external and in-house experts on PSHEE topics;
* Workshops: (delivered by in-house and external experts), including joint initiatives and shared ventures with students from other schools, which go beyond social interaction and develop a mature understanding among our students.

**5. Course Content**

* Students shall, by the end of their 5 (five) years at Supreme Education, have an understanding of the topics contained in the school’s PSHEE curriculum as part of preparing students for life beyond Supreme Education.
* There are a range of statutorily required topic areas and syllabus to cover in relation to the PSHEE programme at Supreme Education, as follows:
* **Health and Wellbeing Education.** It is important that the starting point for health and wellbeing education should be a focus on enabling students to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older students at appropriate points. This should enable students to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable students to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.
* **Mental wellbeing.** Students are taught about mental wellbeing. By the completion of the course, students should be able to know how to talk about their emotions accurately and sensitively, using appropriate vocabulary and to recognise that happiness is linked to being connected to others. Students are made aware of practical ways to recognise the early signs of mental wellbeing concerns, common types of mental ill health (e.g. anxiety and depression), and how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health. Students are also made aware of the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
* **Internet Safety and Harms.** Students are taught about internet safety and harms. By the completion of the course, students should know the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt; how advertising and information is targeted at them and how to be a discerning consumer of information online. Students are made aware of practical ways to know how to identify harmful behaviour online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those such behaviour.
* **Physical health and fitness.** Students are taught about physical health and fitness. By the completion of the course, students should know the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. Students are taught the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. Students are taught the science relating to blood, organ and stem cell donation.
* **Healthy eating.** Students are taught about healthy eating. Students should know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
* **Drugs, alcohol, and tobacco.** Students are taught about drugs, alcohol and tobacco. By the end of the course, students should know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. Students learn the concepts regarding the law, relating to the supply and possession of illegal substances, and the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. Students will learn about the physical and psychological consequences of addiction, including alcohol dependency. Students are also made aware of the dangers of drugs which are prescribed but still present serious health risks. Students are taught the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting, and how to access support to do so. Students are also made aware of the physical impact of vaping on young lungs and the associated risks, including addiction.
* **Health and prevention.** Students are taught about health and prevention. Students are taught about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. Students are made aware of the dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. Students are also made aware of the facts and science relating to immunisation and vaccination. Furthermore, students will be taught the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. Students may also learn about the benefits of regular self-examination and screening.
* **Basic First aid.** Students are taught basic first aid. This includes basic treatment for common injuries. Students are taught life-saving skills, including how to administer CPR and how to put someone in the recovery position. Students are taught the purpose of defibrillators and when one might be needed.
* **The changing adolescent body.** Students are taught about the changing adolescent body. Students are taught the key facts about puberty, the changing adolescent body and menstrual wellbeing. Students learn about the main changes which take place in males and females, and the implications for emotional and physical health.

**6. Monitoring and Evaluation**

* Students will be guided throughout the PSHEE programme by their teachers who will ensure that students are actively engaging in the programme content and make good use of the resources.
* Students’ progress in the programme will be regularly assessed which may include pre- and post-topic evaluations to determine each student’s progress.
* Students may be required to self-reflect in relation to their progress and development and learning to determine where they have improved and what areas may require further action. This approach is aimed at enabling students to take ownership of their own personal development.
* The combination approach of information provided by the relevant teachers and the students’ self-reflection forms will be fed back to Head, as appropriate.
* The consistency of delivery and management of the programme shall be monitored throughout the delivery of the programme which may include observational drop-ins, walk-throughs and student and Staff feedback.
* Any issues raised by a parent/guardian about the policy or the arrangements of the PSHEE programme will be taken seriously and investigated by the Chair of the PSHEE Committee and reported to the Head.
* The PSHEE Committee shall meet twice a term to evaluate the programme, refine and update its structure, its content, and the methods of delivery, as applicable and appropriate.
* The PSHEE Committee shall organize and faciliatethe relevant Staff training in respect of the programme. This training shall take place annually, or sooner n the event there are major changes to the programme.

**Procedure:**

* All Staff members of Supreme Education shall follow the direction of the policy. Should any Staff member be in any doubt about how the policy informs the procedure, such Staff member must immediately seek advice from the Head Teacher