Personal, Social, Heath, Economic Education Policy Document

Introduction

Personal, Social, Health and Economic (PSHE) Education at the Westfield School is a planned programme of learning through which our students acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole school approach, PSHE aims to develop the qualities and attributes that our students need to thrive as individuals, family members and responsible citizens. A respect for the fundamental British values of democracy, the rule of law and individual liberty is also nurtured, as well as a mutual respect and tolerance of those with different faiths and beliefs.

The policy below covers our school's approach to the delivery of PSHE which incorporates Relationships and Sex Education (RSE) to support and guide our students' physical, moral and emotional wellbeing and development. These are key to students' health and happiness and for learning to be both enjoyable and productive.

AIMS

PSHE at Westfield aims to:

- Promote students' personal, social, emotional and economic development.
- Promote emotional wellbeing.
- Promote difference and acceptance.
- Allow students to learn about topics of a sensitive nature without fear of judgement, stigma or embarrassment.
- Work alongside the wider school community including the Form Tutors and Safeguarding Leads as well as external agencies, professionals and other mentors/advisors.
- Help to develop the qualities and attributes needed to thrive as individuals, family members and members of both Westfield and wider society, including taking responsibility for their own behaviour and showing initiative.
- Provide the knowledge, understanding and skills needed to manage lives now and in the future.
- Allow all students to contribute and benefit from learning and discussions.
- Help students to support one another and themselves as they grow and learn.
- Help to foster and develop aspirations.
- Be available to all students.

OUR ETHOS AND VISION

Our PSHE curriculum is shaped by the school ethos and vision and the belief that by giving each child a sense of worth we allow them to develop their own strengths and qualities. Learning is therefore underpinned by the following values:

- Westfield pupils are given the inspiration, knowledge and ambition to live confidently in the 21st century.
- We provide a stimulating education relevant to today's ever-changing world.
- We encourage each child to be a responsible, resilient and independent learner.
- We give each child a sense of worth, whatever their individual strengths and qualities, in an aspirational and nurturing environment.

Through PSHE Education lessons, it is hoped that our school community will benefit as well as those individuals that come together to make that community. Above all, however, it is a crucial learning process which prepares our students for their role in society long after they have left our care.

PLANNING

PSHE Education is taught through a combination of PSHE lessons, 6th Form Tutorials, Life Skills lessons, Wellbeing Form Periods, Financial Education Form Periods and CIAG (Careers Information Advice Guidance) Education Form Periods.

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Our PSHE schemes of work across the school are planned using the PSHE Association curriculum models and include those topics outlined in the statutory government guidance relating to RSE (Relationships and Sex Education) and Health Education. This includes updates outlined by the Department for Education for teaching in September 2026. They were last fully rewritten and updated at this time.

Our Wellbeing Programme in Key Stage 3 and 4 is planned using the PSHE Association Wellbeing resources and Lean in Girls leadership programme. Also, in Key stages 3 and 4, our Financial Education lessons are planned using the Financial Times Financial Literacy and Inclusion Campaign Curriculum and our CIAG Education programme is planned using the Gatsby Benchmarks which provides a structured framework to ensure young people receive consistent, high-quality careers education.

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. We follow a holistic approach, and the content is student-driven and in line with the latest national guidance.

Our schemes also aim to provide specific opportunities to explore societies' values and attitudes. Discussion of topical political, spiritual, moral, social and cultural issues helps our students to develop skills that lead to:

- Empathy and understanding of the beliefs of others.
- Respect for the truth and a desire to apply reasoning to problems.
- An acceptance that fair judgement is the key to decision making and that people must be allowed to express their opinion.

TIMETABLING

Pupils in Keys Stages 1 and 2 are taught PSHE during their weekly curriculum with related assemblies throughout the year.

Pupils in Key Stages 3 and 4 receive 1-2 hours a fortnight of timetabled lessons, in Upper 3 this includes Life Skills and in Year 10 and 11 this includes additional CIAG Education. Each week during form periods pupils spend one session a week learning about financial education or CIAG Education and one session a week learning about Wellbeing.

Pupils in Key Stage 5 are taught PSHE within their planned tutorial time which incorporates financial education, careers education, preparation for UCAS and the wider world.

Assemblies and outside speakers supplement the timetabled planned curriculums.

ASSESSMENT

As the PSHE Association acknowledges:

"Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. Effective use of assessment allows pupils and teachers to reflect on the learning that has taken place, increases motivation for learning and helps to demonstrate impact. Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment. It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a student is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance.

PSHE education covers issues and areas of life which young people will be affected by in different ways and at different times. As such, we cannot make any assumptions based on students' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So, to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. As students' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place."

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Once existing knowledge has been assessed, students are given the opportunity at the end of a topic, lesson or series of lessons, to demonstrate the progress they have made from their initial starting point. Pre and post learning assessments for each half term are also incorporated in order to measure further progress.

TEACHING RESPONSIBILITY AND STAFF TRAINING

The PSHE Faculty Lead is responsible for:

- Raising the profile of PSHE Education within the school.
- Monitoring the standard of teaching and learning for evaluating strengths and weaknesses.
- Attending CPD courses to further develop knowledge of teaching and learning in the subject.
- Supporting colleagues in the teaching of PSHE, RSHE, Financial Education and sharing information regarding developments in the subject.
- Regularly review and plan the curriculums for Key Stage 3 and 4.
- Supporting the Head of Junior House and the Head of Sixth Form to plan delivery of PSHE and RSHE in their respective sections of the school
- Mapping RSHE education across the school.

Head of PSHE Faculty: Liza Marshall

In Junior House PSHE Education is taught by the classroom teachers and in Senior House there are 3 members of staff who deliver the PSHE Education curriculum to KS3 and KS4; Liza Marshall, Jill Harris and Nicole Malloy. Wellbeing Education, Financial Education and CIAG Education is delivered by Form Tutors during form periods. In KS5 PSHE Education is taught by Sixth Form staff during tutorial time.

All PSHE Education staff are asked to complete the NSPCC 'Talk Relationships: Delivering sex and relationships education training course'.

Monitoring and evaluation

Quality assurance of PSHE Education takes place throughout an academic year in the form of:

- Learning Walks – Autumn Term
- Work Scrutiny – Spring Term 1
- Pupil Voice – Spring Term 2

CONFIDENTIALITY AND HANDLING DISCLOSURES C

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, he/she will talk to the Designated Safeguarding Lead (DSL) and record the information on CPOMS as per the procedures in the Safeguarding policy. The school has a separate SAFEGUARDING POLICY and those involved in the delivery of PSHE are aware of the procedure to follow should any concerns be raised during a session due to the sensitive nature of the topics covered. If members of staff feel unable to address an issue within PSHE Education teaching, they should alert the Head of PSHE Education who will make alternative arrangements for pupils to receive that aspect of learning.

In order to strive for a safe and positive learning environment for PSHE Education lessons, a set of ground rules for conduct during PSHE Education lessons are in place. At the beginning of every academic year pupils have input into the ground rules putting forward their suggestions for conduct during lessons. The ground rules are adjusted if required and are published on each class's PSHE Education Team and reminded to pupils at the beginning of each half term and as required during other times. Pupils are made aware of a post regarding further places of support for all PSHE Education topics.

Related Policies:

- Relationships and Sex Education

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- SMSC Policy Fundamental British Values
- Safeguarding and child protection policy
- Curriculum
- Anti-bullying Policy and Strategy
- Drugs
- Online Safety
- Behaviour and rewards
- CIAG
- Gender Questioning Pupil

THE EQUALITY ACT 2010 AND PUBLIC SECTOR EQUALITY DUTY

Schools are required to comply with relevant requirements of the Equality Act 2010. The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010) also requires due regard to the need to:

- Eliminate discrimination, harassment, victimization and any other conduct that is prohibited by or under the Equality Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Relevant protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Schemes of work are designed to ensure our pupils leave school with a proper understanding of the importance of equality and respecting and understanding differences.

INVOLVING PARENTS AND CARERS

PSHE is strongest when there is communication and collaboration between school and home. All schools, in partnership with parents and carers, have a vital role in preparing children and young people to negotiate the challenges and opportunities of an increasingly complex world. With this in mind we believe regular communication is crucial and this is usually carried out via e-mail to the relevant parents. This includes schemes of work, information regarding any visiting speakers which may be relevant to them or their child and any external information and guidance materials from relevant organisations that they can use/explore with their children.

If a student is experiencing difficulties with one of the themes, the Form Tutor may discuss the problems with the student on an individual basis. In these circumstances, the student's parents or carer may be contacted and a school counsellor's advice could be sought.

Legislation states that parents have the right to withdraw their children from certain aspects of RSE which do not form part of the science national curriculum and guidance on this can be found in the RSE policy on the school website (which was also devised in consultation with the wider school community including parents and carers).

REVIEW

This policy is reviewed annually by the Head of PSHE Faculty to ensure that it continues to meet the needs of students, staff and parents, and that it is in line with current DfE advice

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