



Policy	Personal ,Social, Health & Economic Policy
Headteacher	TOM KELLY

Named personnel with designated responsibility for this policy

Academic year	Designated Senior Person	Nominated Governor	Chair of Governors
2022/23	Mr A Childe		Mrs J Reed/ Mr S Ingram

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
Dec 2022	New Policy	A Childe	December 22
Jan 2024	None	A Childe	Feb 2024

Date Ratified by Governors	Review Date
February 24	February 26

1 Introduction

The national curriculum framework states that all schools should make provision for personal, social, health and economic (PSHE education) and statutory relationships and sex education and health education (RSHE)¹ (for further information, refer to our “Relationships and Sex Education Policy” [here](#))

2. Policy

2.1 The school’s PSHE curriculum intends to provide students with:

- Accurate, balanced and relevant knowledge of the topics covered in the PSHE curriculum [see Appendix 1] that also provides opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, students’ own and others’ values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies students need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Opportunities to develop our core values of courage, commitment and compassion

2.2 PSHE will also make a major contribution to:

- Students’ mental / emotional health and wellbeing
- The provision of Relationship and Sex Education and Health Education (RSHE)
- Careers education, information, advice and guidance (CEIAG)²
- Citizenship education³
- The promotion of British Values through SMSC⁴
- The promotion of SMSC
- The aims of the National Curriculum:
 - successful learners who enjoy learning, make progress and achieve
 - confident individuals who are able to live safe, healthy and fulfilling lives
 - responsible citizens who make a positive contribution to society
 - promotes the spiritual, moral, cultural, mental and physical development of students at the school
 - prepares students for the opportunities, responsibilities and experiences of later life

3. The PSHE curriculum:

3.1 Curriculum

The taught core PSHE curriculum is based upon the Jigsaw 11-16 scheme of work and is divided into five topics, which are covered simultaneously by every group (see Appendix 1):

- Being Me in My World

¹ [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

² [Careers guidance and access for education and training providers - GOV.UK \(www.gov.uk\)](#)

³ [National curriculum in England: citizenship programmes of study - GOV.UK \(www.gov.uk\)](#)

⁴ [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](#)

- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Each topic has a Big Question (a 'Key Learning Question'), encouraging a philosophical approach as well as providing a focus to be reflected upon as the topic progresses, another way to assess learning progress and become aware of how opinions may be changing with added learning.

Jigsaw's spiral curriculum covers:

- All the outcomes in the DfE statutory Relationships, Sex and Health Education guidance (England 2019)
- All the outcomes in the PSHE Association Programmes of Study (2020)
- All set within an inclusive, comprehensive and holistic whole-school PSHE/HWB Programme across regions

Mapping grids showing where and how these outcomes are built in are built into each Puzzle and available from the Community Area on their website, including a snapshot summary of the content of each Puzzle.

Further to this, Jigsaw has a strong safeguarding thread running throughout and a clear focus on positive mental health and respect for self. The mindfulness practice is a key aspect of this.

3.2 Provision (Key Stages 3 and 4)

- Discrete curriculum time: 1 x 60-minute lesson a week delivered by the Form Tutor
- Activities planned within the fortnightly cycle of tutor-time sessions; this includes the delivery of the North Yorkshire Agreed Syllabus for RE at Key Stage 3, and the non-examined AQA Religious Studies course at Key Stage 4
- Weekly assemblies
- Extra-curricular opportunities
- Teaching of PSHE through and in other subjects/curriculum areas, for example in Science and Computer Studies
- Involvement in the life of the school and the wider community, for example through the Student Leadership Programme

Whilst the taught weekly PSHE session is the main vehicle for covering the 'core' aspects of the curriculum, the other types of provision offer flexibility with regards to addressing and tackling emerging and pertinent topics, for example in response to the Growing Up In North Yorkshire survey, Student Wellbeing Survey and/or the Revealing Reality survey.

3.3 Teaching Methods and Learning Approaches

All teachers are encouraged to develop a range of flexible, active learning methods which allow students to explore issues through school and the wider community. Effective teaching and learning approaches used at Bedale High School include:

- Establishment of a 'class charter' (ground rules) that is shared before every PSHE session to help create and maintain a safe learning environment

- High order questioning skills within the framework of 'Three-Story Intellect'
- Developing and demonstrating the school's core values
- Signposting to share further information websites and/or support services
- 'Finishing Facts' to ensure students leave with key learning, usually including reflection on the Big Question of that topic
- Reflection, review and evaluation at the end of every topic

The approach throughout PSHE lessons starts from the assumption that young people want to know this information and are keen to have the opportunity to explore it and their own thoughts and feelings about it in a safe environment.

Student engagement is expected, and PSHE lessons take an inclusive and mature approach to the subject. We do not skirt around the issues young people need to know about in order to keep themselves safe and make well-informed choices. Some issues could be considered sensitive, so teachers need to know their students as well as possible and be vigilant to signs of anyone needing pastoral support should any of the lessons be particularly pertinent or raw for anyone. The use of half-termly PSHE planning meetings and staff PD days and online tutorials (via the Jigsaw website) provide staff with the necessary CPD to allow them to deliver the PSHE curriculum effectively.

3.4 Marking, Feedback and Assessment

In PSHE there are two broad areas for assessment:

- Students' knowledge and understanding, for example, information on health, understanding of procedures including health and safety.
- How well students can apply their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships

Starting where students currently are at is vital, therefore PSHE lessons include activities that present opportunities to gauge starting points; also, planning also incorporates phases that encourage self-reflection towards the end of each lesson.

Baseline, ongoing and summative assessment opportunities are afforded in every PSHE topic. At the end of each topic, students complete a summative assessment, and the form tutor marks the assessment using Jigsaw summative attainment descriptors, and provides feedback on this task (as detailed in the PSHE Marking and Feedback policy).

There are regular Reporting Points (RPs) throughout the year, where the form tutor reports on:

- Summative attainment – to track progress from Year 7-11 (a holistic judgement, based upon end of topic summative assessment and formative teacher assessment that has taken place during lessons)
- Attitude to Learning

Whilst we agree that much significant learning happens without the need for writing it down, we also believe it is important to value the learning journey of each student. In this regard each student keeps a PSHE portfolio (rather than an exercise book) that retains work completed during lessons and their assessments.

4. Responsibilities

The PSHE Lead will be responsible for:

- Policy development and reviews (including the inclusion of PSHE in the School Development Plan)
- Quality assurance of the delivering, assessment and recording of PSHE
- Planning and delivery of the five-year PSHE programme, including staff CPD where necessary
- Collaboration with Heads of Key Stage and SLT with regards to the CEIAG, tutor-time and assembly programmes
- Development of PSHE learning opportunities in other subject areas and outside the classroom, including liaison with outside agencies and local charities
- Attending the termly NYCC PSHE Network Meetings, keep up to date with local, regional and national developments and sharing best practice
- The school's application for the NYCC Healthy School's Award

Appendix 1: The Jigsaw PSHE Curriculum

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, peer on peer abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misconceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation

Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, peer on peer abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media Risk and emergency contacts Positive and negative relationships	Equality including in the workplace, in society, in relationships Equality Act 2010 Vulnerable groups including disability and hidden disability Workplace expectations Rights and responsibilities Power and control in relationships, coercive control Benefits of multi-cultural societies Equity, equality and inequality My health	Impact of physical health in reaching goals, relationships and reaching goals, resilience, work/life balance, connections and impact on mental health, balanced diet, vital organs, blood donation, benefits of helping others, online profile and impact on future goals and employability	Improving health, mental health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, substances and the body, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, intimacy, healthy relationship with self Attraction, love, lust Relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, Impact on family understanding love, fake news Pornography	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support
Year 11 (15-16)	Becoming an adult. Age limits and the law Relationships and the law, consent, coercive control, peer on peer abuse, domestic abuse, honour-based, violence, arranged and forced marriages The Equality Act 2010 The law on internet use and pornography Social media concerns, sexting Keeping safe, emergency situations, key advice, first aid, scenarios and consequences		Anxiety, solution focused thinking, sleep, relaxation, Aspiration on; career, finances, budgeting, borrowing, relationships, Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, employment, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility issues, contraception, consent, pregnancy facts and myths, pregnancy choices including adoption, abortion, bringing up a baby, financial implications, identifying a range of risks including rape and strategies for staying safe Expectations in relationships	Stages of intimate relationships, positive and negative connotations of sex, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, peer on peer abuse, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	

Appendix 2: Specific Aspects of PSHE Delivery

Inclusion

PSHE is provided in a sensitive and non-judgemental way that enables all young people, staff and the wider school community to feel valued and included in effective policy and practices. In order to achieve this, we have included as wide a cross section of the school community as possible in the consultation leading to the agreement of the RSHE policy and we have tried to incorporate the specific needs of particular groups in terms of age, gender, ethnicity, sexuality, ability and special educational needs in this process.

Answering Difficult Questions

Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Confidentiality

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Safeguarding procedures must be followed when any disclosures are made.

Appendix 3: Documents and Policies which inform this policy

- Ofsted's School inspection handbook (2019)
- DFE - Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- DFE - Personal, social, health and economic (PSHE) education (2020)
- DFE- Keeping Children Safe in Education (Sept 2022)
- PSHE Association's Programme of Study for PSHE education (2020)
- PSHE Association: Writing PSHE Policy (2018)
- PSHE Association: Writing Relationships and Sex Education Policy (2018)
- PSHE Association / Association for Citizenship Teaching documents
- North Yorkshire PSHE and Citizenship Guidance for Schools including the curriculum entitlement framework KS3/4 (Dec 2018)

- NYCC Relationship and Sex Guidance for Schools (Dec 2018)
- National Curriculum for PSHE (2020)
- National Curriculum for Citizenship (2013)
- Character Education Framework 2019
- Education Act 2002- Section 78
- The Equality Act 2010