



LPW Independent School

Personal, Social, Health, Economic Policy

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Context and Rationale

This policy covers our school's approach to Personal, Social, Health and Economic Education. The policy was produced by the School's Lead PSHE (Personal, Social, Health and Economic) Guidance provided by the PSHE Association has been used to update the policy.

The PSHE policy can be viewed by parents and carers on the School website.

PSHE helps to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them in developing personally and socially and it tackles many of the moral, social and cultural issues that affect young people today. It equips students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We use PSHE to build, where appropriate, on the statutory content already outlined in the National Curriculum, The Independent School Standards (ISS) and in statutory guidance on drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

Statutory requirements

PSHE is a statutory requirement for an Independent school.

2.12 This Standard 2.12 of the Independent School Standards requires that some form of PSHE is provided for all pupils at a school.

2.13 The requirement is that the PSHE curriculum must be designed to encourage respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

- a. age
- b. disability
- c. gender reassignment
- d. marriage and civil partnership
- e. pregnancy and maternity
- f. race
- g. religion or belief
- h. sex
- i. sexual orientation

Secondary schools:

- 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

Curriculum:

PSHE at LPW School is taught using a thematic approach to secondary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over six half terms using national guidance from the PSHE association. The PSHE curriculum is designed in such a way that all year groups are working on the same core theme at the same time.

With each delivery of the theme, the level of demand increases and learning is progressively deepened. The PSHE curriculum consists of 2 x 55-minute lesson each week as well as key working sessions for targeted work. There is also the opportunity for a work experience placement (see the CEIAG policy for additional information). To facilitate students learning in PSHE: The purpose of each lesson is made clear and linked to everyday real life situations. Appropriate learning experiences are planned and meet the needs of all students in the class. In addition to this PSHE is taught across the school through all subject areas as well as one to one sessions with Keyworkers and targeted work.

There are visits from external agencies and speakers such as the Fire Service, Police, Brook and other organisations and charities. Students' personal, social and emotional development is also encouraged by our supportive school ethos, where all are valued and positive relationships are seen as important.

Our PSHE Curriculum is able to be flexible and tailored to the needs of the individuals within the cohort. We strive to create a PSHE curriculum which ensures the present and future wellbeing of students and has relevance in meeting their learning needs in response to local and national statistics.

Health and wellbeing

- Almost 10% of children and young people experience emotional health problems, and self-harm hospital admission rates (10-24 years) have risen in recent years and continue to significantly exceed the England average.
- More 15 year olds smoke in Bristol than nationally, and significantly more have tried cannabis.
- Smoking-related deaths in Bristol remain significantly higher than the England average rate.
- The WAY survey estimates that 8.9% of 15 year olds in Bristol had used cannabis in the previous month, significantly higher than nationally (4.6%), and 2nd highest of all local authorities.

- 2.5% of 15 year olds in Bristol report using other drugs (not cannabis) in the last month, again significantly higher than the national average (0.9%).
- Alcohol-related hospital admissions in Bristol remain significantly higher than the England average for both men and women.
- Self-harm hospital admission rates for young people (10-24 year olds) in Bristol have risen in recent years and continue to significantly exceed the England average.
- The inequalities gap in life expectancy 25 between the most and least deprived areas in Bristol is 9.9 years for men and 6.9 years for women

Living in the wider world

- 20.1% of children under 16 live in low income families in Bristol, higher than 16.8% nationally.
- 16% of Bristol's population live in the "10% most deprived areas in England" in 2015. The greatest levels of deprivation are in Hartcliffe, Filwood and Lawrence Hill.
- First-time entrants to the Youth Justice System are significantly higher than nationally.

Relationships

- The rate of teenage conceptions in Bristol has fallen in the last decade and is similar to the England average.
- The 2017 rate of new STI diagnoses in Bristol (excluding chlamydia in under 25's) is considerably higher than the national average.
- Although teenage pregnancy rates continue to fall across Bristol, Bristol south remains above the national average.
- Crime - Numbers are rising (esp violent crime and theft). Rates of violent crime are the second highest of core cities.

Education and Skills

- Significantly less young people in Bristol go on to Higher Education⁵² (31.6% compared to 42.2% in England). In South Bristol participation is only 22.3%, including 3 of the 5 lowest performing neighbourhoods⁵³ in England: Hartcliffe (8.7%, lowest in England), Withywood & Highridge.
- The rate of 16-18 year olds "not in education, employment or training (NEET)" is worse in Bristol than nationally. Rates of young people going to Higher Education are below national, and "Bristol South" includes the lowest in the country.

Values:

The experiences we have early in our lives and particularly in our early childhoods have a huge impact on how we grow and develop, our physical and mental health, and our thoughts,

feelings and behaviour. A significant amount of our cohort at LPW School have four or more Adverse Childhood Experiences (ACEs). ACEs are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity.” (Young Minds, 2018). A large proportion of our work is aimed at supporting our learners through these to help them understand their self and make sense of the world around them. A significant part of our PSHE curriculum takes place outside of the classroom, this can be through one to one work, viewing interactions as ‘teachable moments’ and using our ‘enriched learning’ programme to get learners out into the wider world or trying new activities that they wouldn’t ordinary have access to.

Our PSHE programme aims to support young people to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.

Our learning objectives, fulfilled through the engagement of students in active learning opportunities, enable students to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Our PSHE programme promotes and reflects our values of respect, equality and cooperation. Students learn to recognise, develop and communicate their qualities, skills and attitudes. Students accumulate knowledge, confidence and self-esteem in order to realise their true potential. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms.

Personal well-being helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations and form and maintain effective relationships with a wide range of people.

Personal wellbeing makes a major contribution to the promotion of personal development.

Education for economic well-being and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

We know that active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Students need opportunities to clarify their values and beliefs and rehearse and develop enquiry based, interpersonal skills.

External Speakers and Outside Agencies:

The school leads the PSHE programme but outside visitors play an important role. There is a school protocol for involving outside visitors. We believe that external speakers can usefully supplement learning. We will ensure the external agencies and contributors' input is part of a planned programme which consolidates and grows prior learning. All visitors follow the Safeguarding policies in place when visiting the School. Classes or groups are always supervised by a member of the teaching staff.

Celebration of achievement- assessment, recording and reporting:

As with any learning process assessment of students' personal, social and emotional development is important. It provides information which indicates students' progress and achievement and informs the development of the programme. Students do not pass or fail within PSHE but have the opportunity to reflect on their own learning and personal experiences and set personal goals and agree strategies to reach them. The process of assessment has a positive impact on student's self-awareness and self-esteem. We do not assess students in all areas of the PSHE programme, however, opportunities for students to reflect on their progress are identified. In some cases, it will be possible to observe and assess how students apply knowledge, skills and understanding in simulated or real experiences. There are opportunities to record learning and progress in different ways. Learning experiences draw on student's own experiences or existing knowledge and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge and understanding. Time is given for students to reflect, consolidate and apply their learning. Students are encouraged to take responsibility for their own learning and to record their own progress as well as having discussions with their form tutor and Keyworker about how they can get the most from their time in school.

Celebration of achievement contributes to building students' self-esteem, developing a sense of community and belonging, helps create a positive atmosphere in the School and develops student's sense of pride. Students are rewarded using our positive behaviour points system, and through recognition of effort and progress in PSHE at end of term awards assemblies.

Equality and diversity:

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment. Teaching will take into account the ability, age-readiness and cultural background of students in order that all students can access the PSHE curriculum. We actively promote social learning in PSHE lessons and across the School. We expect our students to show a high regard for the needs of others as encompassed in our school values. We will use PSHE education as a vehicle to address diversity and equality for all.

Confidentiality

Staff routinely remind students of the protocols in place for confidentiality. If a disclosure is made, the teacher must act in accordance to the School Safeguarding Policies.

The following are protocols for discussion-based lessons with students:

- No one (teacher or student) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Meanings of words will be explained in a sensible and factual way;
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer.
- Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the School's policy in this matter.

The aim of this part of the policy is to set out the School's position on confidentiality so that it meets the requirements of:

- the Data Protection Act
- the Children's Act
- the Schools Standard and Framework Act 1998

Child Protection: Teachers are clear that they cannot be totally confidential and that if a student makes a disclosure that indicates that child abuse is taking place, the teacher is bound by law to refer that student to the designated person in the School, giving a value free report of the disclosure.

Links to other policies:

- Relationships and Behaviour Policy
- Safeguarding Policy
- SEN Policy
- RSE Policy
- CEIAG

Monitoring Arrangements

The delivery of PSHE is monitored by Kate Baynham. This will be monitored in a number of ways such as learning walks, teacher assessments and student voice.

Students' development in PSHE is monitored by class teachers as part of our internal assessment systems.

This Policy will be reviewed by Kate Baynham annually. At every review, the Policy will be approved by Dan Carter, Headteacher and the Schools Governing Body.