



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# **PERSONAL, SOCIAL, HEALTH, CAREERS AND ECONOMIC EDUCATION POLICY**

**Approved at a Full Governing Body Meeting on: 20<sup>th</sup> December 2023**

**Date of Next Review: September 2024**

**Responsible Officer: Allana Howard – AHT for Personal Development**

At Benton Park School we agree that Personal, Social, Health, Careers and Economic Education is an integral part of the education we provide. We ensure that all students receive PSHCE guidance throughout their time at our school, as it is part of our core curriculum offer in Years 7-11. At Key Stage 5 this is delivered through Student Continued Professional Development time which has a particular focus on careers and British Values. We know that in order to create a climate for great learning, success and opportunity the PSHCE curriculum needs to underpin other subjects within our school.

Some elements of the guidance which is statutory from September 2020 will be delivered through other areas of the curriculum such as Science, Religious Studies and ICT. Some content may also be covered during morning meetings, additional assemblies and external speakers where possible.

All staff with responsibilities liaise and work closely to ensure all elements of the curriculum are covered by staff and student misconceptions are addressed.

In 2020 all of our programmes of study and progression maps for these key curriculum areas were revised and tailored to meet the needs of our students and the government guidance. Key personnel, pastoral staff, form tutors, our Special Educational Needs Coordinator and student feedback has informed this planning. This new programme will continue to be reviewed annually.

## 1. Aims

The aims of personal, social, health and economic (PSHCE) education in our school are to:

- Equip our students with the skills they will need throughout their educational journey and beyond.
- Feel positive about themselves and encourage positive self-esteem
- Be confident to discuss relevant moral dilemmas and use evidence to support their views
- Make real and informed choices and decisions about their lifestyle
- Develop good personal relationships
- Recognise and respect the diverse world we live in
- Find information and advice about their future career goals
- Be ready to cope with change
- Play an active role as citizens in the local and national community
- Address any misconceptions students may have

At Benton Park School all of our students are encouraged to take part in a wide range of activities and experiences both inside and outside the classroom. Students are expected to contribute fully to the life of the school and our local community. Our aim through the PSHCE curriculum and beyond is that we will ensure students have the opportunity to develop and demonstrate our core values:

- Building a **resilient** community in which everyone can thrive
- Creating a **collaborative** learning environment in which all succeed
- Providing **inspiration** for all to achieve their potential
- Showing **compassion** to the needs and interests of all
- Overcoming challenges through **endeavour** and courage

Students are also given the chance to become reflective learners who discuss their own experiences as well as developing personally and socially in order for them to be happy and safe, alongside being equipped for adulthood.

## **2. Statutory requirements**

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

- 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 are 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. This policy can be found on the school website.

For other aspects of PSHCE, including health education, see the attached curriculum map for more details about what we teach in each Year Group.

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

At Benton Park every student has a Personal Development lesson (which includes PSHCE) every week, delivered using high quality resources which follow the latest research on Teaching and Learning methods alongside the guidance of the PSHCE Association. Resources are provided by the Personal Development lead, in collaboration with other key staff and are reviewed for age and content suitability. A variety of teaching strategies are used to develop relevant skills and knowledge through:

- Discussion tasks
- Debates
- Investigation
- Role Play
- Reflection

All lessons are fully differentiated, so all students can access the curriculum regardless of the topic being covered, we are also committed to engaging with professional development on how to make sensitive topics accessible for all students regardless of their background. All areas of our curriculum at Benton Park need to take account of the principles of inclusion and equal opportunities. Each progression map will take into account the varying start points of individual students and build on their knowledge, understanding, experiences and concerns. This curriculum also allows students to explore directly the issues associated with inclusion and address them as a class. Every learner is entitled to benefit from access to a curriculum for PSHCE and Citizenship of the highest standard possible which takes into account unequal starting points. This is provided irrespective of gender, ethnic background, age or disability.

Students are not formally assessed in PSHCE but regular assessment of learning checks take place which will address any misconceptions and where this is the case re-teaching may be necessary. Students are given the chance to assess their own understanding of key topics and to

add to their knowledge using 'green pen' activities. Retrieval practice is used in each lesson, and at the end of each unit of work to ensure students 'know more, and remember more'. Half termly student voice is conducted to check student understanding of core topics and to ensure RSE guidance is understood and developed.

Some elements of the PSHCE curriculum can be delivered in other subject areas or as part of the wider school offer such as through assemblies, whole school events, morning meetings and school trips. For example students will learn about reproduction in Science and E-Safety in ICT. There may also be times that specialist outside agencies are invited to help students in their learning in PSHCE for example training for first aid may be delivered by an external agency with the relevant qualifications. All visitors are subject to an advanced DBS check or will be supervised when working with our students. There may also be invited speakers in assemblies in order to motivate or inspire students with their learning. Visitors can bring new knowledge, expertise and experiences to the classroom and they can offer real scenarios for the students to engage with and to problem solve. Visitors may also be used to help establish positive relationships between agencies and young people and assist children in accessing these agencies.

Staff are aware that some of the issues within our progression maps may be sensitive or controversial. However whilst personal views are respected, all topics are taught without bias and following specialist training if needed. If staff feel inexperienced or unable to deliver a topic effectively then more experienced colleagues will assist.

Some topics are presented using a variety of views and beliefs so that pupils/students are able to form their own informed opinions but also to respect others that may have different views. Extreme views in any form, on any topic will always be challenged and monitored and also reported where necessary. When teachers are introducing certain sensitive topics they may choose to:

- Establish ground rules with students on how they should behave towards each other
- Ensure students are clear about the difference between fact, opinion and belief and that they have access to material that is balanced and accurate.

## **4. Roles and responsibilities**

### **4.1 The Governing Board**

The Governing Board will approve the PSHCE policy, and hold the headteacher to account for its implementation.

### **4.2 The Headteacher**

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

### **4.3 Staff**

Staff are responsible for:

- Delivering PSHCE in a sensitive way
- Modelling positive attitudes to PSHCE
- Monitoring progress
- Responding to the needs of individual pupils

The person responsible for the coordination of PSHCE at Benton Park School is Allana Howard  
Allana.howard@bentonpark.net

#### **4.4 Students**

Students are expected to engage fully in PSHCE and, when discussing issues related to PSHCE, treat others with respect and sensitivity. Teachers cannot offer or guarantee confidentiality if they believe a student's safety is at risk. If this is the case then the School's Safeguarding and Child Protection policies must be followed and the Designated Safeguarding Lead (DSL) informed immediately. Staff will always encourage students to speak to parents and carers about the issues discussed in their PSHCE lessons and give them support to do so.

#### **5. Monitoring arrangements**

The delivery of PSHCE is monitored by Allana Howard through a robust system of Quality Assurance including lesson observations, progression map reviews, work scrutiny, staff and student voice. This policy will be reviewed by the Senior Leadership Team and governors annually. At every review, the policy will be approved by governing body and Headteacher.

#### **6. Links with other policies**

This policy links to the following policies and procedures:

- Child Protection and Safeguarding
- Equalities
- Relationship and Sex Education
- Drugs Education
- Collective Worship

# PSHCE Plan

- 'A curriculum that develops students to live physically and mentally healthy lives in a global community based on a firm foundation of safe and responsible relationships'

Living in the wider world			Health and Wellbeing										Relationships (RSE)							
Induction Sessions			Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18
Year 7	PD		<b>Transition and safety</b>			<b>Coping with Change</b>			<b>Celebrating Diversity</b>			<b>Building relationships</b>			<b>Health and puberty</b>			<b>Online safety</b>		
	Transition and 'All about me'	Bystanders vs Upstanders	Leadership and Democracy- British Values	Transition to secondary school	Personal safety and first aid	What do we mean by healthy lifestyle?	Self esteem and empowerment	Coping with grief and loss	Emotional wellbeing- loneliness	Prejudice + Stereotypes - disability	Bullying and Cyberbullying	Dealing with Bullying (including LGBT bullying)	Family relationships	Keeping good friendships	Keeping safe and positive relationships (Consent)	Puberty – what happens when and where?	Changing adolescent body	What is FGM and why is it dangerous?	Assertive Consent	Keeping myself safe online
Year 8	PD		<b>Drugs, vaping and alcohol</b>			<b>Body image, misogyny and self care</b>			<b>Identity and relationships</b>			<b>Healthy body and relationships</b>			<b>Discrimination</b>			<b>Digital literacy</b>		
	Bystanders vs Upstanders	Leadership and Democracy- British Values	How harmful is binge drinking?	Legal and illegal drugs	Vaping and smoking, Nitrous Oxide	How do we cope with stress and anxiety?	Self harm- signposting support and mental health	Body Image – link to mental health	'It was just a joke' Gender stereotypes and body shaming	Identity and developing identity	Who are the LGBT community? Consent in same sex relationships	Law and sexting	Healthy body- the importance of sleep and diet	Healthy body- Cancer identification and prevention	Healthy relationships- peer on peer abuse	Prejudice and Discrimination – and the equality act - religion	Equality and Sexism	Stop Hate UK- challenging Racism lesson	Sharing and using of data from the internet	Real vs Online world.
Year 9	PD		<b>Peer influence, substance use and gangs</b>			<b>Setting goals- Careers</b>			<b>Respectful relationships</b>			<b>Healthy lifestyle</b>			<b>Intimate relationships</b>			<b>Digital literacy</b>		
	Bystanders vs Upstanders	Leadership and Democracy- British Values	How can we deal with peer pressure?	How does knife crime impact our lives?	Crime, gangs, and county lines	The right career for me	Why pursue a stem career?	Options research – START project	Types of relationships	Same sex relationships	Sexual consent and the law (inc. forced marriage)	What do we mean by healthy lifestyle? (including vaping)	What is the big deal about energy drinks?	Mental health – depression and support	Safe sex	Contraceptive choices /STIs	Domestic Violence and Abusive relationships	Respectful relationships - challenging misogyny and online issues	Online vs reality - conspiracy theories, extremist views	Gaming and social media safety
Year 10	PD		<b>Mental health</b>			<b>Financial decision making</b>			<b>Healthy relationships</b>			<b>Exploring influence</b>			<b>Addressing extremism and unhealthy relationships</b>			<b>Online Safety</b>		
	Bystanders vs Upstanders	Leadership and Democracy- British Values	Happiness and positivity	Social media and self esteem	Common types of mental health and illness	Navigating financial institutions	How can I avoid debt?	Gambling and online gaming	Positive sexual relationships and consent	Teenage Pregnancies- choices and support	The danger of pornography	Revenge Porn	Fake news and its influence	Relationships with role models	Impacts of viewing harmful material	Who are the extreme groups?	Unhealthy relationships	Harassment (including LGBT+ abuse)	Cybercrime and online fraud	CEOP and online protection
Year 11	PD		<b>Building for the future</b>			<b>Next steps- Careers</b>			<b>Communication in relationships</b>			<b>Financial Support</b>		<b>Emotional wellbeing</b>	REVISION					
	Bystanders vs Upstanders	Leadership and Democracy- British Values	Independent living	GCSE and study skills	Cancer awareness and prevention	Applying to college and university	What makes a good CV?	How do we prepare for job interviews?	Consent, rape, and sexual abuse	Safe sex recap and chem sex	Peer on Peer abuse / healthy relationships	Law and Forced Marriage (Recap- consent and FGM)	Budgets and Money Management	Next Steps Planning	Dealing with exam stress					

My Health, my school survey

My health, my school survey completed in Computer Science lessons for year 7 and 9, and in PSHE lessons for year 11 in Half term 5.