



PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION ("PSHCEE") POLICY

(Including Drugs Education)

SLT Responsible Person: Ms P Martin

PSHCEE Co-ordinator: Mrs P Laban

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To be read in conjunction with:

Relationships and Sex Education Policy
Careers Education and Guidance Policy
Behaviour Policy
Anti-Bullying Policy
Equality Policy
Peer on Peer Abuse Policy

Related documents

Not yet good enough: personal, social, health and economic education in schools ([Ofsted 2013](#))

National curriculum in England: science programmes of study ([DfE, 2013](#))

Personal, social, health and economic (PSHE) education ([DfE, 2013](#))

Drugs: Advice for Schools ([DfE, 2012](#))

[Drugs: guidance for schools \(2004\).](#)

[The Gatsby Report \(2014\)](#)

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

Our children are growing up in a rapidly changing period in our history. This creates complex challenges and new opportunities. PSHCEE deals with a range of issues affecting our children, families and communities. It is concerned with the social, health and economic realities of their lives, experiences and attitudes.

National expectations & statutory duties

The national curriculum states that 'all schools should make provision for personal, social, health and economic education, drawing on good practice'. PSHE education contributes to schools' statutory duties to provide a balanced and broadly based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

Individual schools can choose their own approach to delivering PSHE, but there are national programmes of study for PSHE to guide them. Some aspects **must** be taught:

- In maintained schools, parts of **sex education** are statutory as part of national curriculum science. Maintained secondary schools are also required to teach about HIV, AIDS and sexually transmitted infections. See the separate Relationships and Sex Education Policy, which outlines the new statutory relationships and sex education content.
- All secondary schools **must** provide a programme of careers education and guidance to all pupils in Years 8-13 (age 11-16). They must also provide impartial advice and guidance ([DfE, 2015](#)).

In addition, there is a statutory duty to deliver a Citizenship programme of study.

- Citizenship education should foster students' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip students with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.

Current priorities

In addition to discharging the College's statutory requirements, our PSHCE education strategy is informed by these current priorities:

- Safeguarding, which includes: [The Prevent strategy](#), Child Sexual exploitation, peer on peer abuse pornography and FGM.
- Promotion of the British Values ([DfE, 2014](#)).

Strategy

To achieve the objectives of this policy, the College will:

- Ensure that the Local Governing Body is involved in shaping the PSHCEE policy and strategy
- Identify a middle leader to manage the day-to-day running of the PSHCEE programme (currently Mrs P Laban), line managed by a member of SLT (currently Ms P Martin).
- Use a PSHCEE curriculum based on the PSHE Association Programme of Study for Key Stages 3 and 4, with guidance from Cornwall Healthy Schools. The over-arching concepts of which will be:
 - Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
 - Relationships (including different types and in different settings)
 - A physically, emotionally and socially, healthy balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet). This will include Drugs Education. See separate section on drugs education for further information.
 - Risk (to be managed rather than simply avoided) and safety (including behaviour and strategies in different settings)
 - Diversity and equality (in all its forms)
 - Rights, responsibilities (including fairness and justice) and consent (in different contexts)

- Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
 - Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)
 - Careers (including enterprise and economic understanding).
- Actively involve students in the evaluation of the PSHCEE programme.

Implementation of PSHCEE

This will be delivered predominantly through fortnightly lessons for KS3 and weekly tutorials in Years 7 – 11. This will be supplemented by cross-curricular provision in other subjects including Science, Food Technology and PE. Visiting speakers will be used within the normal curriculum and a tutorial programme to support the delivery of PSHCEE, Careers and Drugs Education. Post-16 students will also receive tailored and appropriate provision to meet their needs. Assemblies will be used to supplement the delivery of key themes within PSHCEE. Appendix 1 outlines the broad content of the PSHCEE curriculum.

Drugs Education

Definition: “Drugs” are taken here to mean those that are legal, such as alcohol, tobacco and solvents, over the counter and prescribed drugs, and illegal drugs such as cannabis, MDMA, amphetamines, heroin, crack/cocaine, LSD, NPS (New Psychoactive Substances) etc. The College believes that the possession and or use of such drugs in College, during the College day or while travelling to/from College is inappropriate. See Behaviour Policy for guidance on responding to a drug-related incident.

The College’s drug education programme focuses on equipping young people with information about drugs, the life skills necessary to enable them to deal with different situations without misusing drugs, the ability to resist pressure to use drugs and an understanding of what drugs are.

The College provides a planned drug education curriculum through the following:

- The Science curriculum. The National Curriculum science order outlines the content of the statutory drugs education. It covers the abuse of alcohol, solvents, tobacco and other drugs. How they affect health and how for example smoking affects lung structure and gas exchange
- The PSHCEE programme will cover drugs of particular significance such as alcohol, tobacco, cannabis, volatile substances and class-A drugs. Aspects of the programme will involve outside speakers from a range of agencies.
- Targeted supportive interventions for groups or individuals, using counsellors or outside agencies where deemed appropriate.

The content of the Drug Education Programme is adapted in line with up to date guidance from the PSHE Association and supplemented by open conversations with local agencies including We Are With You and local police.

Monitoring

This policy will be monitored by the SLT lead for PSHCEE and will consist of:

- Half-termly team meetings to discuss delivery of KS3 lessons. An annual review of the PSHCEE programme, including staff and student feedback and feedback from the Parent Forum.
- An annual review of the supporting activities in tutorial time
- Learning walks during tutor time to focus on the quality of the learning
- Governor monitoring visits

Due to the whole school approach to PSHCEE, all staff have a role in fulfilling the delivery of the PSHCEE curriculum.

Role of the PSHCEE Co-ordinator:

Monitor provision against statutory requirements.

Liaise with outside agencies to enhance curriculum delivery.

Provide resources for the curriculum delivery and the tutor programme.

Co-ordinate and provide training to staff.

Role of the Subject Leader:

Knowledge and awareness of cross-curricular links with statutory PSHCEE content.

Liaise with Co-ordinator to ensure that curriculum meets requirements of the provision.

Role of the Classroom Teacher/Tutor:

Provide effective delivery of resources provided.

Attend training sessions.

Understand the link between inclusion, PSHCEE and safeguarding culture in creating a classroom climate for learning and effective delivery of PSHCEE.

Promote equality and diversity alongside co-operative values.

Review

Outcomes of monitoring will be reported annually to the Local Governing Body.

This policy will be reviewed by the SLT lead for PSHCEE every two years or following relevant government policy change. Amendments to this policy or the PSHCEE programme will be made sooner if deemed necessary by College leaders.

Appendix 1 – Outline of themes covered in the PSHCEE Curriculum

Theme 1 - Health and Well-being including:

1. How to manage transition between key stages.
2. How to maintain physical, mental and emotional health and wellbeing including sexual health.
3. About parenthood and the consequences of teenage pregnancy.
4. How to assess and manage risks to health and to stay, and keep others safe.
5. How to identify and access help, advice and support.
6. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health.
7. How to respond in an emergency including administering first aid.
8. The role and influence of the media on lifestyle.

Theme 2 - Relationship and Sex Education including:

1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills.
2. How to recognise and manage emotions within a range of relationships.
3. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters.
4. About the concept of consent in a variety of contexts (including in sexual relationships).
5. About managing loss including bereavement, separation and divorce.
6. To respect equality and be a productive member of a diverse community.
7. How to identify and access appropriate advice and support.

Theme 3 - Living in the Wider World including:

1. Learning about the rights and responsibilities students have as members of diverse communities, and as active citizens and participants in the local and national economy.
2. How to make informed choices and be enterprising and ambitious.
3. How to develop employability, team work and leadership skills.
4. How to develop flexibility and resilience.
5. Learning about the economic and business environment.
6. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

Theme 4 – Careers education including:

1. The use of online resources to raise awareness of different career pathways (eg Launchpad & Kudos).
2. Careers of the future and work skills.
3. Interview techniques.
4. Encounters with local employers.
5. Post 16 transition and youth employment.

Theme 5 - Cooperative & British Values including:

1. Prejudice and discrimination.
2. Equity and helping others.
3. Extremism.
4. Global Citizenship.
5. Self-help & self-responsibility.