



Dunottar School

Personal Social Health and Economic Education

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Personal Social Health and Economic Education

Policy Statement

Dunottar School is a warm, welcoming and nurturing community. We believe in the entitlement of young people to knowledge, facts and information about issues that affect their lives and wellbeing. Personal Social Health and Economic Education (PSHEE) is a key part of a well-rounded education, which prepares pupils for their lives both in and after school. As a school it is our duty to promote wellbeing, and, in line with our ethos and aims, our PSHEE programme aims to ensure pupils are confident and happy, ready and able to take their place in the world beyond school.

We also recognise that while the role of Dunottar School is one of promoting this spiritual, moral, social and cultural development, it does not do this by itself. The education of boys and girls has been entrusted to us by parents. Hopefully parents, even if they do not share the values on which the School is built, are nevertheless in broad sympathy with them and will play their part in encouraging and supporting what the school is striving to do. There is a real sense then in which the School is engaged in a partnership with parents and they will play a significant part in the development of these values in their children.

To this end, our pupils follow a PSHEE programme, which progresses as they move through the school and develops with them as they grow.

PSHEE is a key way in which pupils can develop their self-knowledge, learn to be positive about their gifts and abilities, and develop their self-esteem and confidence. This is addressed in age-appropriate ways both in form period, in timetabled lessons and at various other key times during the year. The PSHEE programme aims to provide a structured programme which complements the curriculum and the school's ethos by focusing on topics which will help all pupils become active and caring members of the community, recognise and accept their own strengths and weaknesses, and learn to face new challenges with confidence.

The PSHEE programme is delivered according to the procedures set out below and is supported and complemented by assemblies; curriculum lessons; fund-raising activities; School Council; form times, during which restorative practice is used.

The programme is designed to enable pupils to:

- develop their self-knowledge, self-esteem and self-confidence.
- learn about the country they live in and gain a broad general knowledge and respect of public institutions and public services in England and to provide effective preparation for future life in British society
- respect and support the fundamental British values of democracy and the democratic process, the rule of law and respect the basis by which law is made and applied in England, individual liberty and mutual respect and tolerance of those with different

faiths and beliefs, to have a healthy respect for the law, distinguish right from wrong and to respect the civil and criminal law of England

- further tolerance and harmony between cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- be tolerant individuals who respect and appreciate their own and other cultures, appreciating racial and cultural diversity
- take steps to avoid and resist racism and all forms of discrimination
- encourage respect for other people, paying particular regard to equality (as laid out in the Equality Act 2010) and protected characteristics
- encourage respect and ensure negative views of particular genders are not formed
- accept responsibility for their own behaviour and show initiative
- become involved in their community and be effective, confident and positive contributors to and users of its services and facilities
- understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely by becoming confident and positive contributors.
- deliver a full programme of Relationships, Sex and Health education as required by Statute
- aid development of the values, skills and behaviours they need to get on in life.
- to contribute to the provision of Global Citizenship through fostering outward looking behaviours and understanding
- to allow pupils to learn about the achievements of other cultures, including those outside of Europe

This is supported by the Warrior Learner Behaviours (See Assessment, Recording and Reporting Policy) promoted throughout Curriculum, PSHEE and co-curricular lessons to enable pupils to display the characteristics of the warrior learner behaviours: tenacity, courage, independence, curiosity, aspiration, collaboration and inclusivity which will underpin success in education and employment.

The scope of PSHEE at Dunottar School is wide ranging and responds to topics and events when appropriate. The programme is tailored to the needs of our pupils and provides flexibility to ensure topical issues are raised and discussed. It encourages pupils to question and think about the lives they lead.

It aims to enable them to:

- accept responsibility for their behaviour
- show initiative
- understand that they can contribute positively to the lives of those living in the locality and to society as a whole by becoming confident and positive contributors
- understand how they can contribute to community life by becoming effective users of services and facilities according to their maturity
- Understand how they can have an impact and bring about change

PSHEE is one of the key ways in which the pupils' spiritual, moral, social and cultural development is fostered, in line with the aims and ethos of the school.

Dunottar School acknowledges the importance of staff training in the implementation and delivery of PSHEE and is committed to providing continued professional development opportunities to staff through INSET.

This policy applies to all members of our school community and forms part of our School commitment to the United Learning Framework for excellence. This includes 'The best from everyone', 'Powerful Knowledge', 'Education with Character', 'Leadership in every role' and 'Continuous Improvement'.

Dunottar School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity policy document.

Dunottar School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the main school office.

This document is reviewed annually by Mr J Weiner, Deputy Head (Pastoral) or as events or legislation change requires. The next scheduled date for review is October 2024.

Key Personnel

Head of PSHEE- Mrs N. Wintle

The person overseeing PSHEE in the School is Mr J. Weiner.

Procedures

At Dunottar School, the core PSHEE curriculum is delivered by allocated teachers in timetable 55-minute lessons once a week and some form times.

Topics are wide and varied and offer the pupils a full and balanced programme. Some of the key areas dealt with at Dunottar School include: healthy eating, personal safety, relationships, sex and health education, self-esteem, careers education, environmental awareness, e-safety, human rights issues and the political and legal system. The Schemes of work for each year group have been designed by the Head of PSHEE, (Heads of Year and the teachers who deliver the programme). They are overseen by the Deputy Head (Pastoral) and have been developed using Statutory Guidance and Non Statutory, UL Guidance and based on the Schemes written by the PSHEE Association. They are held on the subject share area of the school network and are also available to parents on request from the school office, with an outline published below.

Before, during and after PSHEE lessons, pupils and staff are expected to establish specific ground rules and boundaries to ensure that sensitive issues are handled with mutual respect, recognising that both pupils and teachers have a right to privacy. Additionally, pupils should not be actively encouraged by teachers or others to support particular political viewpoints. It is recognised that staff are not experts in all the areas covered by PSHEE, rather facilitators of

pupils' learning. To address this lack of specialism and to work to build more awareness and knowledge the delivery of the PSHEE curriculum has been split between members of staff who each focus on delivery of a particular section of the course. This has been done in order to build knowledge and expertise amongst the teachers involved.

Any concerns that staff have arising from PSHEE lessons should be directed in the first instance to the Head of Section, who will in turn report to J. Weiner, Deputy Head (Pastoral).

Teachers of PSHEE will ensure that they are familiar with the school's RSE Policy; Global Citizenship policy; Child Protection (Safeguarding) Policy; Anti-bullying Policy and Behaviour and Discipline Policy.

Outline of Work

Year 7

Diversity
Sustainability
Building Relationships
Bullying and Social Media
Health, Puberty and Safety
Developing Skills and Aspirations

Year 8

Drugs and Alcohol
Emotional Wellbeing
Digital Literacy
Making my voice heard
Developing Skills and Aspirations

Year 9

Setting Goals and Options
Employability Skills
Respectful Relationships
Healthy Lifestyle
Relationships
Sexuality, norms and online sexual content
Study skills

Year 10

Mental and Sexual Health
Financial Decision Making
Exploring Influence
Addressing Extremism and radicalisation
Careers
Setting goals
Study skills

Year 11

Keeping healthy and safe
Assertive behaviour and healthy Relationships

Families and parenthood
Identity and gender
Pornography, media and pressure
Building for the Future
Next Steps

Year 12

Mental Health and emotional wellbeing
Body image
Healthy coping strategies and managing stress
Independence and staying safe, substance abuse, responsible health choices
Relationships
Sexual health into adulthood
Careers
Study skills for A level success

Year 13

Diversity and inclusion
Assertive communication, managing conflict
Preparing for the world of work
Planning for the future –financial/next steps
Careers
Study skills for A level success

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Approved by	J.Weiner
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