



Co-op Academy Priesthorpe

Personal Social Health Citizenship
Economic Education
Policy

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Introduction

This policy covers Co-op Academy Priesthorpe's approach to PSHCEE curriculum and has been approved by the Principal and governing body. It should be read in conjunction with the academy's relationship and sex education, anti-bullying and safeguarding policies.

The Assistant Principal (Student Development) and PSHCEE Subject Leader are responsible for ensuring that this policy is fully implemented and that staff are appropriately prepared and sufficient resources made available to ensure effective delivery.

Intended Outcomes

PSHCEE is a planned, developmental programme of learning through which students acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHCEE develops the qualities and attributes students need to thrive as individuals, family members and members of society.

- **Build healthy lifestyles** – health education promotes the physical, mental, emotional health and wellbeing of our students. It provides students with the skills, language and strategies they need in order to live healthy, safe, productive, fulfilling, capable, fulfilling, responsible and balanced lives and contributes to their spiritual, moral, social and cultural, development.
- **Know how to keep themselves and others safe** - students learn how to identify and manage risk, make informed choices, and understand what influences their decisions and behaviours. They develop the key skills and attitudes needed to self-regulate and know how to access help, advice, and support.
- **Form healthy and positive relationships** - we support students to be able to manage and maintain diverse, healthy, worthwhile and fulfilling relationships with a wide range of people, developing the ability to work with others and understand empathy, so they can make positive contributions to their families, schools and communities.
- **Respect equality and diversity** – students explore similarities and differences between people within a range of social and cultural contexts and communities. They discuss social and moral dilemmas; developing their language skills and strategies to challenge stereotyping, prejudice, discrimination and other cultural and social barriers, fostering a culture that celebrates equality and diversity.
- **Develop independence and responsibility** – students are taught how to deal with challenges, manage difficult situations, and respond positively to, and embrace, change. They are encouraged to foster a 'can-do' attitude, providing the drive to create and implement new ideas and ways of doing things. They learn to be prepared to, and accept failure while building resilience, resolve and grit.
- **Cultivate an understanding of themselves** – opportunities are provided to explore, reflect on and clarify their own values and attitudes, beliefs, rights and responsibilities, enabling students to recognise, accept, and shape their identities. They learn to, value themselves, feel positive about who they are and recognise, develop and communicate their own qualities, building knowledge, confidence and self-esteem, to make the most of their own abilities and capabilities.
- **Play an active role as a member of a democratic society** - students learn about their rights, responsibilities, duties and freedoms, and about laws, justice and democracy. They are equipped with the skills, knowledge and understanding of citizenship, to become effective and responsible members of their communities and appreciate the importance of British values.
- **Make the most of changing opportunities in learning and work** - careers education, information, advice and guidance (CEIAG), develops essential skills for future employability and supports them in making positive career choices. It raises awareness of changing career opportunities and develops the knowledge and skills to make informed decisions and understanding of the nature of the world of work, the diversity and function of business, and its contribution to national prosperity.
- **Establish economic wellbeing and financial capability** - students develop an understanding of business and the economy. They learn to be enterprising and develop the ability to handle

uncertainty. It helps students to become questioning and informed consumers and they learn how to manage their money and finances effectively

- Build and develop digital resilience - Students learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour, so that they can deal effectively with the increasing influence of peers and the media, and develop effective strategies for staying safe and making a positive contribution online, in an ever-increasing connected world.

Creating a Safe and Supportive Learning Environment

We will create a safe and supportive learning environment by ensuring that we:

- ☒ Work with students to establish ground rules, about how they will behave towards each other and to foster healthy and respectful peer-to-peer communication in PSHCEE lessons.
- ☒ Provide opportunities for students to discuss issues in small groups as well as sharing views with the whole class
- ☒ Provide access to balanced information and differing views to help students develop and clarify their own opinions
- ☒ Provide opportunities for reflection in order to nurture personal values based on mutual respect and care
- ☒ Offer opportunity for students to share any questions or concerns anomalously.
- ☒ Are positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief
- ☒ Are sensitive to the needs and experiences of individuals, as some students may have direct experience of some of the issues
- ☒ Always work within the school's policies on safeguarding and confidentiality and ensure that students understand school policies on disclosure of confidential information and are clearly informed of their rights
- ☒ Make students aware of how they can access reliable sources of support and information, such as confidential advice and health services, within the boundaries of safeguarding, both inside and outside the school

The PSHCEE Curriculum

The PSHCEE programmes of study are delivered through a spiral curriculum, where key learning opportunities are revisited to enable students to broaden and deepen their knowledge, skills and attributes development, in age and stage-appropriate contexts.

The Co-op Academy Priesthorpe PSHCEE curriculum and programmes of study are centred on three Core Themes
Core theme 1 Health and Wellbeing
This core theme focuses on: <ol style="list-style-type: none">1. how to manage transition2. how to maintain physical, mental and emotional health and wellbeing;3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*4. parenthood and the consequences of teenage pregnancy*5. how to assess and manage risks to health and to keep themselves and others safe6. how to identify and access help, advice and support7. how to respond in an emergency, including administering first aid8. the role and influence of the media on lifestyle
Core theme 2 Relationships
This core theme focuses on: <ol style="list-style-type: none">1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills2. how to recognise and manage emotions within a range of relationships3. 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 encounters4. the concept of consent in a variety of contexts (including in sexual relationships)5. managing loss including bereavement, separation and divorce6. respecting equality and being a productive member of a diverse community7. how to identify and access appropriate advice and support
Core theme 3 Living in the Wider World
This core theme focuses on: <ol style="list-style-type: none">1. rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy2. how to make informed choices and be enterprising and ambitious3. how to develop employability, team working and leadership skills and develop flexibility and resilience4. the economic and business environment5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers
The content and learning opportunities covered within these three themes provide our students with: <ul style="list-style-type: none">● a context through which to explore overarching concepts and to develop essential skills and attributes.● learning opportunities to explore a wide range of issues and their attitudes, values and beliefs towards them.● the opportunity to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

* refer to RSE Policy

The curriculum 'learning opportunities'/content outlined within the three core themes for each key stage, provide a context through which to develop the concepts, essential skills and attributes set out below.			
Core Theme	1. Health and Wellbeing	2. Relationships	3. Living in the Wider World
Learning Opportunities Year 7	Healthy Body - Healthy Mind Prejudice and Discrimination	Self and Social Awareness RSE: Puberty	Community cohesion and conflict resolution CEIAG and Money
Learning Opportunities Year 8	Drugs Education Self Esteem and Negative Attitudes	Developing Relationships and RSE Weapons Awareness Knife Crime and Gangs Child Soldiers	Crime, Law and the Courts Course Choice Options Government and Party Politics
Learning Opportunities Year 9	Drugs Education Head-Ed (mental health)	Abuse of Human Rights Hate Crime RSE	Consumer Rights The Media
Learning Opportunities Year 10	Emotional and physical health Drugs Education	Multicultural Britain and Identity Respect and Responsibility RSE	Work Experience planning Economic Wellbeing
Learning Opportunities Year 11	Relationships-Expect Respect Stress Busting	Global Citizens Human Rights RSE	CEIAG Post 16 Options Financial Capability Revision Techniques
Overarching Concepts	1. Identity 2. Relationships 3. A healthy, balanced lifestyle 4. Risk and safety 5. Diversity and equality		6. Rights, responsibilities and consent 7. Change and resilience 8. Power 9. Career
Essential Skills and Attributes	Personal effectiveness		Interpersonal and social effectiveness
	1. Self-improvement 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience 4. Self-regulation 5. Recognising and managing peer influence 6. Self-organisation 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept		1. Empathy and compassion 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others 4. Skills for employability, including: Active listening and communication; Team working; Negotiation; Leadership skills; Presentation skills 5. Enterprise skills and attributes 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds
Managing risk and decision-making (integral to all of the above)	1. Identification, assessment (including prediction) and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions		

Provision and Delivery of PSHCEE

- ❑ PSHCEE is incorporated within Co-op Academy Priesthorpe's Coaching programme. Lessons are delivered to paired coaching groups and the responsibility for delivering the PSHCEE programme of study lies with all coaches.
- ❑ Students across KS3 and 4 receive 30 minutes of PSHCEE per week plus additional curriculum time dedicated to the delivery of the PSHCE programme amounting to 2 hours across a two week cycle.
- ❑ PSHCE education is taught through a 'spiral programme'. Learning is organised into three core themes: Living in the Wider World, Relationships and Health and Wellbeing, which students experience every year. At each encounter, the level of demand increases, and learning is progressively deepened.
- ❑ The 30-minute Coaching sessions and the 'community builders' resources supplement the Personal Development of our students. Coaching sessions are used to reinforce and reflect the themes and issues of the PSHCEE curriculum.
- ❑ The whole school approach to the delivery of PSHCEE provides the opportunity for cross-curricular links and allows for PSHCEE to make a valuable contribution to school initiatives and foster the school's ethos.
- ❑ The PSHCEE co-ordinator provides coaches with half termly schemes of work, yearly overviews, lesson materials, plans and resources as well as general support.
- ❑ In lessons clear 'ground-rules' are established and the concepts of confidentiality and anonymity are covered at the start of lessons and/or units of work, providing a safe and supportive learning environment.
- ❑ Lessons are designed to be challenging, dynamic, engaging and exciting, offering a wide variety of learning and teaching styles, with an emphasis on interactive learning and the teacher as facilitator.
- ❑ Students prior knowledge/starting points will be determined using a range of methods that include pre assessment tasks, Q A sessions and continuums to gauge attitudes and opinions.
- ❑ The PSHCEE curriculum reinforces the co-operative values and Ways of Being, encouraging students to reflect on and analyse their learning and the progress they have made, and to transfer what they have learnt to their lives in the wider community.
- ❑ An evidence-based approach establishes flexibility in the units of work, so that subsequent lessons can be planned and adapted. Continuity, progression and differentiation can be built in, enabling the needs of all students to be met, and integrated within a broad, balanced and age appropriate curriculum.

Assessment and Reporting

Assessment in PSHCEE education is an integral part of effective learning and teaching. Assessment is used to promote learning, to identify students' progress and ongoing learning needs, to allow them to reflect on their own learning and to demonstrate the impact the programme is having on them.

Assessment helps to increase students' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. Assessing learning in PSHCEE uses a combination of teacher assessment and student self and peer assessment.

Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). The benchmark therefore, against which progress is measured is the student's own starting point.

- ❑ Pre-assessments establish prior learning, knowledge and understanding and/or opinions, thoughts and feelings, attitudes and values, morals, ethics and viewpoints, about a given topic or issue.
- ❑ Assessment for learning built into lessons using strategies such as structured and hinge questioning, pit-stop activities, 'rally robin', reflect and respond, mini-plenaries and flipped learning. These gauge learning so subsequent lessons can be adapted to maximise impact and deepen learning and meet the needs of students, closing and bridging any learning gaps.

☐ Post-assessment activities facilitate assessment of learning at the end of each unit of work, which measures, and evidences progress from students' starting points and informs future teaching.

'I CAN' statements are used for the whole of the secondary PSHCEE curriculum. The statements create a framework to support assessment of pupil progress and attainment. They can be adapted for use in a range of contexts, reflecting the breadth of the learning opportunities in the programme of study. Examples of these are below.

Health and Wellbeing		
Working Towards -	Working At =	Working Beyond +
☐ I can identify transitional stages in my life and discuss ways of managing them	☐ I can manage transitions between important stages in my life, demonstrating a positive mindset in the face of change	☐ I can pre-empt and prepare myself for transitional phases in my life, consistently demonstrating resilience and a positive mindset in the face of change
☐ I can suggest some ways to promote my health	☐ I can describe ways to promote my physical, mental and emotional health	☐ I can explain a range of techniques to promote my physical, mental and emotional health
☐ I can state basic differences between safe and unsafe choices for my health and wellbeing	☐ I can identify choices for my health and wellbeing that are safe and unsafe	☐ I can evaluate the safety of my health and wellbeing choices

All Coaches are responsible for recording and reporting progress, at three points during the year which are recorded and reported to parents/carers – as part of the whole school policy for data collection. Coaches have assessment sheets that include the 'I CAN' statements, to support the recording of progress within each of the programmes of study Coaches will keep a note of students who have missed some or the entire module due to absence from school.

Pre and post assessment activities that are completed by students are checked and monitored by the coach, as well as the use of additional monitoring evaluation activity sheets, that enable coaches to track student progress. Self and/or peer assessment achievement grids are incorporated into most lessons to track on going progress.

Teaching Responsibility and Staff Training

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding PSHCE
- attend and engage in professional development training around PSHCE provision, where appropriate
- follow the school's safeguarding protocols if a student comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes do not prevent them from providing balanced PSHCE in school
- tailor their lessons to suit all students in their class, across the whole range of abilities, faiths, beliefs and cultures, including those students with Special Educational Needs
- ask for support from the school SEND Leader or the PSHCE Subject Leader, should they need it

Staff support and CPD

The school provides professional development training in how to deliver various aspects of PSHCEE. Staff, including Associate Staff, CPD needs are identified and met through the following ways:

- ☐ An audit of staff CPD needs will be completed each year or at appropriate times throughout the year.
- ☐ Training and support is organised by Assistant Principals for Student Development/Teaching and Learning in liaison with the PSHCEE Co-ordinator.
- ☐ All members of teaching and Associate Staff will be offered PSHCEE training. This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions, learning outcomes and school policy.
- ☐ Where appropriate CPD may be delivered or supported by the Leeds City Council Health and Wellbeing Service.

Working with visitors and other external agencies

We often invite visitors or external agencies into school to deliver sessions and workshops or talk on issues related to PSHCEE. A teacher will always be present throughout these lessons. This takes place on Personal Development Days, in assemblies and at other pre-arranged times. It may be the case that the subject under discussion is better being delivered by an expert or experienced health professional who can challenge students' perceptions.

Visitors and external agencies:

- ☐ can add interest and expertise to enhance our PSHCEE curriculum.
- ☐ bring a level of expertise in a particular issue or topic that a teacher may not have, nor should be expected to have.
- ☐ have resources and personnel capacity which school does not always have.
- ☐ act as an expert witness, recounting events in their lives from a personal or professional perspective (for example a mother with a new baby, or a doctor explaining their career pathway).
- ☐ establish a 'first contact' to a helping agency — it can be really hard for a young person to approach any source of support 'cold'. Establishing a relationship in a classroom session can help to overcome this.
- ☐ bring 'novelty' — we know the brain recalls novelty. Well planned sessions can therefore add emphasis to important learning elements.

Before involving visitors in any aspect of PSHCEE, teachers will ensure that:

- ☐ the visitor understands the school's confidentiality policy, values and approach to the educational programme
- ☐ there is appropriate planning, preparatory and follow up work for the sessions
- ☐ The teacher present ensures the visitor understands any emotional, intellectual, cultural, religious and social issues, where appropriate. The teacher, will ensure that any students who may be affected by issues, feel comfortable or able to take part in the session/s
- ☐ the teacher needs to be part of the experience in order for the students to value the lessons and to build on the students' learning during and after the session/s, as well as answer any questions the students may subsequently have

Confidentiality and Handling Disclosures

Due to the nature of PSHCEE education, students' learning may result in them seeking advice or support on a specific personal issue. Staff in schools must never promise unconditional or absolute confidentiality. In the classroom, the aim is to strike a balance between helping pupils to feel respected, safe and able to participate fully and openly while still protecting privacy and safeguarding welfare. Effective learning and teaching in PSHCEE actively encourages students to share thoughts and voice opinions, so it is important to establish boundaries and clarify at the outset with students what will happen to any personal information they might disclose in the classroom. If a child makes a disclosure, the teacher will deal with it as a 'cause for concern' and matter of child protection, in line with our Safeguarding and Child Protection Policy. In any case, where child protection procedures are followed, all staff will ensure that the young person understands that confidentiality cannot be guaranteed. Staff will explain to the student that the information might need to be passed on to the Principal or designated lead for Child Protection who may make a record and pursue Child Protection procedures if necessary. The student's right to privacy will be respected, regardless of the gravity of the incident, so sensitive information will only be shared with relevant staff/agencies. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's Child Protection policy.

Responding to Students Questions

Effective PSHCEE needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. It is important that students feel able to ask any questions that they wish and that their questions are valued. Establishing a safe, open and supportive learning environment, built on trusting relationships between all members of the class community will help to create this climate.

Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development. While it is essential that lessons are sensitive to a range of views, staff will ensure that students always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law, particularly in relation to legislation concerning equality. Staff will use their professional skills and discretion before answering questions and, if necessary, they will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with their parents/carers.

Involving Parents and Carers

Co-op Academy Priesthorpe recognises that parents/carers are the prime educators for their children on PSHCEE matters and the teaching of PSHCEE aims to be complementary and sensitive to this role. The school seeks to work in partnership with parents/carers, building a positive and supportive relationship through mutual understanding, trust and co-operation. In promoting this objective we will:

- ❑ Consult parents/carers on the purpose and content of the school's programme of study for PSHCEE, explaining clearly what will be taught and when.
- ❑ Offer a parents' and carers' information evening to find out more about our PSHCE education
- ❑ Make this PSHCEE Policy available via our school website – a paper copy can be made available on request.
- ❑ Inform parents/carers about the school's approach to PSHCEE, making planning and resources available on request.
- ❑ Answer any questions that parents/carers may have about the PSHCE education of their child.
- ❑ Notify parents when Sex Education will be taught.

- ☒ Take seriously any issue that parents/carers raise with staff or governors about this PSHCEE Policy or the arrangements for PSHCEE in the school.
- ☒ Discuss concerns regarding curriculum content/delivery and acknowledge the parental right of withdrawal from Sex Education. (Please refer to the RSE Policy for further guidance).

Governors

As well as fulfilling their legal obligations, the governing body should also make sure that:

- ☒ all pupils make progress in achieving the expected educational outcomes;
- ☒ the subjects are well led, effectively managed and well planned;
- ☒ the quality of provision is subject to regular and effective self-evaluation;
- ☒ teaching is delivered in ways that are accessible to all pupils with SEND;
- ☒ clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- ☒ the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Complaints procedure

Parents or carers who have complaints or concerns about PSHCEE.

If a student, parent/carer or member of staff is concerned regarding any aspect of PSHCEE provision at Co-op Academy Priesthorpe, the Principal should be informed. The Principal will respond to the complaint in accordance with the school's Complaints Policy. If a concern relates to the Principal, contact should be with the Chair of Governors.

Links to other School Policies and Areas of the Curriculum

The PSHCEE policy is linked closely to whole school policies and cross curricular areas including:	
Policies	
Relationships and Sex Education Policy Anti-Bullying Policy Drugs Education Policy and Managing Drug Related Incidents SEND Policy Behaviour and Engagement in Learning Policy	Equality, Diversity and Inclusion Policy Safeguarding and Child Protection Policy Health and Safety Policy Educational Visits Policy CEIAG and Work Experience Policy GDPR Policy
PSHCEE complements learning in: RE PE ICT Food Technology Science Health and Social Care	Learning in PSHCEE classes links to: Co-op Academy's Vision, Aims and Values Co-op Anti-Slavery and Human Trafficking Fairtrade Spiritual, moral, social and cultural development (SMSC) British Values and the Prevent Duty