



**William Ellis School
PSHE Policy**

DOCUMENT CONTROL

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Context

Besides intellectual development, we believe it is essential that a school concern itself with the personal, social, emotional development of all its pupils. The ERA 1988 states that schools should provide a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares pupils for the opportunities, responsibilities and experiences of adult life.

PSHE is essentially about the self and includes the knowledge, skills and attitudes that contribute to personal development. We support a definition from QCA [1990 NCC] that PSHE is “the intentional promotion of the personal and social development of pupils through the whole curriculum and whole school experience”.

We must teach relationships and sex education (RSE) and health education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance \(2021\)](#)

Aims of the PSHE programme

The long-term aims of the PSHE programme are;

- 1 To give students knowledge of their roles and responsibilities as citizens in their community
- 2 To develop the skills to make informed choices for their own benefit and the benefit of others
- 3 To develop a self-awareness which enables students to progress confidently in adult life.

Links to School Aims

PSHE links to the school aims in the following ways;

- It is inherently a part of the values of the founder of the school, to be educated and 'grow up with a sense of duty towards their fellow men'.
- High achievement is important for students to develop their personal potential and also to contribute to society. The achievement is enhanced through the PSHE programme by the development of key skills and an awareness of their roles and responsibilities as members of their community.
- We value the diverse background of our students and appreciate other cultures and their contribution to our school. PSHE address the social and moral issues of living in a multi-cultural community.
- We emphasise the significance of self-respect and respect for fellow members of the community

PSHE is linked to all parts of the school development plan and considered in the self-evaluation, especially around personal development.

The PSHE programme emphasises a lifelong learning process which will continue beyond our doors.

PSHE links to the Community Partnership through Economic and Industrial Understanding, Careers Guidance and Work Experience. It is linked through the formal PSHE programme and the curriculum through subject content.

Objectives

To develop:

- critical thinking skills
- decision making skills
- a positive attitude to learning
- the skills of working together and sharing
- a set of moral values (based on WES aims)
- an understanding of the adult world
- healthy lifestyles
- self-awareness and relationship skills
- respect for the attitudes, views and beliefs of others
- respect and appreciation of the environment
- a positive self-image and high self esteem

Curriculum

PSHE is delivered through timetable lessons and themed days as well as the students' experience throughout their time at the school and the formal curriculum. Each member of staff should be made aware of his/her role in the personal and social development of students through both the formal and informal curriculum.

The content of lessons will cover the cross curricular themes of Health Education, Citizenship, Environmental Education, Careers, Economic and Industrial Understanding. Throughout the above, where appropriate, will run strands of Equal Opportunities and Key Skills.

Further details are available on the PSHE page of our website [William Ellis School - PSHE](#)

Organisation

There are a number of ways of delivering the timetabled curriculum:

- (i) Key Stage 3 and Key Stage 4 PSHE is delivered by form tutors and HOYs
- (ii) Key Stage 3 and Key Stage 4 PSHE may also be delivered by external providers where appropriate
- (iii) Key Stage 5 PSHE is coordinated, planned and delivered by the sixth form team in year 12 & 13.

Co-ordination

Key Stage 3 and Key Stage 4 PSHE is currently co-ordinated by a member of the SLT or appointed postholder, and supported by Heads of Year who will ensure that staff implement the curriculum successfully.

Monitoring and evaluation

In order to ensure that the PSHE policy is implemented there will be a structure for monitoring PSHE. Evaluation of the PSHE curriculum will be based on student and teacher feedback both on the quality of the programme and the impact on knowledge, attitudes and understanding, related to the intended aims.

Involving others

The effectiveness of PSHE will be increased when students, teachers, parents and governors have an opportunity to discuss the content of PSHE, and in particular how parents can support the PSHE in the school.