

POLICY TITLE:	Personal, Social, Health, Economic Education (PHSE)
Policy Number:	ACS62
Applies to:	Schools & Colleges: England and Scotland
Version Number:	V01
Date of Issue:	19/10/2023
Date of Review:	31/10/2024
Author:	Samantha Dalton - QIL – Education
Ratified by:	Charlie Rivers – Head Of Quality – Education
Responsible signatory:	Jane Stone – Director of Governance and Risk
Outcome:	This policy aims to ensure: All Children and Young people within Aspris schools and colleges are supported very effectively with acquiring the knowledge, understanding and skills they need to manage their lives, now and in the future.
Cross Reference:	ACS 20 Relationship and Sexual Education ACS 34 Spiritual, Moral, Social and Cultural Development and Community Cohesion ACS 17 Health and Wellbeing ACS 31 Curriculum ACS 33 Special Educational Needs and Disability ACS 32 Teaching and learning ACS 26 Equality of Opportunity & English as an Additional Language
EQUALITY AND DIVERSITY STATEMENT	
Aspris is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email AsprisGovernanceHelpdesk@Aspris.com.

Personal, Social, Health, Economic Education (PHSE)

1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Aspris Children's Service facility will have local procedures in place where necessary, which explain how this policy is applied and put into practice at site level.
- 1.2 Template **ACS LP 62** is provided for this purpose and includes a key content checklist.
- 1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable.

2 AIMS

- 2.1 Aspris Children's Services aims to:
 - a) Provide pupils with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.
 - b) Enable pupils to develop the capacity to make sound decisions when facing risks, challenges, and complex contexts.
 - c) Support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

3 SCOPE

- 3.1 Personal, Social, Health and Economic (PSHE) education is a statutory school subject through which pupils develop the knowledge, skills, and attributes they need to manage their lives, now and in the future. It will help children and young people to stay healthy and safe, whilst preparing them to make the most of life and work. When taught well, PSHE education will also help pupils to achieve their academic potential.
- 3.2 The PSHE curriculum should be designed to encourage 'Respect for Other People', with particular regard to the protected characteristics set out in the Equality Act 2010 (see section 4 below).
- 3.3 The PSHE curriculum should provide learning opportunities for key stages 1 to 5, based on statutory content across three core themes:
 1. HEALTH AND WELLBEING
 2. RELATIONSHIPS
 3. LIVING IN THE WIDER WORLD
- 3.4 A broader PSHE programme could also cover economic wellbeing, careers, and enterprise education, as well as education for personal safety, including assessing and managing risk.
- 3.5 This policy applies to all schools and colleges and should reflect their aims and ethos.

4 RESPONSIBILITIES

- 4.1 Curriculum leaders should ensure that protected characteristics are referenced in curriculum documentation.
- 4.2 The protected characteristics as listed in section 4 of the Equality Act 2010 are:
 - a. age
 - b. disability
 - c. gender reassignment
 - d. marriage and civil partnership
 - e. pregnancy and maternity
 - f. race

- g. religion or belief
- h. sex
- i. sexual orientation

- 4.3 Teachers should ensure that plans and schemes of works relating to the PSHE curriculum, take into account the ages of pupils and their learning abilities when addressing protected characteristics and RSE, and deliver the curriculum appropriately (appendix 1).

5 TRAINING

- 5.1 To ensure that all information used to develop pupils' knowledge on any aspect of PSHE education is up to date, accurate, unbiased, and balanced, teachers delivering PSHE and RSE should undertake regular training.

Associated Forms:

ACS LP 62 PSHE

References:

DfE (current version) Independent School Standards: Guidance for independent schools
DfE (current version) Personal, social, health and economic (PSHE) education
DfE (current version) Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education
PSHE Association- Programme of Study for PSHE Education - Key Stages 1-5
PSHE Association- PSHE Education Planning Framework for Pupils with SEND - Key Stages 1-4
DfE (2017) Careers strategy: making the most of everyone's skills and talents