

# Personal, Social, Health & Economic Education (PHSE) Overview

*Intent, Implementation and Impact*



MALET  
LAMBERT

# Our Vision

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We want to design a curriculum that gives students the knowledge, skills and resilience that they need to achieve inside, outside, and after school. This curriculum will synthesise learning across the school, both academically and concerning the students' social, mental, spiritual and physical health, to develop well-rounded students capable of working and thriving in modern Britain, students who believe in their own self-worth and ability to succeed in whatever they chose to do.

It will also afford students the opportunity to practise skills that they might need later in life, experience the risks, and simulate the decisions they might have to make, through safe but challenging scenarios.

# Focus

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To embrace the challenges of a happy and successful life, students will need to make informed decisions about their own welfare and future. The lessons we provide will be clear, engaging, and informative. They will be inclusive of all students, whether that be mindful of learning or lived experiences.

Any sensitive subjects will be scaffolded by high-quality training for the staff, clear communication between teaching and pastoral teams, and the material itself will be appropriately distanced from any students who might find the subject matter challenging. We strive to create a culture across the school where the key messages of PSHE education are displayed and modelled in every classroom: equality, ambition, and inclusivity for all. As a school and a trust, we want to create a culture and a community of socially conscious young people, who contribute to their local and national communities through volunteer work and healthy debate.

To achieve this, we will provide regular development and training sessions for staff, appropriately timed for the delivery of subjects. We will foster strong links with other areas of the department to reinforce the skills and knowledge that students need across the curriculum, to carefully balance academic and pastoral needs, so that students move into their futures both academically and mentally strong. We will invite engaging and quality outside speakers into school to provide the students with a range of voices, perspectives, and teaching styles.

Within lessons, our focus will be providing students with the opportunity to practise the scenarios that they may come across in wider life, and to give students strategies to try or explore. We will maintain a focus on the retrieval and practise of key information as a solid base for future learning and a deeper understanding of these topics, reinforced by assessment that prioritises engagement and self-reflection on behalf of the individual.

# Current Provision

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As of 2021-2022, PSHE will be a timetabled part of the curriculum, regularly delivered on a weekly basis at KS3 and once a fortnight at KS4. Any drop down days or external visitors will be used to supplement but not replace consistent delivery of these topics. Our existing curriculum provision covers six units, delivered to each year group through a spiral curriculum, which will support the building of fluency and competency in these areas by allowing students to build on their expertise year on year, so that students leave the school with a strong foundation of knowledge and in control of their own choices.

- 1) Health and Wellbeing (including puberty, mental and physical health, consent, and bullying)
- 2) Staying safe online and offline (including gangs, online safety, addictions, and drug awareness)
- 3) Rights and responsibilities (including core British values in the nation, local community, and school)
- 4) Life beyond school (including employability skills, options post-16, and financial education)
- 5) RSE (including positive and unhealthy platonic or sexual relationships, contraception, and STIs)
- 6) Celebrating diversity and equality (including combatting prejudice, discrimination, and stereotypes)

Each unit is strategically designed and sequenced to be age and developmentally appropriate for the students. It will tackle historical and contemporary issues that may impact the experience, opportunities or communities of the students.

# Future Areas of Focus

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To continue building a culture where PSHE is respected and recognised as an important part of a students' learning, our future areas for development are:

- To enhance our PSHE provision by proactively engaging with staff, parents, students, and governors and fostering a culture of collaborative learning and healthy discussion
- To review and maintain all relevant policies as and when appropriate, with a particular focus on the RSE policy and provision year on year
- To ensure that our curriculum provision continues to reflect discussions on a local and national level, adequately responds to political, cultural or social fluxes, and prepares students for the discussions or actions they might experience outside of school