



4 - 18 yrs Co-educational Independent Day School

What is personal, social, health and economic (PSHEE) education?

Schools, in partnership with parents, have a vital role in preparing children and young people to negotiate the challenges and opportunities of an increasingly complex world. Personal, social, health and economic (PSHEE) education is the school subject that deals with real life issues affecting our children, families and communities. It is concerned with the social, health and economic realities of their lives, experiences and attitudes. It supports pupils to be healthy (mentally and physically); safe (online and offline) and equipped to thrive in their relationships and careers. PSHEE education helps all children and young people — the highest achievers as well as the vulnerable and excluded — to achieve their fullest potential.

Why is PSHEE education so important?

PSHEE education:

- Contributes to physical and mental health and wellbeing, encouraging individual responsibility for health.
- Contributes to the safety and protection of our children and young people, from staying safe online to understanding risks associated with drugs and alcohol.
- Promotes independence, resilience and responsibility — preparing children and young people for future roles as parents, employees and leaders.
- Supports employability by developing the personal and social skills demanded by commerce and industry.
- Supports pupils to be critical consumers of information, and develops the skills to identify misleading news or views on social media and elsewhere.

What do children and young people gain from PSHEE education?

In summary, PSHEE education provides opportunities to learn about:

- Relationships: including developing and maintaining positive relationships and dealing with negative relationships. This includes learning about bullying, consent, how to communicate effectively, inappropriate behaviour in relationships and, at a later stage, topics such as sexual coercion and grooming.
- Developing independence, resilience and responsibility: including preparing children and young people to face life's challenges and make the most of life's opportunities.
- Health: including healthy lifestyles, healthy eating and exercise; mental and emotional health; drug, alcohol and tobacco education; emergency life-saving skills.
- Managing risk: including understanding personal safety and online safety; financial choices and risks; appreciating the value of taking risks in certain situations (e.g. entrepreneurial risks).



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- Economic wellbeing: including the role of money, influences on our use of money, gambling, careers education
- Employability skills: including learning about enterprise, business and finance. Developing the skills and attributes to succeed at work, including communication skills and confidence.

The knowledge, skills and attributes developed through PSHEE education combine to equip pupils for numerous challenges. First aid provides a good example of this in practice. Pupils can learn the practical steps (e.g. CPR) in PSHEE lessons, but also develop the confidence and awareness to put this knowledge into practice and step in when faced with a real-life medical emergency.

Does PSHEE education get in the way of academic learning and achievement?

On the contrary, high quality PSHEE education has a positive impact on academic attainment. It effectively addresses issues which can make it difficult for young people to engage in learning such as those concerning mental health and emotional wellbeing, bullying, poor physical health, relationship issues and substance misuse. Therefore, PSHEE education complements rather than compromises core academic learning in schools.

A major evidence review by Pro Bono Economics in 2017 found that PSHEE supported academic attainment by both removing barriers to learning and supporting pupils with the skills necessary to succeed.

Is there evidence that it works?

There is strong evidence that PSHEE education:

- Supports children and young people's safety and protection — online and offline
- Supports mental and physical health and wellbeing, encouraging individual responsibility for staying fit and healthy and developing essential emergency life-saving skills
- Supports academic attainment by addressing barriers that prevent children and young people from learning
- Reduces the risks of drug and alcohol misuse and addictive behaviours
- Improves employability and chances of career success by developing the personal and social skills demanded by commerce and industry, such as communication skills, personal responsibility and confidence.

Do all schools teach PSHEE education?

PSHEE education is compulsory in independent schools, and the majority of the subject is now compulsory in all schools (including maintained, academies and free schools) from September 2020.



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There is widespread acknowledgement for PSHEE education's role in keeping children and young people safe and healthy (both mentally and physically), and in preparing them for life's challenges and opportunities.

The vast majority of schools have covered PSHEE to some extent in recent years. There were, however, concerns about consistency and the amount of time allocated to it, and widespread support – including amongst parents – for the subject to have higher status on the curriculum. Therefore the Department for Education decided to make key aspects of the subject compulsory in state schools from September 2020 (PSHEE education was already a requirement in independent schools).

This compulsory content includes Relationships Education at key stages 1 and 2; Relationships and Sex Education (RSE) in key stages 3 and 4, and Health Education from key stage 1 to 4. [Statutory guidance](#) outlines what schools must now cover. Schools should also cover broader PSHEE education that also includes economic wellbeing and careers education.

The Department for Education (DfE) considers PSHEE education 'an important and necessary part of all pupils' education and says that the 'All schools should teach PSHEE'. Section 2.5 of the national curriculum also states that all state schools 'should make provision for personal, social, health and economic education (PSHEE), drawing on good practice'.

Do pupils build on their learning as they grow and progress through school?

Yes — like other subjects, PSHEE education gradually builds key concepts and skills through topics that are relevant to children and young people's age and stage of development. For example:

- Learning the importance of the safe use of medicines and chemicals in the home early in primary school gradually leads to learning about the risks associated with alcohol and drug misuse later on.
- Learning the skills of fairness and turn-taking with toys gradually builds to developing the skills of negotiation and assertiveness.
- Learning that as we physically grow we have new opportunities and that those opportunities bring new responsibilities. This underpins work on understanding puberty and eventually, becoming a parent.
- Learning to work cooperatively and to respect one another underpins learning that enables young people to understand and manage a wide range of different types of relationships, and understand the concept of consent
- Understanding the roles of different people in our community and how they help us underpins subsequent careers education and choices.



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- Understanding the concepts of 'borrowing and returning' and 'recognising that our actions have consequences' underpins learning about the consequences and management of debt when combined with developing numeracy skills.

As a parent, how can I support my children's PSHEE education?

The personal, social, health and economic development of our children is achieved through partnership between school and the family. To support your children, you could:

- Go to information events for parents about the school's approach to PSHEE related issues such as online safety, relationships and sex education and drugs.
- Talk with your children about the issues explored in PSHEE education.

If you have any concerns about PSHEE education or are worried about your child, do speak to their teacher.

How do I find out about PSHEE provision at my child's school?

Schools have an obligation to publish curriculum details on their websites, so this should give you an overview of what's covered in PSHEE education. Please refer to the PSHEEE curriculum maps on the school website for details on the content for each year group.

What is relationships and sex education?

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Arnold Lodge School believes that good quality RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices.
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;



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- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

Does the new Relationships Education and RSE curriculum take account of my faith?

The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled.

Do I have a right to withdraw my child from Relationships and Sex Education?

Parents will have a right to withdraw their child from sex education delivered as part of RSE, which unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education, the school should make arrangements for this to happen in one of the three terms. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Will these subjects promote LGBT relationships?

Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships during their school years. We expect secondary schools to



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include LGBT content and whilst there is no specific requirement to teach about LGBT in primary schools, they can cover LGBT content if they consider it age appropriate to do so. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.