

PSHE Policy

PSHE education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of our whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

Maple House School recognises The Equality Act 2010 and DfE Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014) on Protected characteristics.

Maple House School recognises that it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Why is PSHE education provision important?

PSHE education makes a major contribution to schools' statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum must:

- *promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepare pupils at the school for the opportunities, responsibilities and experiences of later life.*
- *promote children and young people's wellbeing (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing well-being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)*
- *promote community cohesion (Education and Inspections Act 2006; Education Act 2002)*

PSHE education cannot and should not exist in isolation; it must be part of a whole school approach. The relationship between PSHE education provision and school ethos is hugely important. An effective school ethos requires:

- effective relationships between all members of the school community
- pupils to play an active part in decision making
- school policies to be compatible with what is taught in PSHE education

How does PSHE education support pupils' personal development?

PSHE education makes a significant contribution to children and young people's personal development but is not synonymous with it. The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins other learning. Personal development is enhanced as children and young people develop the skills they need to grow and develop as individuals and members of society. All aspects of a child's experience at home, in school and out of school contribute to personal and social development. It is a function of all subjects and curriculum areas.

PSHE education contributes to personal development by helping children and young people to build their personal identities, confidence and self-esteem, make career choices and understand what influences their decisions including financial ones. Developing self-understanding, empathy and the ability to work with others will help young people to enjoy healthy and productive relationships in all aspects of their lives.

PSHE schemes of work refer to world of work (including professional, technical, skilled and semi-skilled career possibilities); CV writing, job hunting skills, writing applications. The pupils will also go on annual trips to the 'World Skills' careers exhibition in Birmingham as part of the careers provision. Maple House School will ensure it delivers a comprehensive PSHE curriculum through the regular teaching of explicit and cross curricular lessons.

Related Policies/Documents

- Science Policy
- Sex and Relationships Education Policy
- SMSC Policy

Policy review

This policy document will be reviewed by the Education Director on an annual basis to ensure it is up to date with current legislation and best practice.

Date approved: April 2014

Date last reviewed: September 2026

Next review (or before): September 2027

Signed: 

Position: Education Director

Staff Acknowledgement

In signing this document I am confirming I have read the information and have an understanding of the procedures outlined within the information provided.

I have had the opportunity to discuss this document with a Senior Leadership member of staff to gain further clarity.

I also know that if I feel I need further guidance I know I can access through the and Head Of Education.

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Staff member name:

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