



MANCHESTER  
ISLAMIC  
GRAMMAR SCHOOL  
FOR GIRLS  
FAITH • LEARNING • LIFE

## PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION PSHEE POLICY

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**Last reviewed on:** September 2022

**Next review due by:** September 2024

# PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION PSHEE POLICY REVIEWED SEPTEMBER 2022

Personal Social Health and Economic Education is about the development of key skills of the individual leading to an Islamic self-empowerment and self-esteem; so that our students will be those who grow into adults aware of their personal potential, are prepared for adulthood, who have formulated a moral code of conduct and have the conviction to live by it; who care about others and aim to do something in their service, who think about society and try to improve it; who can manage their own life and can cope with the ever increasing pace of change in today's society.

## **Aims**

***MIGSG will provide students with the opportunities and experiences to enable them to:***

- ❖ Know and understand what constitutes a healthy lifestyle.
- ❖ Be aware of safety and risk issues.
- ❖ Understand what makes for good relationships with others.
- ❖ Develop social skills to enable successful relationships with all members of their community.
- ❖ Learn to respect and understand common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- ❖ Be an independent and responsible member of the school, local and global community.
- ❖ Gain an understanding of their role as British citizens. To be able to identify and understand what British Values are and how they can implement them in their daily lives and the protected characteristics; disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, yet is flexible and relevant to students' needs.
- ❖ Find out about the main political and social institutions which affect their lives and to know and understand what it means to be a positive and active member of a democratic society.
- ❖ Develop self-confidence and self-esteem.
- ❖ Be able to make informed decisions about personal, social, physical, spiritual, moral and cultural issues.
- ❖ Develop financial capability skills for future economic well-being.
- ❖ Be able to identify and report any safeguarding signs or issues

All students need to feel valued and should be given the opportunities to succeed to the best of their abilities. Our school is dedicated to delivering teaching that is stimulating and appropriate to every student's needs, ensuring the inclusion of all students, for example students with Special Educational Needs and Gifted, Able and Talented students, as well as with regard to gender and equality issues. This is done through carefully planned lessons and, if necessary, the dedicated care of our Pastoral Team.

### **LINK TO OTHER INITIATIVES**

PSHEE is linked with a variety of initiatives in place at MIGSG. We are committed to giving our students the best information we can regard healthy lifestyles, so that they are able to make informed choices for themselves.

At MIGSG, our students are encouraged to develop their thinking skills through questioning and debating issues that might arise in their own lives and those of others.

We believe that students, who are given the opportunity to share their ideas and opinions within the safe environment of the classroom, are students who will ultimately grow in confidence, enabling them to make better decisions for themselves both inside and outside of school. The school has a School Council with elected and representative members from years 7 to 11.

The Council meets regularly to discuss the views of students, to make decisions and draw up actions plans which contribute to school improvement.

All students need to feel valued and should be given the opportunities to succeed to the best of their abilities.

PSHEE is therefore delivered through seven full days per year including two citizenship days and within the whole school ethos, which continually promotes its central importance to a well-balanced, student-centred curriculum.

The PSHEE Policy should be read in conjunction with the Behaviour policy, Drug Education Policy, Relationships and Sex Education Policy, Equality policy and Healthy Eating Policy.

### **TEACHING AND LEARNING**

#### **Scheme of Work**

The PSHEE curriculum is organised into a Scheme of Work, meeting the requirements of the National Curriculum. The scheme covers all aspects of Personal, Social, Health (including Drugs Education and Relationships and Sex Education), Financial and Citizenship Education, and ensures continuity and progression throughout the school.

PSHEE topics and lessons are taught over a collapsed timetable over 8 days including a cross-curricular day and a diversity day.

## **Objectives**

### **i) To develop self-awareness and self-confidence by enabling students to:**

- Explore personal feelings, Islamic values and beliefs.
- Develop a reflective self-awareness in relation to the emotional, social, cultural, moral and intellectual dimensions of life within the Islamic views worldwide.
- Develop an imagination and creativity.
- Set personal and academic goals, identify ways to achieve them, review and monitor them.
- Develop a sense of purpose, enterprise and optimism.

### **ii) To develop personal skills students should:**

- Develop the ability to persevere.
- Show initiative and develop their own independence and self-reliance.
- Communicate effectively.
- Develop problem solving skills.
- Be provided with the opportunities to appreciate what they are capable of achieving and always strive to achieve their best.

### **iii) In relating to others, students should:**

- Develop sisterhood and positive relationships with their peers.
- Respect British values and the life-styles and opinions of others even if they are different from their own.
- Understand the nature of prejudice in Islam.
- Co-operate and participate in groups and organisations
- Value themselves and others.

### **iv) In developing knowledge and skills for a changing world students should:**

- Be able to access relevant and up-to-date information.
- Challenge their own values and attitudes positively and constructively.
- Positively manage stress and change.
- Develop the skills of managing and resolving conflict.

### **v) In developing a sense of responsibility to self, MIGSG and society students will be able students to:**

- Understand the need for rules and laws in and orderly society.
- Develop an attitude of respect for self and others.
- Act in a responsible Islamic manner and appreciate the fact that they are responsible for the consequences of their action or inaction.
- Develop key skills and understand the importance of a good global and British citizen

## **Content**

PSHEE PROGRAMME shows continuity and progression throughout Key Stages 3 and 4. It identifies Cross Curricular Themes, Skills and Dimensions. The taught curricular is only part of PSHEE, other subjects and extra-curricular activities also make a contribution.

### **Key Stage 3**

- Study Skills – importance of homework and self-study.
- Health Education – including Drugs Education. Health related exercise, personal hygiene etc.
- Careers Education And Guidance – decision making skills, making choices.
- Economic And Industrial Awareness – personal budget, world poverty, production costs etc.
- Citizenship – running an election, law and order, crime and punishment, personal safety.
- Environment – caring for local and national environment.
- Equal Opportunities – challenging prejudice and equality in Islam etc.
- Safeguarding in line with *KSCIE September 18*.

All the subjects are inter-related so one topic may cover several of the themes. The work is taught in modules.

### **Key Stage 4**

Health Education – parenting and family life in Islam and other type of families in Britain today, drugs education and other topics.

- Careers Education and Guidance – including the tutorial programme with business partners, preparation for Work Experience and Post 16 choices.
- Environmental Education – developing a responsible attitude to the care of the environment and the individual's work within society.
- Citizenship – being a citizen, law and order, civil and criminal law, community issues, response to charity appeals democracy in action.
- Economic and Industrial Understanding – finance including banking and taxation, industrial awareness.
- Student Guidance – study skills including exam techniques and stress management. Counseling and action-planning.
- Equal Opportunities – understanding the law, types of prejudice and discrimination, Human rights (equality in Islam and Equality Act 2010).

### **Learning Approaches**

Vital to the success of good PSHEE is the building of students' self-esteem, by fostering a learning climate that positively values the contribution of individuals, whilst actively seeking to eliminate negative attitudes and behavior.

The teaching and learning strategies employed are as important as the content covered. The following techniques should be used when appropriate.

- Discussion
- Problem Solving
- Learning Through Experience
- Simulation
- Games
- Group Work
- Role-Play
- Accessing Data
- Debate
- Graffiti Sheets
- Brainstorms
- Case studies
- Visits to Public Institution and Services in England

### **Role of the PSHEE Co-ordinator**

The role of the PSHEE CO-ordinator is as outlined by the general school policy and job description and includes:

- To prepare a policy and schemes of work, evaluating and reviewing as necessary.
- To co-ordinate and lead the implementation of the policy throughout the school.
- To monitor and support the teaching of PSHEE throughout the school
- To monitor and maintain the condition and availability of resources within the school's budget
- To keep up to date with developments and use appropriately
- To provide staff training when necessary
- To liaise with colleagues in school and outside agencies as appropriate, in order to further develop the opportunities for student engagement.

## **Role of PSHEE teacher**

In line with the Islamic ethos of the school PSHEE teachers should:

- ⦿ Make themselves aware of the relevant policies as mentioned above in page 2
- ⦿ Familiarise themselves with the programmes of study and be aware what should be taught, and which teaching strategies to use.
- ⦿ Offer a variety of teaching and learning styles should be used to enable students to fully develop appropriate skills, knowledge and attitudes.
- ⦿ Through teaching PHSEE, teachers will be better able to guide and support their students' educational and personal development during their five years at MIGSG.
- ⦿ Have a key role enabling their students to attain the standards of achievement throughout the curriculum, by reviewing progress, action-planning and counseling students to achieve their best.

## **Resources**

Resources are kept by the PSHEE co-ordinator. However, teachers who are delivering the sessions also have copies in their classrooms or nearer the time of delivery

## **Monitoring and Review**

The PSHEE co-ordinator is responsible for monitoring the standards of students' work and the quality of teaching. The co-ordinator also seeks potential opportunities for training and subject development. The PSHEE Co-ordinator is also responsible for writing the PSHEE action plan. This will involve evaluating strengths and weaknesses in the subject and Personal, social, health and Economic Education (PSHEE) Policy.

## **Related policies**

- ❖ Curriculum
- ❖ Safeguarding
- ❖ Health and Safety
- ❖ Equality
- ❖ Career
- ❖ Behaviour
- ❖ Islamic
- ❖ Prevent
- ❖ Partisan Political Views

***Reviewed September 2022 (JK)***