



Personal, Social and Health Education (PSHE) Policy

Agreed March 2018

1. Introduction

This policy has been written to ensure we are meeting the requirements of National Curriculum 2013, which includes a non-statutory framework for Personal, Social, Health and Economic Education (PSHE).

The Department for Education (DfE) has stated that schools must publish their school curriculum by subject and academic year, including their provision of personal, social, health and economic education. As section 2.1 of the National Curriculum framework states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). PSHE education plays an important part in fulfilling all of the responsibilities.

2. The purpose and school context for PSHE education

Personal, Social, Health and Economic Education (PSHE education) is 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. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.'

PSHE education, together with citizenship education, is central to the development of the young people in our school. The planned programme is designed to help them to deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

The provision of a comprehensive PSHE education programme is central to achieving our school's own aims and objectives and mission statement. PSHE education provides learning that makes an essential contribution to:

- reducing or removing barriers to learning – by providing learning that promotes positive relationships and thus supports young people in reaching their full potential
- developing the key concepts, knowledge and understanding, language, skills and strategies that enable young people to make positive lifestyle choices, now and in their future
- developing the key concepts and skills that both support academic learning (for example, team working that encourages more effective group enquiry) and transcend it (for example, building

resilience and developing entrepreneurial skills), and that are essential to employability in a rapidly changing global economy.

The values and ethos of the school will not only be made explicit in PSHE education, they will at times be shaped by what happens in PSHE education. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our young people.

3. Curriculum content

The programme of study for PSHE education includes topics such as: bullying, citizenship, cultural diversity, drug and alcohol education, healthy eating, physical activity, social and emotional health, wellbeing, sex and relationships, economic education and financial capability. It can be enriched by cross-curricular approaches and other activities designed to enhance personal development, but is a curriculum subject in its own right. (PSHE Association)

We provide PSHE education through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach. In planning our curriculum, we take into account our pupils' prior learning and experiences. Our programme reflects the universal needs shared by all children as well as the specific needs of our pupils.

Our PSHE curriculum will be delivered through three core themes as outlined in the new Programme of Study written by the PSHE Association.

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Core theme 1: Health and Wellbeing

Pupils will have the opportunity to learn:

- what is meant by a healthy lifestyle
- how to maintain physical and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, such as transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing.

Core theme 2: Relationships

Pupils will have the opportunity to learn:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including bullying
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

Core theme 3: Living in the Wider World

Pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught:

- about respect for the self and others and the importance of responsible behaviours and

actions

- about rights and responsibilities as members of families, other groups and as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives

4. Delivery of curriculum

A range of teaching strategies will be used as appropriate, including but not limited to: circle time, role-play, discussion (whole class, small group, pairs), problem solving activities, stories and visitors e.g. road safety officer, school nurse, charity representatives etc. There will also be opportunities during collective worship and assemblies. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. The PSHE curriculum will be linked to our work maintaining our National Healthy Schools status. The elected school council are actively involved in promoting PSHE issues.

5. Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups. Individual achievements are acknowledged in various ways e.g. house points, stickers and other whole school behavioural schemes. General comments about PSHE and Personal Development will be included in annual reports to parents, and children will write their own comments about how they have done.

6. Monitoring and evaluation

The PSHE education coordinator will monitor the planning, teaching and learning of PSHE education regularly. Planning will be monitored termly, and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle.

7. Equal opportunities

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching pedagogy will take into account the ability, age, readiness and cultural backgrounds of the young people to ensure that all can access the full PSHE education provision.

We promote social learning and expect our students to show a high regard for the needs of others. PSHE education is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

This policy will adhere to the Equality objectives agreed in September 2017.

8. SEND (Special Education Needs and Disabilities)

As far as is appropriate, young people with special educational needs follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one-to-one basis.

It is the school's policy not to withdraw young people with special educational needs from PSHE education to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

9. Parental and community involvement

Parents are invited to join in events in school, including special assemblies, cooking sessions and workshops on relevant themes. Parents are regularly informed of events and developments on the weekly newsletter. Working with parents is a vital part of the whole school approach to PSHE. Aspects of it are included in our home – school agreement. Our school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE curriculum for our children.

Visitors to the classroom enrich the PSHE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning.

Visitors are resources to enable learning, and not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit.

10. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

This policy has been drawn up in consultation with all teaching staff, other school staff, governors and members of the wider school community and other agencies.

Date of policy: December 2017

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