



# PSHE Policy

**SIGNED - HILARY HOULT (GOVERNOR)**

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Ratification Date: - 18 June 2018

Review Date: - 18 June 2019

*individuals matter.*



## Personal, Social, Health and Economic Education (PSHE) Policy

### Introduction

At Bents Green School we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do;

PSHE is a non-statutory subject. Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum 2014;

- The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning;
- Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

### Aims

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society; < see **SMSC Policy 2018**>
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

### Objectives

To enable the young people to: -

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others regardless of sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment.
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Play an active part in decision making;
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community;
- Appreciate and inherit the Bents Green School core values into their own philosophy;
- Develop positive learning behaviours

### Roles and Responsibilities

The PSHE Co-ordinator has the following responsibilities:

- To lead the bi-annual review of the PSHE policy;
- To ensure that resources used are relevant and appropriate to the needs of the young people;



- To lead on the evaluation of the PSHE policy and programme;
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE.

The Governors have the following responsibilities:

- To ensure that an up-to-date PSHE policy is in place and is made available to parents and for inspection;
- To ensure that the PSHE policy and curriculum are in line with the non - statutory guidance in the National Curriculum 2014;
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, and other relevant school policies;
- To contribute to the evaluation of the programme;
- Assessing young people's progress against the agreed learning outcomes within the Education & Health Care Plan.
- Communicating with parents when appropriate/necessary.
- Working with Parents/Carers

Parents / carers have the following responsibilities;

- We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for pupils at the school. The PSHE we deliver is designed to support the important role of parents in this area;
- Parents / carers can support the development of the PSHE curriculum via the Governing body.
- Parents / carers can ask for help, advice and support regarding any content relating to the PSHE curriculum.
- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.

### **Provision**

- PSHE in our school will follow the Framework for PSHE, given as non-statutory guidance in the National Curriculum 2014;
- Bents Green School is following the Programme of Study provided by the PSHE Association 2017.
- PSHE must also be taught through cross curricular links, circle time and other activities or school events (residential visits, enrichment, special activities planned to allow the young people to work together under different circumstances), and School Council, which provide links with parents and members of the outside community;
- A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Anti-bullying Policy, Equality Policy and Sex and Relationships Policy.



In following the framework our pupils will be taught the three core themes within which there is broad overlap and flexibility:

- Theme 1: Health and Wellbeing
- Theme 2: Relationships
- Theme 3: Living in the Wilder World.

The essential skills and attributes developed through PSHE are:

- ✓ **Personal Effectiveness** - developing confidence and responsibility and making the most of their abilities (having high aspirations and being the best they can be). Preparing for the opportunities, responsibilities and experiences of later life
- ✓ **Interpersonal and social effectiveness** - developing good relationships and respecting the differences between people.
- ✓ **Managing risk and decision making** - developing a healthy, safer lifestyle.

**The curriculum offers our:-**

### **Phase 3 Y7 / Y8**

- Health and Wellbeing – lifestyles, emotional regulation, personal hygiene, puberty, keeping safe
- Relationships – behaviour, fairness, secrets and surprises, bullying, difference and diversity.
- Living in the Wilder World – School routines, and expectations, roles and responsibilities of citizens.

### **Phase 4**

The KS4 curriculum at Bents Geen School for PSD (PSE) is currently shaped by the requirements of the [AQA Personal and Social Education Award](#);

There are 4 levels within this curriculum to meet the needs of pupils from P6 to GCSE 7. The teacher decides which level is appropriate for their pupils.

The quality of work at each level is carefully specified and failure to meet these requirements will result in the pupil failing the unit. The teacher needs to be very clear about the demands and requirements of the unit before teaching it.

### **Y9/10**

- Unit 2 Drug Education Unit
- Unit 3 Sex and Relationships / Love Rocks – Sexual Exploitation Unit
- Unit 4 Personal Finance
- Unit 6 Healthy Lifestyles
- Unit 10 Personal Safety
- Unit 11 Being a Critical Consumer
- Unit 7 (making informed career choices) and Unit 8 (Jobs and CVs), will be covered during Life skills lessons during Y9 and Y10.
- Online Safety

### **Y11**

- Unit 5 Emotional Wellbeing
- Unit 12 Diversity, Discrimination and Prejudice

- Online safety

### The NOCN Units for PSD in post 16 provision

<u>Independent Living and Personal Care</u>	<u>Personal Development</u>
EL1 Eating a Balanced Diet: EL1 Personal Care & Hygiene EL2 Personal Care & Hygiene EL2 Personal Health	EL2 Understanding Relationships EL3 Personal Awareness

All units are directed to encourage/challenge the students to be as independent as they can be.

Eating a balanced diet was chosen because the students in this group tend to have quite rigid diets or eat repetitive meals. The idea was not to necessarily change their eating habits but to inform them about other foods: identifying unfamiliar foods, healthy/unhealthy, benefits etc. We also had practical sessions making healthy snacks which they enjoy.

Personal care & hygiene was chosen for 2 separate groups on different levels because it highlights the importance of hygiene and gets them thinking about their own personal hygiene routines and how these can be improved upon. Quite a lot of emphasis was focussed on them taking control of their routines, encouraging them to make good independent decisions.

Personal health - distinguishes between illnesses and the common cold. We talked about signs & symptoms of feeling ill which they had no idea of but quite enjoyed learning about through discussion, role play etc. We also went through what you might do if you got cold, got injured or fell ill.

Understanding relationships – is difficult for our learners but very important. The sessions encourage lots of discussion re: positive/negative behaviours, showing respect, informal & formal, how to interact etc.

Personal Awareness – distinguishes between physical attributes and personal qualities and we suggest ways we can improve on a particular quality. One of the main reasons I chose this was to help the students to understand what the impact of own behaviour can have on others.

All the units are chosen particularly for the individual groups so these won't necessarily be the ones that are chosen for the following year.

### Learning and Teaching

- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving;
- All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the young people and reinforced consistently;
- Visiting speakers such as the police and health workers also contribute to the taught curriculum;
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
- Young people are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules;

school council meetings; attending house meetings; and by taking on roles of responsibility for themselves, for others and for the school;

- Postcards are used to celebrate personal achievements with regard to developing positive attitudes to learning and by demonstrating our core values, with parents and carers.

## Resources

Schemes of work, lessons plans and resources are available for school staff to access via the MLE.

## Assessment, Recording and Reporting

- Teachers assess the young people's learning by making informal judgements as they observe them during lessons;
- We have clear expectations of what the pupils will know, understand and be able to do at the end of each lesson, unit and phase;
- We keep records of the contribution to the life of the school and community in photographs and video form as part of our Evidence for Learning process;
- Our Celebration Assembly celebrates personal achievements outside school;
- Postcards home celebrate personal achievements with regards to developing positive attitudes to learning;
- A comment relating to PSHE will be included in the annual report to parents on pupils' progress.

## Monitoring and Review

- The Senior Leadership Team will be responsible for monitoring the standards of young people's work and the quality of learning and teaching;
- The Head Teacher and PSHE Co-ordinator will support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school;
- All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

