

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

## AG I 6 ISI A5 WS

This policy covers a whole School approach to PSHE.

### Location and Dissemination

The policy can be found in the staff handbook. It is referred to in relevant areas of the curriculum. This document is freely available to the entire school community. A hard copy is available in the Deputy Head's study or from the Head of PSHE.

### Local and National Guidance

- PSHE Association
- Section 2.5 of the National Curriculum
- Non-statutory National Curriculum Guidance for PSHE and Citizenship
- DfE Guidance (<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>)

### Policy Statement

PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, and to become informed, active, responsible citizens, (National Curriculum, 2000).

PSHE comprises the planned provision to

- promote 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 (Education Act 2002/Academies Act 2010)

### Aims and Objectives

The values and ethos of the school will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE.

- Foster in the child a life-long love of knowledge and learning
- Provide a happy, safe and stimulating environment with a broad, rich and challenging curriculum
- Prepare our children for a rapidly-changing society, whilst safeguarding the Fundamental British Values of rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs and also including the constant values of consideration for others and generosity of spirit.
- Encourage children to become independent thinkers and learners within a structured and focussed environment, whilst building an awareness of the dangers of radicalisation, at one extreme, and poor or biased reporting, at the other.
- Prepare the whole child to take the next step on their educational pathway with confidence
- Provide a community in which all staff act as positive and caring role models for the children

### Equal Opportunities

- Equality Act (2010)
- SEND 2014
- Equality Act 2010 and Schools Departmental Advice for School Leaders, School Staff, Governing Bodies and Local Authorities (2014)

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity/paternity

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We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

### **Formal Curriculum**

Opportunities for promoting pupils' personal, social and emotional development exist throughout the curriculum. Staff have identified an entitlement for pupils throughout their school career and opportunities for enrichment within the curriculum. Details of the scheme of work can be found in the PSHE Handbook.

### **Approaches to Teaching and Learning**

To facilitate pupils' learning in PSHE:

- The purpose of each lesson is made clear
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class
- Learning experiences draw on pupils' own experiences or existing knowledge, and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding
- Time is given for pupils to reflect, consolidate and apply their learning
- Pupils are encouraged to take responsibility for their own learning and to record their own progress
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met

The school leads the programme, but, carefully selected and, where necessary, screened outside visitors play a role. There is a school protocol for involving outside visitors.

There are guidelines for staff on handling sensitive and controversial issues and confidentiality.

### **Monitoring and Evaluation**

The PSHE co-ordinator will monitor the planning, teaching and learning of PSHE 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.

### **Assessment, Recording and Reporting**

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement, and informs the development of the programme.

Pupils do not pass or fail within this area, but have the opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupils' self-awareness and self-esteem.

There are opportunities to record learning and progress in different ways.

### **Links to Other Policies**

Other school policies contribute to the personal, social and emotional development of pupils.

- Sex and Relationships Education (SRE)
- Anti-Bullying
- Drug Education and the Management of Drug-Related Incidents
- Child Protection
- Confidentiality and Safeguarding
- Inclusion and Equal Opportunities

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