



PSHE Policy

Date: Spring 2019
Review: Spring 2021
Revision: 2.00

DEFINITION - PSHE PERSONAL, SOCIAL and HEALTH EDUCATION

PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It helps to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. PSHE also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short, PSHE makes a significant contribution to children and young people's personal, spiritual, moral, social and cultural development and the ability to understand and reflect upon British values, such as inclusion, acceptance and honesty.

National PSHE CPD Programme, 2015, Babcock 4S & University of Roehampton

THE AIMS AND OBJECTIVES OF PSHE EDUCATION IN THE CURRICULUM

AIM

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form the effective, fulfilling relationships that are an essential part of life and learning.

OBJECTIVES/PUPIL LEARNING OUTCOMES

The PSHE/Citizenship programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have a sense of purpose
- Develop the ability to reflect upon situations and circumstances
- Assess risk and possible consequences
- Value and respect themselves and others
- Form and maintain positive healthy relationships
- Make and act on informed decisions
- Communicate effectively
- Apply a restorative approach to conflict resolution
- Work with others effectively
- Respond positively to challenge and appropriately manage feelings of anxiety
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

PUPIL CONSULTATION

- The PSHE curriculum can benefit, and increasingly address pupil need, when pupils are consulted about their own personal, social and citizenship development. Pupil consultation can take place within particular classes, via the whole school weekly Circle Time or through the use of focus groups. Pupils will consider questions such as:
 - What contribution they can make to this school?
 - What qualities, skills, attitudes and values are important to them as people?
 - What key issues they would like to address through their PSHE curriculum?

- Are there any behaviours/issues/circumstances specific to this school and community that they would like to examine?
- How confident are they at doing and saying the things they want to say and do?

THE ORGANISATION OF PSHE WITHIN THE SCHOOL

PSHE is an ongoing philosophy at PLIS and is proactively led to prioritise and address mental health and wellbeing. PSHE as a subject helps to embed the school aims, values, SMSC, behaviour to engage successfully, and safeguarding principles.

PSHE/Citizenship is planned for each half term and discretely taught in each class. It is also taught through cross-curricular opportunities, for example Relationships and Sex Education and Drug Education within Science, e-safety within Computing, Healthy Living within PE and Healthy Eating within Design Technology.

Questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will generally be used during PSHE lessons, in line with all other curriculum subjects. Often questions will be addressed to the whole class, but should the need arise questions may be answered on an individual or small group basis. Professional judgement will be applied here; this should support the school safeguarding policy. On occasions it may be considered that the people/person best placed to answer a pupil's question is their family/carer/s, and the school will liaise with the pupil's family appropriately.

In addition to the taught PSHE curriculum we provide enrichment activities to support the curriculum such as a focus on Healthy Schools, Eco Schools, British Values, FAIRTRADE Week and other dedicated weeks and days linked to health and well being.

Assemblies support the schools chosen values and topics covered in circle time.

THE CONTENT OF THE SCHOOL'S PSHE CURRICULUM –

See the SCHEME OF WORK

The specialist areas of:

- Relationships and Sex Education
- Drug Education
- Economic Wellbeing and Financial Capability

- Emotional Health and Wellbeing
- Safety Education, and
- Healthy Eating/Healthy Lifestyles

are covered on an annual through a developmentally progressive spiralling curriculum. The school fulfils its statutory duty (DfE, 2014) to publish its curriculum (including PSHE) online and the PSHE Scheme of Work is available on the school website.

PARENT/CARER INVOLVEMENT

The school believes that it is important to have the support of parents/carers and the wider community for the PSHE/Citizenship curriculum. Parents/carers are provided with opportunities to find out about and discuss the schools' programme through

- parent/carer curriculum subject events
- parent/carer surgeries
- information leaflets/displays
- the school website
- home/school linked activities
- the school newsletter
- special events

THE USE OF EXTERNAL CONTRIBUTORS

External Contributors, e.g. Governors, school nurses, community police, fire officers, local experts, parents, local and/or national charities, and PSHE based production groups can make a valuable contribution to the PSHE/Citizenship programme. Their input is carefully planned and monitored so as to fit into and complement the programme. External contributors are used where this adds 'additional' value to that of a school member of teaching staff.

Teachers are always be present during these sessions and remain responsible for the delivery of the PSHE/Citizenship programme, safeguarding and ensuring that PSHE ground rules are in place.

PSHE/Citizenship lessons and circle times will involve a high level of interaction where each pupil has planned opportunities for learning through:

- the effective use of PSHE Ground Rules
- the development of a trusting relationship between the teacher and the pupils
- collaborative work
- opportunities for reflection
- challenge within a safe environment
- respect for each genuinely made contribution
- negotiation

LINKS WITH OTHER POLICIES

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate

- Relationships and Sex Education Policy
- Drug Education Policy
- Teaching and Learning Policy
- Assessment Policy
- Single Equality Scheme
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Behaviour Policy
- Healthy eating Policy
- Physical Activity Policy
- Anti-radicalisation Statement (included in Child Protection)
- E-safety Policy
- Medicines Policy