Personal, Social, Health and Economic Education (PSHE) Policy
AG16 ISI A5 WS

This policy covers a whole School approach to PSHE and is produced in consultation with the PSHE Association and will be reviewed annually by the Head of PSHE.

Local and National Guidance

PSHE Association

- Section 2.5 of the National Curriculum
- Guidance on Personal, Social, Health and Economic Education PSHE
- Relationships Education, Relationships and Sex Education and Health Education RSHE

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
- meet all the objectives within the RSHE guidelines

Aims and Objectives

The values and ethos of the school will not only be made explicit in PSHE but will permeate throughout the whole curriculum and will include:

- Fostering in the child a life-long love of knowledge and learning
- Providing a happy, safe and stimulating environment with a broad, rich and challenging curriculum
- Preparing 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.
- Encouraging 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.
- Preparing the whole child to take the next step on their educational pathway with confidence

- Providing a community in which all staff act as positive and caring role models for the children

Equal Opportunities

- SEND Code of Practice 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 a nine protected characteristic, for example, their:

- Age
- Being married or in a civil partnership
- Sex
- Race including colour, nationality, ethnic or national origin
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity/paternity

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.

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
- 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. *See policy PG9e Visiting Speaker Safeguarding and PREVENT Disclaimer*

Staff will follow our safeguarding guidelines for disclosures or handling sensitive and controversial issues and confidentiality.

Monitoring and Evaluation

The Head of PSHE will monitor the planning, teaching and learning of PSHE regularly throughout the whole school. 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 regularly to reflect current guidance.

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.

Pupil learning and progression will be monitored through teacher assessment. 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.

- Relationships, sex and health Education (RSHE) AG19
- Anti-Bullying PG8
- Drug Education and the Management of Drug-Related Incidents AG18
- Child Protection PG9
- Confidentiality and Safeguarding HG24
- Inclusion HG16
- Equal Opportunities HG4