

PSHE Policy

Policy context and rationale

Currently, under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

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

PSHE (Personal, social, health, and economic education) is at the heart of this. Giving learners knowledge and guidance for later in life. The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. PSHE covers mental health a growing need in today's society.

Our school is a *Rights Respecting School*, putting students at the heart of what we do. This policy covers our school's approach to PSHE. Students were consulted during School Council sessions (Article 12, *respect for children's views*) on how to make the topic relevant and the PSHE Association has provided guidance to schools. PSHE education needs to be match the age level as well as the maturity level of the individual.

Policy aims and objectives

Our school's overarching aims and objectives for our pupils are to help them become enabled to feel positive about who they are and to enjoy healthy, safe, responsible and fulfilled lives. Throughout their time as students they will be able to recognise and manage risks, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

As a rights respecting school, we believe every child has *the right to education* (article 28) with *access to relevant information* (article 17) which helps students reach their full potential.

Our aim in PSHE is to provide students with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and, if necessary, challenge their own and others values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Creating a safe and supportive learning environment

PSHE education works within students' real life experiences and it is essential to establish a safe learning environment. Clear classroom rules are required from the start to establish a safe and supportive learning environment. In the course of PSHE education lessons, students may indicate in some way that they are vulnerable or 'at risk'. Therefore, this policy should be read in conjunction with the school's safeguarding policy.

Entitlement and equality of opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. *Non-discrimination* (article 2) teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. Teachers will promote diversity and inclusion of all students and we expect our students to consider others' needs and views and treat others with respect. We will use PSHE education as a way to address diversity issues and to ensure equality for all.

Entitlement and equality of opportunity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

- We will ensure that pupils with SEND receive access to PSHE through either their class or resources provided to the SEND department.
- We will adapt work and content where required to help SEND access the content.

Intended outcomes

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

As a result of our PSHE programme of learning, students will learn through a thematic approach across the key stages. **This includes three core themes:**

- Health and wellbeing
- Relationships
- Living in the wider world.

Within these themes, careers and relationships and sex education (RSE) are embedded. These themes are taught as a 'spiral programme', meaning organising learning into a series of recurring

themes, each lasting around half a term, which students experience every year. At each encounter, the level of demand increases and learning is progressively deepened. Students will develop their skills and knowledge, further developing their understanding of their rights and responsibilities for their lives now and in the future.

Further information on the relationships theme can be found in the RSE policy.

PSHE education is taught to all students. In KS3 and 4, students have one hour a week timetabled in their class with a PSHE teacher. In KS5 it is part of the tutorial programme. At other times throughout the year, other areas of PSHE will be delivered through assemblies, using external agencies and visitors or through the tutor programme.

Assessment

PSHE education assessment is not about 'passing or failing', or about behavioural outcomes. For students it is about what has been learned, and how learning and understanding has progressed. The PSHE assessment pattern is therefore based on formative assessment principles.

Review date

This policy will be reviewed every 2 years to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.