



Personal, Social and Health Education (support Sex and Relationships Policy) Policy

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Date Agreed:	December 2019
Next Review:	January 2022

Introduction

PSHE education equips pupils with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and responsible lives. PSHE education encourages them to be enterprising and supports them in making effective transitions, positive learning and adulthood choices and in understanding money as best as they are able. It also enables pupils to reflect on their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Background

PSHE encompasses:

1. Health (including Drug Education)
2. Relationships/gender and belief issues (including Sex and Relationships Education)
3. Citizenship
4. World of Work
5. Social and personal development
6. Careers information and guidance

The Framework for Citizenship

This comprises 3 interrelated strands:

1. Social and moral responsibility,
2. Community involvement,
3. Political literacy/ rule of law / democracy. Includes British Values.

PSHE is treated as a discrete subject, however, opportunities may also be taken for cross-curricular teaching as they arise. One of the prime purposes of PSHE is to improve children's emotional resilience and understanding enabling wellbeing as well as learning to flourish. A combination of all these strands enables a balanced programme of education to be provided.

Ethos

PSHE is fundamental to the development of individual potential and

well-being in all children. We aim to:

- Celebrate the achievements of individuals.
- Encourage students' awareness of their own and other people's opinions, attitudes and values.
- Develop the ability to understand and respect the beliefs, faiths and cultures of other people.
- Enable students to appreciate their responsibilities to themselves and other people and their role in society.
- Help students make sensible choices and informed decisions.
- Enable students to evaluate and communicate their ideas and opinions.
- Prepare students for the world of work and/or adulthood, developing the range of skills necessary for obtaining employment, voluntary work or living effectively and happily in the world.

The school is committed to working in partnership with parents and carers to ensure that cultural, ethnic and religious diversity is both respected and celebrated. Every pupil has an entitlement to PSHE and central to this is the right to be valued and safe. These beliefs are encompassed in the whole school ethos and reference should be made to other relevant school policies, such as Equal Opportunities, Safeguarding, Special Education Needs and Positive Behaviour.

Aims and Objectives

Lessons are carefully planned to promote the following key skills and concepts, bearing in mind the ability of students:

- Values/attitudes such as respect, curiosity, consideration, sense of community, sense of self-worth, well-being, tolerance and responsibility.
- Skills such as negotiation, collaboration, communication, informed decision making, self-reliance, self-esteem, problem solving and risk assessment.
- Knowledge about relationships, healthy living, personal safety, the community and the environment.

Visits/Visitors

Visits form a planned part of the PSHE programme and include out of school visitors such as the police, representatives from charities and members of local churches. There are also information sessions for parents/carers and opportunities for parents/carers to come in and work alongside their children.

Approaches to Learning

PSHE provides an opportunity for all pupils to listen to other people's points of view, cope with unfamiliar situations, learn from mistakes, consider, make and act on moral judgements, and act as members of the community.

Effective teaching methods will include:

- activities/games group discussions scenarios
- role play & drama news items/articles
- real life stories story books DVD clips educational visits

Assessment

Assessment in PSHE, British Values and Citizenship is made against our own assessment scheme that harnesses the Rochford Lenses, TBS Social and Behaviour Standards and The TBS Cognitive Skills grids hierarchies. Assessment does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties. It is a measure of their progress and informs next steps.