



Creating a chance to SHINE everyday

PSHE Policy

This policy was ratified: June 2018

And will be reviewed: June 2021

Signed by Headteacher: Samantha Welsby

Signed by Chair: Dave McWhirter

INTRODUCTION

There is an increasing concern about promoting social inclusion and reducing health inequalities, with particular concerns about children and young people's mental health; alcohol and substance abuse; rates of teenage pregnancy; sexually transmitted infections; bullying in schools; and improving school standards. Schools have a clear role to play in addressing these concerns. Increasing evidence shows (Rivers and others 1999) that a whole school approach to PSHE contributes to school improvement and the promotion of health and well-being.

DEVELOPMENT AND DISSEMINATION

This policy is based on a draft policy provided by Warwickshire Healthy Schools. It has then been amended to suit our school following consultation with staff, governors, pupils and parents. The policy will be shared with all interested parties both in the school and in the wider community and applies to all. Hard copies are available from the school office on request from parents. An electronic version is available on the school website for parents and prospective parents as well as other interested parties.

RELATIONSHIP TO OTHER POLICIES

The PSHE policy provides a framework for all PSHE related policies in school, including:

- Sex and Relationships Education
- Safeguarding/Child Protection
- Inclusion

These policies should be read in conjunction with this PSHE Education policy statement.

AIMS

- To promote pupils' personal, social, emotional, and health development.
- To support this development with a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

OBJECTIVES

In order to achieve our aims we will:

- have a strong school leadership team that puts a high value on the role PSHE Education plays in our school's development and well being
- have a whole school approach to PSHE Education, that recognises the importance of pupils receiving consistent messages about key aspects of health and wellbeing
- have a planned and balanced delivery of PSHE Education that is well resourced using published schemes such as Taking Care and All About Me.
- give pupils a voice through school council, questionnaires and circle time
- develop and encourage partnerships with parents, carers and our local community
- encourage staff professional development, health and welfare

- work with pupil support services to bring additional expertise to the curriculum and enable swift and easy referral where pupils need further support.

THE PSHE EDUCATION CURRICULUM

PSHE Education is the planned provision for emotional and social development. It will help children and young people develop a secure sense of identity and to function well in the world.

PSHE Education includes three elements:

- The acquisition of accessible information that is relevant to children and young people's lives and experiences, maturity and understanding
- Exploration, clarification and the development of attitudes and values that support self-esteem and are positive to health and well-being
- Development of personal and social skills to enable positive emotional development and interaction with others as well as the ability to make positive health choices and actively participate in society.

The PSHE Framework is delivered through four strands at all key stages:

Pupils should:

- Develop confidence and responsibility and make the most of their ability
- Prepare to play an active role as citizens
- Develop a healthy, safer lifestyle
- Develop with good relationships and respect differences between people

APPROACHES TO TEACHING AND LEARNING

Everyone learns in different ways and has different learning styles, but all learn best when we feel safe and affirmed, motivated and actively involved. The school promotes the use of a range of teaching and learning styles such as:

- Group work – a key opportunity to practice social development
- Active learning – doing, reflecting, learning and applying
- Working independently – reflecting on personal needs and goals

MONITORING, EVALUATION AND REVIEW OF THE CURRICULUM

The monitoring and evaluation of PSHE Education is carried out thoroughly using a range of evidence. Pupils' learning and progress is recorded to ensure they receive their full entitlement to education.

The PSHE Education curriculum and its delivery are monitored by the Head with the support of the Science Leader using the following methods:

- Lesson observations and feedback to teachers
- Looking at samples of pupils' work
- Teachers making regular comments on the scheme of work/lesson plans
- Monitoring curriculum plans weekly termly, with feedback to teachers
- Feedback from curriculum co-ordinators, heads of year, class teachers and pupils about what has been covered

10.MANAGEMENT OF THE POLICY

This policy will be reviewed every 3 years or when a new curriculum is introduced.

The review will be led by the Head and supported by governors and the senior leadership team. The effectiveness of the policy will be assessed against the extent to which there is evidence that the aims and objectives have been achieved.

FURTHER INFORMATION

For further information about current initiatives and resources to support PSHE visit:

www.warwickshirehealthyschools.com

www.healthyschools.gov.uk

www.pshe-association.org.uk