



## **PSHE Policy**

Review frequency	Annually
Date policy approved and adopted:	January 2017
Policy agreed by:	Board of Governors
Date policy published:	January 2017
Next review date:	January 2018

# Royal Greenwich Trust School PSHE Policy

## Rationale

As a school we believe that much of what takes place in school contributes to the personal and social development of young people. Besides intellectual development, we consider that it is essential that the school should concern itself with the personal, social and emotional development of its students. By its very nature, Personal and Social Health Education (PSHE) permeates the whole curriculum, both the formal and the informal. PSHE in its broadest sense is part of every student's entitlement through a curriculum that promotes these ends. It is, therefore, the responsibility of all teachers and a major priority for school management.

## Policy

Personal and Social, Health Education (Personal Wellbeing) provides a vital foundation for the personal development of young people in promoting Fundamental British Values and preparing them for adult life. PSHE is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life. The non-statutory guidelines consist of a framework for personal, social health and economic education. Students develop knowledge, skills and understanding in the following areas:

- developing confidence and responsibility and making the most of their abilities
- developing a healthy, safer lifestyle
- developing good relationships and respecting the differences between people.

## Aims

The overarching aim for PSHE education is to support our students to be happy, healthy, confident and responsible citizens, by helping them to develop the skills, knowledge and attitudes/values needed in modern day life and work. Part of this is to be achieved through the promotion and understanding of 'fundamental British values'. PSHE education provides 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

The themes which underpin this are:

- Personal ambition
- Personal identity
- Interaction with the world
- Risk and safety

## **Guidelines**

### **1. Roles and Responsibilities**

The Head of Year is responsible for the overall planning, implementation and review of the programme, meeting with the LA PSHE Advisor and for the effective promotion of PSHE. The Head of Year will ensure that teachers are aware of, and are responding to, local guidelines and national policy statements in relation of PSHE. The organization of the delivery of PSHE is through a team of tutors, ensuring that a variety of teaching approaches will be used to give students relevant information, to enable issues to be explored, and to acquire appropriate skills – see teaching methods and learning approaches. All staff are required to teach within the school's aims.

### **2. Organisation**

- Students are taught in mixed ability, mixed gender groups.
- A wide range of teaching resources are available to teachers. They are stored on the network in the staff shared area and are easily accessible
- PSHE resources are user friendly with guidance on the delivery.
- Support is offered through an in-service training programme.
- All years are taught PSHE in tutor time
- Further delivery is through school events, educational visits, careers guidance, work experience, pastoral care and guidance, the assembly programme, student council, and through teaching and learning in other subject areas

### **3. Curriculum Provision**

#### **Key Stage 3 and 4**

Following transition from their previous schools, students extend and rehearse the skills they should have acquired and developed previously. They further explore attitudes and values, and deepen knowledge and understanding acquired during primary school and secondary school.

PSHE reflects the fact that learners are moving towards an independent role in adult life, following the challenges of adolescence, taking on greater responsibility for themselves and others. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

By Key Stage 4, increasing numbers of students may be gaining direct experience of some of the issues taught.

#### The Core Themes

At Royal Greenwich Trust School, PSHE is delivered through three overlapping and linked 'Core Themes'. SMSC overarches all of the themes and is evident in all of them

- Fundamental British values (FBV) – PRIDE (& Prevent)
- Health and Wellbeing including SRE
- Living in the Wider World, Economic Wellbeing, Careers and the World of Work

#### **Fundamental British Values (FBV)**

All staff have received training around the Prevent Strategy and are aware of the procedures to follow if there are any concerns about a student's well-being.

British Values are: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Students are taught the different themes of FBV through the acronym PRIDE:

- Personal Tolerance
- Rule of law
- Individual liberty
- Democracy
- Equality and mutual respect

In addition to tutor sessions, Fundamental British Values are delivered through the assembly programme covering: cyber-bullying, the meaning of extremism, propaganda and conspiracy theories, media and resilience, beliefs and diversity, extremism and the far right, British Values

and state building, Faith and hate crime, prejudice – homophobia. These sessions are intended as Critical Thinking sessions – there are no right/wrong answers.

Faiths and celebrations are also covered (e.g. International Peace Day, Women in Engineering Day) as well as world issues – such as environment, poverty and education)

### **Health and Wellbeing including SRE (Sex & Relationships Education) - students are taught:**

- how to maintain physical, mental and emotional health and wellbeing including sexual health and contraception
- how to assess and manage risks to health and to stay, and keep others, safe
- personal safety
- how to make informed choices and decisions about health and wellbeing matters; emotional health and wellbeing and sexual health
- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- relationships, body image and self-esteem
- negotiation skills
- how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support

### **Living in the Wider World, Economic Wellbeing, Careers, and the World of Work**

Students are taught:

- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- financial capability - how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.
- About Internet and digital awareness
- Planning for the future – careers and careers interviews (PROSPECT)
- Personal Development Programme: Personal statement writing, applying for jobs, preparation for work experience, writing a CV, leadership skills in the workplace
- about global issues

#### **4. Teaching Methods and Learning Approaches**

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods. Including:

- effective starting and ending strategies
- high order questioning skills
- climate building and ground rules
- working together
- values clarification
- information gathering and sharing
- consensus building
- problem solving.
- understanding another point of view
- working with feelings and imagination
- reflection, review and evaluation.
- circle time
- drama and role-play
- discussion and debate

#### **5. Assessment, Reporting and Recording**

In PSHE, students 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.

A celebration of achievement at the end of each term contributes to building students' self-esteem, developing a sense of community and belonging, helps create a positive atmosphere in the school and develops a student's sense of pride.

#### **6. Monitoring, Evaluation and Review**

The policy will be evaluated and reviewed every year.

#### **7. Dissemination of the Policy**

This policy is available on the school website, on request to parents and carers and Ofsted through the Headteacher.

## **8. Other policies that have relevance**

Equality and Diversity

Equal Opportunities

Safeguarding/Child Protection

SRE - Sex and Relationship Education

SMSC - Spiritual, Moral, Social and Cultural Development