

# Personal, Social and Health Education (PSHE) Policy



**Approved by:**

Local Governing Body

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## **Personal, Social and Health Education**

This PSHE Policy works with, and alongside, our Relationship and Sex Education, Anti-Bullying, Careers, Safeguarding, Behaviour and Inclusion and Equal Opportunities Policies.

Personal, Social, Health Education (PSHE) is about how young people can develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for the life in modern Britain. This is also embedded through the Fundamental British Values (FBV) in every subject.

The PSHE curriculum covers the three core themes

- Health and Wellbeing
- Sex and Relationships (This is explained further in the Relationships and Sex Education Policy)
- Living in the Wider World

PSHE is an important part of curriculum work and everyday life at ISP School. Where possible, valuable life skills are incorporated into the lessons. The acquisition of knowledge, skills and attitudes during childhood and adolescence enable the young person to achieve their psychological, social, and physical and independence potential. Careers choices/options and life beyond ISP School is discussed and given attention to at every possible opportunity to both pupils/families/carers in order to establish the next step of the pupil's life.

Where appropriate, teaching materials, and individual group activities reflects and underpins the opportunities for SMCS and Cultural Capital of the diversity within society. Stereotyping, in terms of ethnicity, race and gender are avoided, and pupils' progress is monitored, ensuring that no child is disadvantaged. Equally, a child's religious beliefs and cultural differences are always respected.

## **Rationale**

- PSHE at KS2, 3 & 4 seeks to help pupils to lead confident, healthy and responsible lives as individuals and members of the community.
- Through the work in lessons, across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social issues they may face as they progress through life.
- PSHE gives pupils a safe platform to reflect on their experiences. It helps them to understand and manage responsibly, a wider range of relationships as they mature and to show respect for diversity and differences between people
- It seeks to develop pupils' wellbeing and self-esteem encouraging belief in their ability to succeed and enabling them to take responsibility for their learning, including KS4 options choices and post 16 pathways.
- PSHE also provides an avenue to give advice and guidance on sex and relationship matters ensuring that our pupils have the knowledge and understanding to stay safe in relationships, physically and mentally.
- PSHE seeks to enable pupils to be as independent as possible in their daily lives. This involves preparing pupils for the opportunities, responsibilities and experiences of life not only in the present, but to best prepare them for life beyond ISP School, and into the world of work.

## **Aims and impact of PSHE**

We aim to make a positive contribution to the personal and social development of each pupil in order to enable him/her to achieve their potential. This is a responsibility we share with parents, families, carers and the community. We aim to enable pupils to progress and demonstrate achievement and for them to be as independent as possible in their daily living. We will aim to ensure that pupils reach, according to their ability, levels of understanding. This involves preparing pupils for the opportunities, responsibilities and experiences of life not only in the present, but to best prepare them for life beyond the ISP, and into their world of work. A

healthy, happy, safe lifestyle is of paramount importance and is encouraged at every opportunity during the delivery of lessons, and all extra activities surrounding PSHE. We promote a growing awareness of personal development, relationships and the importance of self-esteem and our aims are:

- To enable all pupils to develop as fully as possible their interests, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged.
- To allow pupils to develop enquiring minds so that they can be capable of independent thought and formulate their own opinions.
- To experience enjoyment of learning so that they may be encouraged to take advantage of educational opportunities later in life.
- To develop appropriate skills in literacy and numeracy.
- To develop pupils' self-respect and confidence and encourage them to take responsibility for themselves and their actions.
- To provide pupils with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work.
- To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment.
- To equip pupils for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers.
- To encourage appreciation of, and concern for, the environment.
- To develop interests and skills that will continue to give personal satisfaction in the use of leisure time.
- To establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate.
- To develop a curriculum which enhances pupil's knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social and moral issues.
- To provide pupils with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture or ability.
- To enable pupils to make informed choices when considering the development of a healthy and safer lifestyle.
- To give pupils the confidence to discuss difficult issues by encouraging non-judgmental participation by pupils and staff.

### **Cross Curricular Links**

All subjects across the school curriculum ensure they promote the 3 core themes of PSHE at every opportunity. This reinforces the learning in PSHE lessons and develops a whole school culture of wellbeing and kindness to others.

### **Assemblies**

Weekly celebration assemblies are used to promote our school values of **helping pupils reach their full potential, kindness, positive relationships, positive communication and the ability to grow as individuals**. Achievements from the week are celebrated developing a culture of excellence and growth of self-esteem. The importance of attendance to school is encouraged through with a whole class attendance percentage of 95% or above with a class reward. Pupil's positive rewards through Class Dojo are rewarded with an individual prize when a pupil has achieved 100, 250, 500 and 1500 points. Class Dojo positive reward points are also awarded when a class has achieved 500, 1000, 2000, 5000 and 7500 points. There are bespoke enrichment trips organised throughout the year to support the PSHE curriculum.

### **Safeguarding in the PSHE curriculum**

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. No teacher or pupil will be expected to answer personal questions. No-one will be forced to take part in sensitive discussions. The meaning of words will be explained in a sensible and factual manner. Clear ground rules and confidentiality are discussed and agreed with pupils at the start of each topic and referred to throughout. Care is taken by teaching staff to take into account individual pupil vulnerabilities through use of **both professional judgement/relationships and historical information**. Lessons will be tailored according to the needs of certain pupils so that each lesson is supportive and safe.

Other policies that should be read in conjunction with the PSHE Policy are: Safeguarding, Relationship and Sex Education, Curriculum, Behaviour, Class Dojo and Promoting children and young people's mental health and wellbeing Government guidance.

### **Appendix**

The appendices show the overview of PSHE Curriculum and this incorporates the Relationship and Sex Education within.

## Appendix A

### PSHE Key Stage 2 Scheme of Work Overview

	Autumn Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year A	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year B	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year C	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereo-	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year D	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## Appendix B

### PSHE Key Stage 3 Scheme of Work Overview

	Autumn Term 1 Health & Wellbeing	Autumn Term 2 Living in the wider world	Spring Term 1 Relationships	Spring Term 2 Health & Wellbeing	Summer Term 1 Relationships	Summer Term 2 Living in the wider world
Year A	<b>Transition and Safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
Year B	<b>Drugs and alcohol</b> Alcohol and drugs misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
Year C	<b>Peer influence, substance use and gangs</b> Health and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options and other qualifications process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Health lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence

## Appendix C

### PSHE Key Stage 4 Scheme of Work Overview

	Autumn Term 1 Health & Wellbeing	Autumn Term 2 Living in the wider world	Spring Term 1 Relationships	Spring Term 2 Health & Wellbeing	Summer Term 1 Relationships	Summer Term 2 Living in the wider world
Year A	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decision, debt, gambling and the impact of advertising on financial choices	<b>Health relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
Year B	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

