

EASTHAMPSTEAD PARK COMMUNITY SCHOOL

Personal, Social and Health Education Policy



This Policy is to be read in conjunction with the Sex and Relationships Education, Sexual Health, Equality and Safeguarding, Child Protection and E-safety Policies.

This PSHE Policy underpins the school's statutory requirement to provide a broad and balanced curriculum that promotes the physical, moral, social, spiritual and cultural development of students, and to prepare students for the opportunities and responsibilities of adult life.

Rationale for Personal, Social and Health Education

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities, students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours, and make positive contributions to their families, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms.

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business and its contribution to national prosperity.

Education for economic wellbeing and financial capability improves motivation and progression by helping students see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps students to aim high. Students build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

Provision

PSHE is generally delivered in specified curriculum time. Some aspects of PSHE are delivered through the pastoral tutor programme. In addition, other extended timetable activities are organised.

Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. Effective teaching and learning approaches used at Easthampstead Park Community School include:

- effective starters and plenary activities
- high order questioning skills
- climate building and ground rules
- working together
- values clarification
- problem solving
- understanding another point of view

- working with feelings and imagination
- www and ebi reviews
- drama and role-play
- use of theatre in education
- discussion and debate

Use of Community Based Agencies

Outside agencies and speakers may be involved in inputting to PSHE education lessons and as points of referral as support services for students. The school actively cooperates with other agencies appropriate to student needs such as theatre groups.

Assessment, Recording and Reporting

In PSHE there are two broad areas for assessment:

- Students' knowledge and understanding, for example, information on health, understanding of procedures including health and safety.
- How well students can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.
- Data input occurs in line with the school reporting calendar. Grades are based on students' contribution to lessons, the work in their exercise book, as well as end of topic assessment tasks.
- Whilst a statutory requirement of study, it is not an exam based study for formal assessment.

Programme of Study

The programme of study covers Key Stage 3 and 4 and is based on three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

These themes are covered throughout each Key Stage at various points while completing a variety of different topics.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations.

Confidentiality

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Safeguarding and Child Protection Policies and Procedures must be followed when any disclosures are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon the seriousness of the situation and the degree of harm that the student may be experiencing, the student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer. Although the school cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

Compiled:	June 2017
Responsibility for Implementation and Review:	Assistant Headteacher Learning and Progress Committee
Date of Next Review:	Summer 2019