

Summary

Personal, Social and Health education (PSHE) helps to develop the knowledge, skills and attributes students need to keep themselves healthy, safe and prepared for life and work. PSHE education has an impact on both academic and non-academic outcomes for students. PSHE programs help to protect, improve and promote physical, mental and social well-being of students by strengthening their personality. It offers learning opportunities across and beyond the curriculum, in assemblies and other activities that enrich students' experiences.

Aims

- A thriving, purposeful learning community where students flourish academically and achieve their full potential
- Fostering positive relationships among teachers, parents and students in a safe environment with equal opportunities for all
- Developing an appreciation of the importance of responsible behaviour, courtesy and consideration of others
- Students' intellectual, spiritual, moral, social and emotional development is promoted in order to prepare them to become valued members of a rapidly changing, multi-cultural society

Roles and responsibilities

The Deputy Principal Pastoral is responsible for ensuring that PSHE is taught consistently across the school. The Assistant Principal in charge of the students' welfare, in liaison with the DP Pastoral is responsible for the content of the PSHE program

Staff are responsible for:

- Modelling positive attitudes to PSHE
- Mentors should be delivering PSHE through specified mentor sessions (life-skills lessons)
- Teachers addressing PSHE areas through their subject, where possible

Students are expected to:

- Engage fully when discussing issues related to PSHE
- Treat others with respect and sensitivity

PSHE will be provided through:

- Mentor Sessions
- Teaching through the context of various subjects
- Assemblies

The programme of study

The programme of study covers Years 1-7 and is based on three core themes within which there is broad overlap and flexibility:

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

The purpose of each session should be made clear and linked to every day real life situations. Appropriate learning experiences should be planned and meet the needs of all the students.

Essential Skills and Attributes developed through the Programme of Study

Personal

1. Self-improvement (including self-reflection, goal-setting)
2. Resilience (including self-motivation, perseverance and adaptability)
3. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)
4. Recognising and managing peer influence and the need for peer approval (including evaluating perceived social norms)
5. Self-organisation (including time management)
6. Clarifying own values and re-evaluating values and beliefs in the light of new learning
7. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-respect, assertiveness)

Interpersonal and social

1. Empathy and compassion (including impact on decision-making and behaviour)
2. Respect for others' right to their own beliefs, values and opinions
3. Respect the opinion of others but have the ability form their own opinion independently
4. Skills for employability, including
 - Active listening and communication (including assertiveness skills)
 - Team working
 - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
 - Leadership skills
 - Presentation skills
5. Valuing and respecting diversity

Creating a safe and supportive learning environment

A set of ground rules for discussions should be established at the start of each academic year in agreement in each mentor group. The aim of the ground rules is to establish an environment of respect and collaboration so that students feel confident in discussing sensitive issues.

The following are protocols for discussion-based sessions with students:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent

External Speakers and Outside Agencies

External speakers can usefully supplement PSHE learning. We will ensure the external agencies and contributors' input is part of a planned programme which consolidates and grows prior learning. All visitors follow the Safeguarding policies in place when visiting the School. Classes or groups are always supervised by a member of the teaching staff.

Equality and diversity

We promote the needs and interests of all students, irrespective of gender, culture, ability by creating an inclusive, safe learning environment. We actively promote social learning in PSHE sessions and across the School. We expect our students to show a high regard for the needs of others as encompassed in our school values. We will use PSHE education as a vehicle to address diversity and equality for all.

Appendix

PSHE should cover the following areas for Years 1-7:

HEALTH AND WELLBEING	RELATIONSHIPS	LIVING IN THE WIDER WORLD
How to manage transition	How to develop and maintain a variety of healthy relationships within a range of social / cultural contexts	About right and responsibilities as members of communities and as active citizens. Furthermore, the notion of universal human rights
How to maintain physical, mental and emotional health and wellbeing (including sex health)	How to recognize and manage emotions within a range of relationships	How to make informed choices
How to identify, assess and manage risks to health and to stay and keep others safe	How to deal with negative relationships (including bullying)	How to develop employability, team working, leadership skills, flexibility and resilience
How to identify and access help, advice and support	About the concept of consent in a variety of contexts (including in sexual relationships)	About the economic and business environment
How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco. Maintaining a balanced diet and physical activity	About managing loss including bereavement, separation and divorce	How personal financial choices affect oneself and others and about the rights and responsibilities as consumers
How to respond to an emergency	To respect equality and be a productive member of the community	
The role and influence of the media on lifestyle	How to identify and access appropriate advice and support	