



## PSHE POLICY

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Lead	Mr J Thurley
Prepared by	Mr P Sunley
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## **PSHE Personal, Social, Health and Economic (PSHE) education Policy**

### **Rationale**

PSHE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of the whole school approach, PSHE education develops the qualities and attributes students need to thrive as individuals and members of society.

At Beacon we take a whole school approach to Personal, Social, Health and Economic education and development. This reflects the needs of the students and the ethos of the school. We recognise and celebrate all individuals in our community. We aim to empower all students with the confidence, empowerment skills and knowledge to be safe and healthy, to form and maintain good relationships and feel positive about their future.

### **Aims**

Personal, social, health and economic education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. The aims of personal, social and health education and citizenship are to enable the children to:

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others;
- Be independent and responsible members of the school community;
- Develop self-confidence and self-esteem,
- Make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community.

### **Whole School Approach to the teaching of PSHE**

The whole school approach to PSHE includes:

- Cross-curricular subject content e.g. teaching of the reproductive system in science.
- Form Time/Pastoral Programme
- Assembly Programme
- Extracurricular activities/enrichment
- Wider community
- External agencies and organisations

There is currently no timetabled lesson for the delivery of PSHE education.

### **DfE and PSHE**

*'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'*

Along with the National Curriculum framework, the DfE has published a guidance document on PSHE Education, which states that the subject is: *'An important and necessary part of all students' education'*

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

As section 2.1 of the National Curriculum framework states: *'Every state-funded school must offer a curriculum which is balanced and broadly based and which: "promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society" and "prepares students at the school for the opportunities, responsibilities and experiences of later life"*

## **Ofsted and PSHE**

Ofsted's 2013 PSHE education survey also highlights the relationship between a school's PSHE provision and overall effectiveness, observing "a close correlation" between surveyed schools' section 5 (whole school) inspection results, and their grade for PSHE education. Section 5 inspections take into account whether a school provides its pupils with a *'broad and balanced curriculum that promotes their good behaviour and safety and their spiritual, moral, social and cultural (SMSC) development'*. Ofsted's grade descriptors for PSHE education make a clear connection between PSHE education, SMSC and behaviour and safety, so is likely to be very interested in the subject's provision when looking for evidence to support these elements of Section 5 inspections.

## **Core Themes**

The academy aims to cover the focusses from the core themes for PSHE which are taken from the suggested programme of study laid out by the PSHE Association.

### **CORE THEME 1: HEALTH AND WELLBEING**

*This core theme focuses on:*

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

### **CORE THEME 2: RELATIONSHIPS**

*This core theme focuses on:*

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships

### **CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)**

*This core theme focuses on:*

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect diversity and equality and how to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. The part that money plays in people's lives
8. A basic understanding of enterprise