



Personal, Social, Health and Economic Education

Policy

Version 1

1st September 2016

PRINCIPLES

The PSHE Policy is committed to and guided by the principles of:

PSHE stands for Personal, Social, Health and Economic Education. The curriculum aims to develop the health and wellbeing of a child and is an essential part of developing well rounded pupils who are equipped for their futures.

The subject explores sensitive and often controversial topics however this is always done in a discreet manner to ensure that the pupils are protected, informed and able to make effective choices in their futures.

PSHE is a non-statutory subject. However, it is strongly advised by the government that time is made to address its topics and continued emphasis is being placed on outstanding provision for PSHE teaching. Here at SSA we feel providing discrete time within the timetable provides an opportunity to address relevant topics. There is a programme of study for Year 7 to 11.

In short, PSHE education can be described as 'learning to live life well'. PSHE deals with real life social and economic issues affecting children & young people, their families and communities.

PSHE in school develops the knowledge, understanding and skills young people need to manage their lives, now and in the future.

PURPOSE

The aims of the PSHE are to:

- Help develop pupils for their future. It allows them to explore issues relating to their personal life, social life and physical wellbeing which will allow them to make informed and sensible choices now and in the future.

- Enhance children's understanding of their choices and explore a whole manner of behaviours and emotions within a safe, secure and unbiased environment.
- Provide space to explore and assess viewpoints on sometimes controversial topics, to develop opinions and explore individual emotions relating to various topics.

The aims of the PSHE curriculum must be supported by a strong emphasis upon Mindfulness within the school. PSHE topics are also taught through the curriculum and during extra-curricular activities such as form time, assemblies, lunch times and charity events.

Why is PSHE education important?

- It makes a major contribution to the health and achievement of children and young people
- It contributes to the welfare and safety of children and young people
- It underpins young people's future employability through the development of the personal and social skills which commerce and industry demand from our workforce
- It helps to increase children's and young people's independence and ultimately enables them to take responsibility for themselves.
- It prepares them for their future role as parents, employees and leaders.
- It supports the development of reliance and self-awareness.

PSHE education raises academic achievement.

It helps to address barriers that prevent children and young people from learning.

Research shows that pupils are more likely to do well at GCSE if they:

- Believe in their own ability.
- Believe that events result primarily from their own behaviour and actions.
- Recognise that school is worthwhile. (They might not always have a positive experience but can still know that it is worthwhile.)
- Aspire to further/higher education or training.
- Avoid risky behaviour, smoking, cannabis use, anti-social behaviour, truancy, suspension, exclusion and do not experience bullying.

What does PSHE education provide for our children and young people?

Opportunities to learn about:

- **Relationships:** developing and maintaining positive relationships; dealing with negative relationships (which may include bullying and sexual violence); communicating effectively.
- **Health:** healthy lifestyles; healthy eating and exercise; mental and emotional health; drug, alcohol and tobacco education.
- **Personal finance:** savings, debt management and budgeting.

- **Risk:** financial and careers choices; personal safety; internet safety and violent incidents.

Career choices: enterprise, business and finance.

What is the PSHE entitlement?

Although PSHE is not a statutory subject there is a Programme of Study and assessment materials are being created.

All schools must, by law, provide '*a broad and balanced curriculum*' that '*prepares young people for the opportunities and responsibilities of adult life*'. How they do this is left to the individual school but there are national programmes of study for PSHE education to guide them. Some aspects must be taught:

All secondary schools must provide a programme of careers education and guidance to all pupils in Years 7-11 (age 11-16).

How will pupil entitlement be delivered?

PSHE topics are taught in a variety of ways within the school. The school has an ethos which, at its heart, promotes the wellbeing and safety of its pupils. Many of the expectations of the pupils link in with their PSHE curriculum and are promoted by all staff via, for example, the modelling of good relationships.

A discrete, timetabled subject – PSHE is taught in year 7, 8, 9, 10 and 11 in a one hour lesson. These lessons are taught by a team of specialist teachers, wherever possible, who have been trained and or show expertise in particular PSHE topics. The team is led by an Assistant Head Teacher. PSHE is distinguished from Citizenship by its focus and content. PSHE focuses on personal and inter-personal decision-making, while Citizenship deals with

public policy and the community. PSHE concerns pupils' choices as private individuals, Citizenship with their choices as citizens – e.g. applying for a job is a personal issue, the minimum wage is a citizenship one; drinking is a personal issue, the law on alcohol use is a Citizenship issue. Many topics of Citizenship are taught alongside PSHE.

Special events and extra-curricular activities – There are a vast range of events and extra-curricular activities taking place at SSA throughout the academic year. Many of them are direct examples of PSHE in action although they may not always be recognised as such – e.g. Year 11 Prefects, Year 10 Peer Mentors to name but a few.

Collapsed timetable days or events from experts in the field –PSHE topics are occasionally explored through full or half days away from pupils' usual timetables. Pupils should be involved in the preparation and organisation of these activities wherever possible. Certain off-timetable activities will be arranged in advance, whereas other events depend upon the successful development of partnership work in the community and therefore require some flexibility in arrangements.

Form, year and school assemblies – All year groups have weekly form, and year assemblies. Pupils and staff are encouraged to prepare and present assemblies; the topic of the assembly links to PSHE themes that help us to safeguard our students. Themes also include links to British Values and Global awareness. Assemblies are relevant and also respond to issues of national and international crisis when needed. The staff have received training in Mindfulness practice techniques and the use of Restorative Justice. This helps to build positive relationships with the form teacher, fellow pupils and can develop and communicate their feelings and emotions. Form teachers are updated every half term about the different PSHE linked events that are taking place throughout the world during the school year. These can help form the basis of discussions and debates within form time and also encourage active Citizenship and PSHE learning.

Mindfulness – The school has an ever increasing mindfulness practise. Mindfulness is learning to direct our attention to our experience as it happens within an open-minded curiosity and acceptance. Rather than worrying about what has happened or might happen,

it trains us to respond skilfully to whatever is happening now, be that good or bad. Mindfulness provides a toolkit for managing stress and anxiety to enable students to feel happier, calmer and more fulfilled. Mindfulness also supports the building of resilience and improved concentration and focus. This is increasingly being used within both educational and business contexts. Mindfulness is going to be part of the PSHE curriculum for all years. A large number of staff have been briefed and trained on using simple practises. Throughout the school therefore pupils of all will be exposed to these methods to help relieve and manage stress and pressure, as just one example. Mindfulness links very well to the PSHE curriculum, especially when exploring positive ways of dealing with emotions and the complexities of life. Mindfulness programmes help to encourage the wellbeing of a whole person and at SSA we are committed to offering Mindfulness to everyone. The training is therefore going to be open to parents and the wider community.

Across the whole school curriculum and within the school ethos.

The school promotes an ethos of understanding and positive wellbeing, encouraging pupils to explore and communicate their emotions in a positive way. Therefore, all subjects have a duty to approach aspects of PSHE learning across the various curriculum subjects. The school is dedicated to delivering outstanding SMSC across the curriculum. Many aspects of SMSC can be identified within the PSHE curriculum; however all subjects must identify social, moral, spiritual and cultural aspects of their lessons within their schemes of learning. This ensures that PSHE related topics are being addressed in other areas of the school, not just within the discrete lessons. This has a lasting impact upon the pupils as they realise that PSHE skills and topics relate to many other subjects that they learn about. PSHE is relevant and skills developed here are transferable.

For more information please speak to Miss Sara Cheston.