

PSHEE (PERSONAL WELLBEING) POLICY

Rationale

PW aims to support young people to develop resilience, to know how and when to ask for help and to know where to access support.

PW lessons are high quality, evidence-based and age appropriate in order to prepare students for the opportunities, responsibilities and experiences of adult life. PW lessons also promote the spiritual, moral, social, cultural, mental and physical development of all students.

Health Education is compulsory for all students under The Relationships Education and Relationships and Sex Education and Health Education regulations 2019 under section 34 and 35 of the children's and Social work act 2017.

Policy

Personal, Social, Health and Economic Education (Personal Wellbeing) provides a vital foundation for the personal development of young people in preparing them for adult life. PSHE Education is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life. The non-statutory guidelines consist of a framework for personal, social health and economic education for Key Stages 3 and 4. Students develop knowledge, skills and understanding in the following areas:

- developing confidence and responsibility and making the most of their abilities
- developing a healthy, safer lifestyle
- developing good relationships and respecting the differences between people.
- Increased focus on risk areas such as drugs and alcohol.
- Focus on mental well-being as a priority for student's happiness.

Aims

The overarching aim for PSHE education is to provide students with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- teaching will reflect the law, so that students can understand what the law allows and the wider implications of decisions they may have.

Guidelines

I Roles and Responsibilities

The subject leader is responsible for:

- the overall planning, implementation and review of the programme
- meeting termly with the partner middle schools and for the effective promotion of PSHEE
- ensuring that teachers are aware of, and are responding to, local guidelines and national policy statements in relation of PSHEE.
- keeping up to date with other national guidance
- implementing relevant curriculum updates
- organising the delivery of PSHEE through a team of dedicated teachers
- ensuring that a variety of teaching approaches will be used to give students relevant information, to enable issues to be explored, and to acquire appropriate skills – see teaching methods and learning approaches

All staff are required to teach within the school's aims.

2 Organisation

- Students are taught in mixed ability single gender groups in year 10. Years 9 and 11 are mixed gender groups.
- A wide range of teaching resources are available to teachers and for inspection by parents through the subject leader.
- Resources are stored in a locked storeroom and are easily accessible to all that deliver the course.
- PSHEE resources are user friendly with detailed lesson plans and guidance on the delivery.
- The department meets each term, to review, plan, evaluate and modify PSHEE lessons.
- Support is offered through an in-service training programme.
- Year 9 discrete curriculum time (one lesson per fortnight) delivered by a specialist team
- Years 10 and 11 discrete curriculum time (one lesson per fortnight) delivered by a specialist team
- Further delivery is through school events, educational visits, careers guidance, work experience, pastoral care and guidance, the assembly programme, student voice, and through teaching and learning in other subject areas
- The PW coordinator meets at least half termly with the line manager for PW and updates are made to the curriculum in line with national strategies and guidance eg Keeping Children Safe in Education 2016

3 Curriculum Provision

At **Key Stage 3**, students build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the middle school phase. PSHE education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society. The knowledge and attributes gained will support students well-being and attainment, help them support their peers and help students to become successful and happy adults who make a meaningful contribution to society.

At **Key Stage 4**, students extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By Key Stage 4 increasing numbers of students may be gaining direct experience of issues taught through PSHE education.

PSHE Education is delivered through three overlapping and linked 'Core Themes'. The Core Themes are:

- Health and Wellbeing
- Relationships
- Living in the Wider World, Economic Wellbeing, Careers and the World of Work

Programme of Study for Health and Wellbeing

Students are taught:

- how to maintain physical, mental and emotional health and wellbeing including sexual health
- about parenthood and the consequences of teenage pregnancy
- how to assess and manage risks to health and to stay, and keep others, safe
- how to identify and access help, advice and support
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
- mental well-being and how to combat feeling lonely
- gang culture and how to keep safe and spot the signs of imitation

Programme of Study for Relationships

Students are taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support (See RSE policy)

Programme of Study for Living in the Wider World, Economic Wellbeing, Careers, and the World of Work

Students are taught:

- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

4 Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods. Including:

- effective starting and ending strategies
- high order questioning skills
- climate building and ground rules
- working together
- values clarification
- information gathering and sharing
- consensus building
- problem solving.
- understanding another point of view
- working with feelings and imagination
- reflection, review and evaluation.
- circle time
- drama and role-play
- discussion and debate

5 Assessment, Reporting and Recording

As with any learning process the assessment of students' personal, social and emotional development is important. It provides information which indicates students' progress and achievement and informs the development of the programme. In years 10 and 11 students sit an internal test to test their knowledge of the various topics covered. Throughout years 10 and 11 the subject is reported to parents at the end of each term (progress check) and through a more detailed annual report.

Students do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on student's self-awareness and self-esteem.

A celebration of achievement at the end of year 11 contributes to building students' self-esteem, developing a sense of community and belonging, helps create a positive atmosphere in the school and develops a student's sense of pride.

6 Monitoring, Evaluation and Review

The policy will be evaluated and reviewed every three years by the subject leader and

teaching staff within the department.

7 Dissemination of the Policy

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Headteacher.

Date approved by governing body	
Date for review	September 2022