

PSHE policy



Approved by:	[The Board/HT]
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Last reviewed on:	October 2020
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Next review due by:	October 2022
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Contents

1. Aims	2
2. Statutory requirements	3
3. Content and delivery	3
4. Roles and responsibilities	4
5. Monitoring arrangements	4
6. Links with other policies	5

1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to: maintain a community within which everyone in FreshSteps treats one another with courtesy, tolerance and respect. We believe in the importance of encouraging students to behave in a caring, cooperative and reflective manner. Students are expected to develop a clear sense of rights and responsibilities and to reflect on their practice. Teach the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences.

Demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely.

We are proud of the multi-cultural, multi-faith nature of our community. Collective reflection in the centre will reflect our community, embracing all faiths and non-faith members of FreshSteps.

Purposes

1. To provide an opportunity for reflection in the school day/week
2. To promote an atmosphere of trust and understanding.
3. To develop sympathy and understanding for others.
4. To raise awareness and higher thought.
5. To help our students develop their spiritual, moral and cultural knowledge and understanding.

Accordingly, FreshSteps will:

1. Organise a Weekly period of reflection
2. Publish a programme of themes for the year
3. Students will read the Magna Carta where it may be used as an alternative to an individual reflection when appropriate.
4. Provide opportunities for students to reflect and will use the themes as a focus for this reflection.
5. Ensure students are taught about Safeguarding, including on-line (E-safety).
6. Ensure students are taught knowledge and understanding to make informed choices about their Safety, Health and Wellbeing, Evaluating Personal Choices and making changes if necessary.
7. Follow the QCF Award and Certification in AQA PSE for all students. Units consist of the following: Personal Action Planning, Drugs Education, Sex and Relationship Education, Personal, Finance, Emotional Wellbeing, Healthy Lifestyles, Personal Safety, Diversity,

Prejudice and Discrimination, Making informed career choices and Applying for Jobs and Courses.

Evaluation

1. The school will review the calendar each year to ensure that the themes reflect the school community and local, national and world events.
2. The Headteacher will evaluate the effectiveness of their reflection in PSE on a termly basis.
3. Tutors will evaluate the effectiveness of the reflection in the tutor/teaching time on a termly basis.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

- We must teach health education under the same statutory guidance

This policy also complies with the terms of our funding agreement.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. On our website

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage.

3.2 How we teach it

- PSHE lessons take place once a week for all subject plus we have student voice every Thursday
- The PSHE curriculum are folded into other parts of our curriculum, or covered as part of our wider school offer, such as in assemblies, whole-school events and tutor time
- If there will be associated school trips
- Delivery of the curriculum, will be with qualified teacher/TA and SLT including any outside agencies who will deliver parts of it

We will:

- Include all pupils in lessons, regardless of ability or special educational needs and/or disability
- Approach controversial topics or difficult questions from pupils, such as by ensuring teachers don't let their personal beliefs and attitudes influence teaching
- Support teachers to raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them
- Use teaching methods or resources to enhance learning
- Have termly assessment
- Report progress to parents, such as in reports or as part of parent evenings

4. Roles and responsibilities

4.1 The governing board

The governing board/WO will approve the PSHE policy, and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to The headteacher/WO].

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by deputy head through:

monitoring arrangements, such as scrutinises and learning walks, etc.

This policy will be reviewed by. The wellbeing Office and the Headteacher.

At every review, the policy will be approved by WO/HT

6. Links with other policies

This policy links to the following policies and procedures:

RSE policy.