



LAURUS  
RYECROFT

**PSHE**

**Author:** M Vevers

**Last reviewed:** July 2021

**Next Review Date:** July 2023

## 1. Aims of PSHE

Learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

PSHE - personal, social, health and economic education is described in two new interrelated programmes of study for both Key Stages 3 and 4: one for personal wellbeing and one for economic wellbeing and financial capability.

Personal wellbeing draws together personal, social and health education, including sex education, the social and emotional aspects of learning, while economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning.

PSHE education also makes a major contribution to the statutory responsibilities on schools to:

- promote children and young people's wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education and sex education.

## 2. Rationale for PSHE Education

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms.

Personal wellbeing helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development.

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

PSHE improves motivation and progression by helping students see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps students to aim high. Students build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

In Laurus Trust schools we uphold and teach students about British Values which are defined as:

Democracy

Rule of law

Individual liberty

Mutual Respect

Tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

### **British Value Statement**

Democracy is an important value at our school. We believe that the voice of everyone should be heard. Students have the opportunity to have their voice heard through our School Council.

The Rule of Law - We believe that everyone needs to understand that all the people living in Britain are subject to laws and that rules need to be followed both in and out of school.

Students know and understand that there are consequences should these laws and rules be broken and that laws are there for our protection.

Individual Liberty - Students are encouraged to make correct choices at our school knowing that they are in a safe and supportive environment. We believe that students should be empowered through the development of their self-esteem, self-knowledge and self-confidence.

Students are able to exercise their rights, personal freedoms and responsibilities and are advised how to exercise these safely, for example, through our e-safety teaching/assemblies.

Mutual Respect - As a rights respecting school, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others.

All members of the school community are expected to treat each other with respect.

Mutual respect is at the heart of PSHE and RE teaching.

Tolerance of those of different Faiths and Beliefs

We aim to achieve this through enhancing students' understanding of their place in a culturally diverse society and by giving children opportunities to experience diversity in our local community and through delivery of our topics such as the U.K. RE lessons and RE days based on different religions and include visits to local churches.

### 3. The PSHE Education Curriculum

#### Provision

PSHE education cannot always be confined to specific timetabled time.

In Laurus Trust Schools PSHE education is delivered within a whole school approach, which includes:

- discrete curriculum time
- teaching PSHE through and in other subjects/curriculum areas
- through PSHE whole school and extended timetable activities,
- specific projects
- through involvement in the life of the school and wider community
- through pastoral care and guidance.

## Inclusion

This school policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality. This is to ensure that PSHE education is provided for in a sensitive and non-judgmental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices. In order to achieve this, we have included as wide a cross section of the school community as possible including the incorporation of the specific needs of particular groups in terms of age, gender, ethnicity, sexuality, ability and special educational needs.

## Answering Difficult Questions

Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to senior staff should additional support be necessary.

## Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs including: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

## 4. Sex and Relationship education

The aim of sex and relationship education is to equip the students with knowledge and understanding about sex, sexuality, emotions, relationships and sexual health in order for them to make informed choices. This occurs not only within PSHE but also in other curriculum subject areas (e.g. RE and Science).

Parents have the right to remove their child from SRE education.

## 5. Rationale for Citizenship

Citizenship gives students the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages students to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values, encourage respect for different national, religious and ethnic identities, and develops students' ability to reflect on issues and take part in discussions.

## 6. The Framework for Citizenship

This comprises 3 interrelated sections:

- **Social and moral responsibility:** Students learn from the very beginning self-confidence and socially and morally responsible behaviour, both in and beyond the classroom, towards those in authority and towards each other.
- **Community involvement:** Students learn how to become helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service which is reinforced at each year level.
- **Political literacy:** Students learn about the institutions, issues, problems and practices of our democracy and how citizens can make themselves effective in public life, locally, regionally and nationally, through skills and values as well as knowledge - this can be termed political literacy, which encompasses more than political knowledge alone.

Citizenship aims to promote these 3 strands through a series of programmes of study that provide opportunities to develop:

- Knowledge and understanding about becoming an informed citizen.
- Skills of enquiry and communication.
- skills of participation and responsible action.

## 7. Confidentiality

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/guardian.

An underlying principle in supporting students in our school is that all students are listened to sensitively and objectively.

Although the School cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

#### 8. Use of Community Based Agencies

Outside agencies and speakers may be involved in inputting to PSHE education lessons and as points of referral as support services for students. The school actively co-operates with other agencies appropriate to student needs such as theatre groups, the police, the Fire and Rescue Services, Barclays to enhance the quality of its PSHE education provision. Visitors who support the school will also be informed of the values held within this policy. The school will work in partnership with them and jointly plan their input in PSHE education lessons.

## Equality Impact Assessments

Names and titles of people involved with this assessment	<b>Dr Mark Sackville-Ford</b> <b>Assistant Trust Director of SEND</b>												
Title of Policy – <b>PSHE</b>													
Impact assessment carried out with regard to identified characteristics	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Race</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Disability</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Gender</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Age</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Religion &amp; belief</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Sexual orientation</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Race	<input checked="" type="checkbox"/>	Disability	<input checked="" type="checkbox"/>	Gender	<input checked="" type="checkbox"/>	Age	<input checked="" type="checkbox"/>	Religion & belief	<input checked="" type="checkbox"/>	Sexual orientation	<input checked="" type="checkbox"/>
Race	<input checked="" type="checkbox"/>												
Disability	<input checked="" type="checkbox"/>												
Gender	<input checked="" type="checkbox"/>												
Age	<input checked="" type="checkbox"/>												
Religion & belief	<input checked="" type="checkbox"/>												
Sexual orientation	<input checked="" type="checkbox"/>												
Summary of any issues/proposed changes													
Date	<b>June 2021</b>												
Date of next review	<b>July 2023</b>												