

## PERSONAL, SOCIAL & HEALTH EDUCATION POLICY

### *Non Sibi Sed Aliis*

Your word is a lamp to my feet and a light to my path.  
Psalm 119, vs 105

“Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect.”  
Romans 12:2

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Autumn Term 2021

Next Review Date: Autumn Term 2022

Reviewed By: Mrs A Wilson

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APPROVED BY THE HEADTEACHER – Autumn Term 2021

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

Your word is a lamp for my feet and a light on my path (Psalm 109:115)

Lighting the path to excellence through Christian vision and values

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. The new curriculum became mandatory from September 2020. Schools were encouraged to adopt the new curriculum early from September 2019. However, due to the situation surrounding school closures as a result of the Covid 19 pandemic, schools were given leeway until September 2021. The Statutory guidance now applies. As a school we became an early adopter of the curriculum guidelines.

This policy covers our school's approach to Personal, Social and Health Education.

Personal, Social and Health Education is concerned with attitudes, values, skills, knowledge and understanding in the development of self-concept; in relationships with others; and in the principles of social responsibility within a Christian framework

It was produced by Deputy Headteacher, Mrs A M Wilson, and PSHE Subject Lead, Miss C J Warburton, through consultation with Governors, staff, parents and students.

It will be reviewed annually and, where necessary, updated and amended in line with Government Statutory Guidance and best practice as recommended by the PSHE Association.

### Aims of this policy

This PSHE policy: -

- Offers a whole school statement of intent through its aims for PSHE
- Sets out an agreed approach to PSHE in the curriculum, guiding practice, offering a clear framework for teaching and a 'toolkit' for future decision-making
- Clarifies the school's intended outcomes for its PSHE provision
- Informs and reflects practice by outlining the content covered and methodology used to enable learning in PSHE

Our PSHE education programme is underpinned by the school's Christian values and is informed by the school's overarching aims and objectives.

- To encourage and appreciate traditional Christian values within the framework of a rapidly changing world

- To help students develop lively, enquiring minds, the ability to question and argue rationally and apply themselves to using their physical skills
- To help students acquire knowledge and skills for adult life, giving them adequate preparation for whatever the future may hold for each individual
- To expect students to achieve the highest possible standards in all they do
- To help students understand the world in which they live and the inter-dependence of individuals, groups and nations, being aware of our Christian and cultural heritage alongside an appreciation of the pluralistic society in which we live
- To help students appreciate human achievements and aspirations thereby inspiring them to develop a creative and aesthetic awareness

#### Our PSHE programme aims: -

- \* To help students acquire the skills for making considered, informed decisions and for accepting the responsibility for the consequences of these decisions.
- \* To help students develop their understanding of themselves, their strengths and weaknesses, their attitudes, and values and to encourage them to develop sensitivity to the needs of others.
- \* To help students determine where they have control over their own health and finances and where they can by conscious choices determine their future lifestyles.
- \* To help students develop a self-awareness in respect of career prospects, abilities, aptitudes, and their relevance to the world of work.
- \* To foster a sense of individual self-worth.
- \* To provide support and information.

#### GUIDELINES

Sex and Relationship Education at Balshaw's has three main components:

##### Attitudes and Values

- learning the importance of values, individual conscience, and moral choices.
- learning the value of respect, love, and care.

##### Policies

- exploring, considering, and understanding moral dilemmas.
- developing critical thinking as part of decision-making
- challenging myths, misconceptions, and false assumptions about normal behaviour

##### Personal and Social Skills

- learning to manage their own emotions and the emotions of others confidently and sensitively.
- developing self-respect and empathy for others.
- learning to make choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower students with the skills to be able to avoid inappropriate pressures or

advances (both as exploited or exploiter)

### Knowledge and Understanding

- understanding personal values and the importance of respect in relation to themselves, others and the environment including the British values of democracy, freedom of speech, tolerance, diversity, and inclusivity.
- learning and understanding factors that affect physical and emotional health at appropriate stages.
- learning and understanding about the use and misuse of drugs including alcohol and smoking.
- learning about first aid.
- the importance of planning for the future in terms of financial decisions, career education and choices
- learning and understanding how economic well-being can affect physical and emotional health.
- learning about the British laws and the criminal justice system

### Creating a safe and supportive learning environment

- \* Staff are encouraged to initially establish ground rules for discussion within the groups, with a strong emphasis on acceptance of differences in group members' circumstances and respect for individuals' rights to privacy.
- \* Teaching methods are varied and tailored in accordance with the subject content, student age and maturity.
- \* Case studies with invented characters and the use of appropriate videos and role plays are employed to discuss sensitive issues in a safe environment. Discussion may be in small groups or in the full class.
- \* We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support.
- \* This policy is informed by the school's Safeguarding and Child protection policy

### PSHE, the Curriculum and delivery

- PSHE is a subject in its own right, as such it is taught to all students over two 30 minute periods per week. In addition, there is some content linked to PSHE found within National Curriculum subjects, for instance within the Science and RE curriculum.
- The course is reviewed each year. Focus is always given to whether the curriculum remains within Government Statutory guidance and is appropriate to students' ages, ability, and levels of maturity.
- PSHE is about preparing students for the opportunities, responsibilities, and experiences of adult life. In the wider picture of conflicting pressures in society on young people it aims to build confidence, self-esteem and the ability to make informed decisions regarding their health and well-being, both at present and in the future.

- The PSHE work takes account of links with issues of peer pressure and relationships with self and others
- The PSHE teachers discuss the work so that expertise can be shared. Specialist staff from outside school are involved in support and staff training. Any health professionals involved in delivering the PSHE programme in the classroom situation are expected to work within the school's PSHE policy. No members of staff are asked or expected to teach in this area without support unless they both want to and are considered suitable.
- PSHE teaching is generally carried out in mixed gender groups.
- The school works in partnership with local health and support services, for example Health Promotion specialists, the school nursing service, and the Youth Service. PSHE provision in conjunction with the School Nursing Team and relevant outside agencies illustrate the effective links with the school nursing service and other agencies in promoting good physical and emotional health.
- Health professionals, when they are in their professional role, such as a member of the school nursing service in a consultation with an individual student, will follow their own professional codes of conduct.
- The school aims to work in partnership with parents. Details of the PSHE curriculum content is displayed on the school website.

### Expectations

As some of PSHE content may include matters of a sensitive or personal nature Staff have the following guidelines. Staff are encouraged to seek guidance from senior staff, prior to responding to questions, where they have concerns or uncertainties regarding what is appropriate for discussion.

- That genuine questions should be considered very carefully. Questions simply designed to shock should be discouraged in a sensible and serious way. Offensive comments should not be permitted. Sexist remarks or offensive references should not go unchallenged. Staff should be cautious in dealing with all such matters so as not to leave themselves open to misinterpretation or to put themselves into a vulnerable position.
- Answers should be factual, truthful, objective, and balanced and have regard to suitable detail for the age group of students concerned.
- Answers should be in carefully chosen language, avoiding inappropriate vernacular but being as clear and comprehensible as possible.
- Answers should take account of the possible strong moral, religious or cultural viewpoints of students' backgrounds and should in no way undermine these. Students should not be made to feel unusual in their family situation whatever that may be.
- Staff should recognise the legal aspects of the issues raised.
- Staff should never be drawn into a situation where their personal opinion, as opposed to their professional one, is used to unduly influence students.

- That young people do not ask serious questions unless there is a real need. Where students have actively sought help and advice from a particular teacher to ignore this would be an abdication of professional responsibility.
- That staff must not make unconditional promises of confidentiality as this could lead to a conflict with their legal obligations.
- Students should be reassured that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- Students should be informed of sources of confidential help, for example, the school nursing service, GP or local young person's advice service.
- That staff should encourage the student to put the same questions to their parent even though the student may be adamant that this is not possible.
- If a member of staff is unsure of what advice or action to take, then advice should be sought from the designated teacher for Child Protection or from the Head.
- If a member of staff is concerned that a student is at risk, they should follow the school's safeguarding child protection policy and procedures.

### Inclusion

#### Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or student queries in order to allay any concerns that may exist about the PSHE curriculum.

#### Students with Special Educational Needs and Disabilities

We will ensure that all young people receive Personal, Social and Health Education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Balshaw's endorses the view given in Government statutory guidance on PSHE. This states that "It is up to schools to make sure the needs of all students are met in their programmes. Young people need to feel that PSHE is relevant to them and sensitive to their needs. Students may turn to staff as trusted adults with questions of personal whether or not the member of staff has a responsibility in this area and regardless of whether the issue arises in a formal lesson.'

#### Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality, and this should never be offered to students. In a case where a teacher learns from a student that they are taking part in illegal practices; -

- primarily, the young person will be persuaded, wherever possible, to talk to their parents and, if necessary, to seek medical advice
- child protection issues will be considered, and referred, if necessary, to the teacher responsible for Child Protection under the school's procedures

- the young person will be properly counselled about where young people can access support and advice services e.g.: Childline.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands the circumstances where confidentiality can be broken. Health professionals in school are bound by their codes of conduct in one-to-one situations with students, but in a classroom situation they must follow the school's confidentiality policy.

### Monitoring and Evaluation of Personal, Social and Health Education

It is the responsibility of the PSHE Subject Lead/Pastoral Deputy Headteacher to oversee and organise the monitoring and evaluation of PSHE, in the context of overall school policies for monitoring the quality of teaching and learning. The PSHE programme will undertake self-evaluation and monitoring through the usual school cycle. The Governors and Leadership Team are responsible for overseeing, reviewing, and organising the revision of the PSHE Policy. Ofsted is required to evaluate and report on spiritual, moral, social, and cultural development of students. This includes evaluating and commenting on the school's PSHE policy, and on support and staff development, training, and delivery.

Other Policies and Documents with relevance to PSHE are:

- Equality Policy
- Anti-Bullying Policy
- Relationships and Sex Education Policy
- Safeguarding and Child Protection Policy and Procedures
- Drugs Education Policy
- Curriculum Policy

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