

THE OSWALDTWISTLE SCHOOL



PERSONAL, SOCIAL, HEALTH & ECONOMIC (PSHE) EDUCATION POLICY

Summary:

This policy sets out the school procedures for Personal, Social, Health & Economic Education. It clearly illustrates our compliance with the Department for Education's requirement that all schools should teach PSHE and contains a sub policy on the statutory elements of Relationships and Sex Education and Health Education. Furthermore, it outlines our comprehensive and developmental programme of study for KS3 and KS4.

Related Policies:

Anti-Bullying Policy
Behaviour Policy
Child Protection/Safeguarding Policy
Relationship & Sex Education Policy
Mental Health and Wellbeing Policy
Equality and Diversity Policy
SMSC and British Values Policy
SEND Policy

SECTION 1: Introduction

- 1.1 At The Oswaldtwistle School, we agree with the Department for Education that Personal, Social, Health and Economic Education is ***"an important and necessary part of all pupils' education"***. To this end we deliver our PSHE programme as part of the core curriculum. We believe it greatly supports the personal development of our students and as such is a highly valued area of the curriculum.
- 1.2 Our PSHE Curriculum is designed to give pupils and students the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens within the UK. For our most vulnerable students we believe it equips them with the necessary knowledge and skills to keep themselves safe and grow in resilience.
- 1.3 From September 2020 the time allocated to the PSHE curriculum at both KS3 and KS4 is set to increase from two 50 minute lessons to three 50 minute lessons per teaching group and will include;
 - The PSHE Association's advocated content
 - a new Careers Programme linked to the Careers Development Institute Framework,
 - the statutory content of the DFE Relationships and Sexual Education and Health Education Programme
 - the Citizenship programme of study, given its overlap with PSHE and careers
 - Visiting guest speakers
- 1.4 On the timetable all 3 lessons will be named PSHE.
- 1.5 The curriculum incorporates aspects of the British Values themes, the rule of law, respect and tolerance, individual liberty and democracy. It also helps to develop and nurture the social, moral, spiritual and cultural characteristics of our young people.

- 1.6 All staff working in these key curriculum areas liaise and work closely to ensure a seamless and comprehensive delivery of the programmes of study.
- 1.7 We believe that the quality of our provision in these areas is reflected by, and in fact is, a cornerstone of our ethos and beliefs as a school. These are not bolt-on curriculum initiatives but are values represented in everything that we stand for as a school and community.

Section 2: Aims

2.1 At The Oswaldtwistle School, we aim to give our pupils opportunities to:

- Take and share responsibility
- Feel positive about themselves
- Take part in discussions in a supportive atmosphere
- Help them know and develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- Make real and informed choices and decisions about their own lifestyle
- Help students make good decisions about their own health and wellbeing
- Meet and talk to people
- Consider social, ethical and moral dilemmas
- Recognise and respect the diverse world in which they live, including gender diversity
- Find information and advice
- Prepare them for change and life beyond school
- Develop effective organisational skills
- Engender a positive, self-motivated attitude towards life
- to engage with the world and work and possible career opportunities.

We do this because we believe in the fundamental value of these experiences.

- 2.2 At The Oswaldtwistle School, our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and local community. In so doing, every pupil learns to recognise their own worth, work well with others and become increasingly responsible for their own learning and personal development. They reflect on their experiences and learn to understand how they are developing personally and socially, tackling many issues that will prepare them well for adulthood and the world of work.
- 2.3 Pupils also find out about main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.
- 2.4 They learn to understand and respect our common humanity; diversity and gender differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.
- 2.5 Our programmes are tailored to the unique needs of our students, many of whom are vulnerable in one way or another, and aim to support the diverse needs of our School's cultures, faiths and families.
- 2.6 We work hard to help them make sound decisions when facing risks, challenges and difficult life situations and in so doing help them grow into well informed and resilient young adults

Section 3: Teaching and learning

- 3.1 A variety of teaching strategies are used to develop relevant skills and knowledge through:
- Developing discussion
 - Thinking through debate
 - Working in groups
 - Investigation
 - Real life topical scenarios
 - Role play
 - Participation
 - Learning with simulations
 - Reflection
- 3.2 Staff are aware that views of some of the issues covered within our programmes of study may be sensitive or controversial. However, whilst personal views are respected, all topics are taught without bias. If staff feel inexperienced or unable to deliver a topic effectively then more experienced colleagues will assist.
- 3.3 Topics are presented using a variety of views and beliefs so that students are able to form their own informed opinions but also to respect others that may have different views. Extreme views in any form, on any topic will always be challenged and monitored carefully.

Section 4: Resources

- 4.1 Resources are provided by the PSHE Lead and in collaboration with other key staff and are regularly reviewed for age and content suitability.

Section 5: Community Based Agencies

- 5.1 Outside speakers are encouraged where it is felt their expertise will add to the pupils' learning experience. Six curriculum Drop Down days operate throughout the academic year, focusing on themes connected to RSE, British Values, Rights Respecting Schools Award, mental health, wellbeing and crime.

Section 6: Monitoring and Evaluation

- 6.1 The programmes of study are evaluated and reviewed at the end of each academic year.

Section 7: Confidentiality

- 8.1 As a general rule, a student's confidentiality is maintained unless there is a safeguarding issue. If this is the case, then the School's Safeguarding and Child Protection policies must be followed and the Designated Safeguarding Lead (DSL) informed immediately.
- 8.2 The student will be informed that confidentiality is being breached and the reasons why. They will be supported throughout this process and directed to one of the school's mentors.

Section 8: Dissemination

This policy is available on the School website. If parents/carers would like a paper copy of this policy, they should contact the school reception. Parents/carers will also be invited to a PSHE Information evening to discuss curriculum content and policy consultation.

Section 9: Covid-19 Addendum

With the updated government guidelines, students who are self-isolating will be sent a home learning pack. However, not all resources sent home will be in line with what is being taught in school, as some curriculum content is sensitive and must be taught in a safe environment; the classroom.

In line with the government social distancing guidelines, the PSHE Information evening will now be held online.

Appendix

- Appendix 1: Programme of Study KS3/Year 10 and Year 11

NB – These Programmes of Study are reviewed and updated during the course of the year and may be subject to minor changes based on the availability of speakers and external agencies.