



WESTFIELD HOUSE SCHOOL

PSHE Policy

Reviewed: September 2019

Reviewed: Annually

Next Review Date: September 2020

Person(s) responsible for Review:

Headteacher and Senior lead - Jo Murray & Kaylee Butler

PSHE Policy

Introduction

At Westfield House School, we see Personal, Social, Health and Economic Education (PSHE) as the centre of everything that we do;

PSHE is an important and necessary part of all learners' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the 2014 National Curriculum.

The promotion of learners' personal development, (including their social development) is a fundamental aspect of education and underpins all other learning.

Through our school curriculum, environment and ethos, we promote learners' emotional well-being and self-esteem and help them to form and maintain significant and rewarding relationships based on a respect for themselves and others, at home, school, work and in the wider community.

Our Aims

- To promote the spiritual, moral, cultural and social development of all learners at the school;
- To promote the mental and physical development of all learners;
- To prepare learners at the school for the opportunities, responsibilities and experiences of life after school;

Objectives

To enable all learners to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand how to identify and form healthy, positive relationships with others
- Have respect for others regardless of race, gender, differences or disabilities
- Be independent and responsible members of a democratic society
- Play an active part in decision making
- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Develop positive learning behaviours

Roles and Responsibilities

PSHE Co-ordinator

- To lead a bi-annual review of the PSHE policy;
- To ensure that resources used are relevant and appropriate to the ages and needs of the learners;
- To lead the evaluation of the PSHE policy and programme
- To ensure that staff have the necessary skills, confidence, knowledge, support and resources to effectively deliver PSHE sessions;

Governors

- To ensure that an up-to-date PSHE policy is in place;
- To ensure the PSHE policy is made available to parents and for inspection;
- To ensure the PSHE policy and curriculum are in line with the non-statutory guidance in the 2014 National Curriculum;
- To ensure the policy and programme reflect the whole school approach;
- To ensure the policy has been reviewed and evaluated bi-annually;

Teachers

- To ensure they deliver PSHE lessons in line with the school's PSHE policy and other relevant school policies;
- To contribute to the evaluation of the PSHE programme;
- To assess learner progress against the agreed learning outcomes;
- To communicate with parents/carers when appropriate/necessary

Provision

Our PSHE provision plays an essential role in equipping our learners with the knowledge, attitude and skills to stay healthy both physically and mentally, to become imaginative and informed thinkers about contemporary experiences and world affairs and to support our learners to become confident, resilient and skilled young adults preparing for life after Westfield House School.

Our current PSHE model is delivered through the following approaches:

- Subject specialist PSHE lessons for all learners
- Embedded throughout the school curriculum (cross-curricular planning)
- Visits from external guest speakers
- Themed events, such as World Food Day

Curriculum

Overarching Concepts

1. Identity
 - a. Personal qualities, attitudes, skills attributes and achievements
 - b. The things that influences these
 - c. Understanding and maintaining boundaries around their personal privacy, including online
2. Relationships
 - a. Different types
 - b. Different settings, including online
3. A healthy, balanced lifestyle
 - a. Physically, emotionally and socially
 - b. Relationships, work-life, exercise and rest, spending and saving
 - c. Lifestyle choices
4. Risk and safety
 - a. Identification, assessment and how to manage risk
 - b. Behaviours and strategies to employ in different settings, including online
5. Diversity and Equality
 - a. In all forms
 - b. With due regard to the protected characteristics
6. Rights, responsibilities and consent
 - a. Human rights
 - b. Fairness and justice
 - c. Consent in different contexts
7. Change and resilience
 - a. Managing change
 - b. Skills, strategies and 'inner resources' that can be drawn on when facing a challenging change or situation
8. Power
 - a. How it is used and encountered in a variety of contexts, including online
 - b. How it manifests through behaviours including bullying, persuasion, coercion
 - c. How it can be challenged or managed through negotiation and 'win-win' outcomes
9. Career
 - a. Including enterprise, employability and economic understanding

Essential Skills and attributes developed through the Programme of Study

Personal Effectiveness	Interpersonal and Social Effectiveness
Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal setting)	Empathy and compassion (including impact on decision making and behaviour)
Identifying unhelpful "thinking traps" (e.g. generalisation and stereotyping)	Respect for others' right to their own values and opinions
Resilience (including self-motivation, perseverance and adaptability)	Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

<p>Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)</p>	<p>Skills for employability</p> <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy, and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills
<p>Recognising and managing peer influence and the need for peer approval (including evaluating perceived social norms)</p>	<p>Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</p>
<p>Self-organisation (including time management)</p>	<p>Recognising, evaluating and utilising strategies for managing influence</p>
<p>Strategies for identifying and accessing appropriate help and support</p>	<p>Valuing and respecting diversity</p>
<p>Clarifying own values (including reflection on the origins of personal values and beliefs and re-evaluating values and beliefs in the light of new learning experiences and evidence)</p>	<p>Using these skills and attributes to build and maintain healthy relationships of all kinds</p>
<p>Recalling and applying knowledge creatively and in new situations</p>	
<p>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p>	

Core Themes

Health and Wellbeing

1. How to manage transition;
2. How to maintain physical, mental and emotional health and wellbeing;
3. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing and sexual health;
4. About parenthood and the consequences of teenage pregnancy;
5. How to assess and manage risks to health; and to keep themselves and others safe;
6. How to identify and access help, advice and support;
7. How to respond in an emergency, including administering first aid;
8. The role and influence of the media on lifestyle

Relationships

1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. How to recognise and manage emotions within a range of relationships
3. How to deal with risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters
4. About the concept of consent in a variety of contexts
5. About managing loss including bereavement, separation and divorce
6. To respect equality and be a productive member of a diverse community
7. How to identify and access appropriate advice and support

Living in the Wider World

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

PSHE and Safeguarding

Westfield House teaches learners about safety and relationships to enable learners to recognise when they and others are at risk. The PSHE programme equips learners with the skills, strategies and language they need to take appropriate action.

SRE (Sex and relationships education)

Following the consultation in February 2019 the department for Education released new guidelines which states the need for statutory sex and relationship education in school. At Westfield House this was implemented within the PSHE & Science curriculum as of April 2019 with consent forms being sent home to parents to make them aware of when this aspect of the curriculum was being embedded.

'The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make Relationships Education compulsory for all pupils receiving primary education, Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education and, subject to the outcome of an engagement process, PSHE (or elements of it) compulsory in schools. Following a previous call for evidence and the decision to make Health Education compulsory in all state funded schools, the regulations, statutory guidance and regulatory impact assessment were drafted for the new subjects.' (DfE February, 2019)

Appendix A

DfE requirements

'All schools should make provision for personal, social, health and economic education (PSHE,) drawing on good practice.'

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy life style. @

Appendix B

National Curriculum framework (2.1):

'Every state funded school must offer a curriculum which is balanced and broadly based and which:

"promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society" and "prepares students at the school for the opportunities, responsibilities and experiences of later life".

Appendix C

Policy statement: Relationships, Education, Relationships and Sex Education,
and Personal, Social, Health and Economic Education – **See Attached**