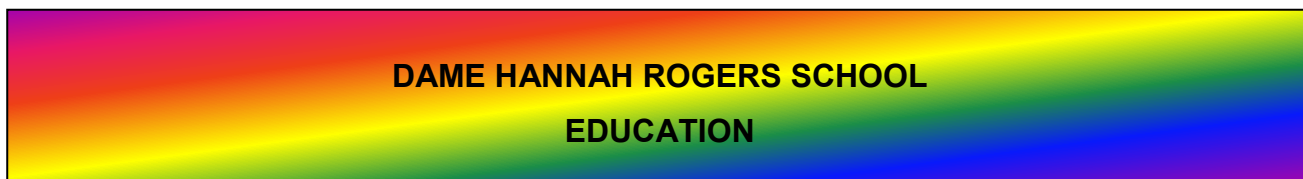




# **Personal, Social, Health Education Including Policy for Sex and Relationship Education**

20/09/2019

# Personal, Social, Health Education Including Policy for Sex and Relationship Education



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<b>Authors:</b>	Jason Ryder
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<b>Links to additional policies:</b>	<a href="#">Teaching and Learning Policy</a> <a href="#">Sex Education Policy</a> <a href="#">School Safeguarding Policy</a>

# Personal, Social, Health Education Including Policy for Sex and Relationship Education

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## TABLE OF CONTENTS

INTRODUCTION .....	4
WHAT IS PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION? .....	4
Aims .....	4
PRINCIPLES OF THE LEARNING AND TEACHING OF PSHE .....	4
Key Concepts .....	5
Key Processes.....	5
Range and Content .....	5
Curriculum Opportunities .....	5
Key Concepts .....	6
Key Processes.....	6
Range and Content .....	6
Curriculum Opportunities .....	7
Strategies for the Learning and Teaching of PSHE .....	7
REVISION HISTORY .....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
AMENDMENT RECORD .....	<b>ERROR! BOOKMARK NOT DEFINED.</b>

# Personal, Social, Health Education Including Policy for Sex and Relationship Education

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## INTRODUCTION

This policy describes the process for the Learning and Teaching of Personal, Social, Health Education at Hannah's School (Dame Hannah Rogers School.)

PSHE is taught across most curriculum areas, as well as part of a theme based approach.

The policy is reviewed and approved by the Governing Body on an annual basis.

## WHAT IS PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION?

PSHE brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability.

### Aims

Our aims in teaching PSHE are that all students will:

- **Become successful learners who enjoy learning, make progress and achieve.**
- **Become confident individuals who are able to live safe, healthy and fulfilling lives.**
- **Become responsible citizens who make a positive contribution to society.**
- Develop the personal learning and thinking skills and core skills necessary to enable them to move from potential to maximum personal achievement.
- Develop as individuals in a wider society.
- Learn to understand themselves physically, emotionally, socially and sexually as appropriate.
- Understand their relationships with others.

## PRINCIPLES OF THE LEARNING AND TEACHING OF PSHE

PSHE is a non-statutory subject in the National Curriculum. The fundamental skills, knowledge and understanding of the subject are set out within the relevant curriculum guidance. It is amended at Hannah's School and delivered to each child or young person in a unique way. It is adjusted to accommodate their developmental, cognitive and other personal factors.

## PERSONAL WELLBEING

This is important because:

- It helps our young people to better manage change.
- It helps them to feel positive about who they are.
- It helps them to enjoy healthy, safe and fulfilled lives.
- It helps them to recognise and manage risk - as they are able.
- It helps them to make choices and decisions using appropriate communication techniques.
- It helps them to develop personal autonomy by having a degree of responsibility and control over their lives.
- It helps them to take responsibility for their behaviour.
- It helps them to make positive contributions to their families, schools and communities.
- It helps them to deal with challenges and accommodate diversity in all its forms.

# Personal, Social, Health Education Including Policy for Sex and Relationship Education

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## **Key Concepts**

- Personal Identities
- Healthy Lifestyles
- Risk
- Relationships
- Diversity

## **Key Processes**

- Personal awareness
- Decision-making and Managing Risk
- Developing Relationships and Working with Others

## **Range and Content**

When teaching the key concepts and processes, the study of Personal Wellbeing could include:

- Examples of diverse values encountered in society and the clarification of personal values. British Values and respect for each other, including issues around radicalisation and extremism (if cognitively and developmentally able and appropriate) as per the “Prevent” guidance and agenda.
- The knowledge and skills needed for setting realistic targets and personal goals.
- Physical and emotional change and puberty.
- Sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities.
- Facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others.
- How a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise.
- Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations.
- A knowledge of basic first aid (if appropriate).
- The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement.
- Different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships.
- The nature and importance of stable relationships for family life and bringing up children.
- The roles and responsibilities of parents, carers and children in families.
- The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.

## **Curriculum Opportunities**

The curriculum should provide opportunities for students (if appropriate) to:

- Make real choices and decisions based on accurate information obtained from experience and assisted research using a range of sources, including the Internet, other media sources and visits / visitors to and from the wider community.
- Meet and have experience of people from the wider community, both in school and through external visits.

# Personal, Social, Health Education Including Policy for Sex and Relationship Education

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- Experience and use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour.
- Take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them.
- Work as members of groups and teams, taking on different roles and responsibilities.

## **ECONOMIC WELLBEING**

This is important because:

- It helps students to begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity.
- It helps students to understand that money in its' physical form exists; manage their money and finances effectively (as appropriate).
- It helps students to see the relevance of what they learn in school to their future lives.
- It helps to challenge stereotyping, discrimination and other cultural and social barriers to choice.
- It helps students to aim high and develop skills and knowledge which they can transfer across all the activities of daily living.
- Students learn to be enterprising.
- Students may develop the ability to handle uncertainty, respond positively to change, and create and implement new ideas and ways of doing things.
- Students develop a 'can-do' attitude.
- They are supported in managing change and transition.

### **Key Concepts**

- Capability
- Adulthood
- Risk
- Economic Understanding

### **Key Processes**

- Self-development
- Exploration
- Enterprise
- Financial Capability

### **Range and Content**

When teaching the key concepts and processes, the study of economic wellbeing and financial capability could include (if appropriate):

- Experience of different types of work and work places – visits.
- Work roles and identities.
- The range of opportunities in learning and work.
- The personal review and planning process.
- Skills and qualities in relation to work.
- A range of economic and business terms.
- Personal budgeting, money management, enterprise.
- Risk and reward.
- How businesses use finance.

# Personal, Social, Health Education Including Policy for Sex and Relationship Education

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- Social and moral dilemmas about the use of money.
- \*\* Much of the experience related to work comes via the ASDAN Enterprise units and the ASDAN World of Work unit.\*\*

## **Curriculum Opportunities**

The curriculum could provide opportunities for students to:

- Experience and use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues.
- Recognise, develop and apply their skills for enterprise.
- Have direct and indirect contact with people from business.
- Explore options and progression routes in learning.
- Have contact with information, advice and guidance specialists.
- Engage with ideas from the world of work.
- Explore sources of information and ideas about work and enterprise.
- Experience / discuss contemporary issues in work.
- 'Write' a personal statement and make an individual learning and 'career / future life' plan for their transition into the 14-19 phase (as appropriate).
- Make links between economic wellbeing and financial capability and other subjects and areas of the curriculum.

Access to PSHE programmes of study is highly differentiated to enable individual students to enjoy, progress and demonstrate achievement. Personalised learning is widely used, and the curriculum is presented in contexts suitable to students' ages and levels of understanding.

Appropriate provision is made for students who need to use Alternative and Augmentative Communication systems, specialised equipment to access information and communication technology and wheelchairs and aids to allow practical activities within and beyond school.

## **STRATEGIES FOR THE LEARNING AND TEACHING OF PSHE**

THE PSHE CURRICULUM is organised through individual and group programmes. Elements of PSHE are also linked to a termly theme, where a three-year programme of themes is followed throughout the school.

- The learning of PSHE (supplemented by the Lifeskills curriculum) may be studied at allocated periods or as occasions arise. At KS4 and KS5, options include greater emphasis on Lifeskills / Work and Leisure, including more opportunity for trips into the community and learning outside the classroom.
- Where appropriate, students use skills to complete accredited courses, eg ASDAN.
- Learning occurs throughout cross-curricular activities, eg Circle Time.
- Informal learning can also occur throughout the school day.

PHSE delivery is through individual, group and class teaching by all teachers, supported by Learning Support Assistants and therapists as required eg speech and language therapists.

The School's environment, the community, sensory resources etc are available to support the teaching of PHSE.

## Personal, Social, Health Education Including Policy for Sex and Relationship Education

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Learner's achievement is recognised and celebrated in:

- Displays of students' work in classrooms and throughout the school.
- Certificates.
- Certification of externally accredited courses, eg ASDAN.
- Public recognition (in assembly, annual Celebration of Achievement, and praise from key staff).

Planning in PSHE is a process in which all teachers are involved, wherein:

- Individual programmes of work for PSHE are developed by the team.
- Individual cross curricular programmes of work are drawn up by teachers using relevant levels of the P scales and accredited routes such as ASDAN.

On a termly basis summative assessment of individual progress in PSHE takes place using P-Levels and teacher qualitative judgements. This is then aggregated into an annual outcome for each child or young person.



# Personal, Social, Health Education Including Policy for Sex and Relationship Education

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## AMENDMENT RECORD AND REVISION HISTORY

Procedures are reviewed annually to ensure relevance to the system and processes.

A record of contextual additions or omissions is given below.

Date	Page	Addition or Omission	Context	Initial	Version

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In Confidence

Subject:	<b>Personal, Social, Health Education Including Policy for Sex and Relationship Education</b>		Author:	Jason Ryder	
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