



**St John's**  
School Billericay

## **P. S. H. E. Policy**

Date: July 2019

Those Responsible: Mrs A Fleming/Mrs A Harrison - PHSE Coordinators

To be reviewed: Regularly

**Why do we need a PSHE Education Policy?**

# **Personal, social, health and economic education DfE 25<sup>th</sup> June 2019**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

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 lifestyle.

There is an increasing concern about promoting social inclusion and reducing health inequalities, with particular concerns about children and young people's mental health; alcohol and substance abuse; rates of teenage pregnancy; sexually transmitted infections; bullying in schools; and improving school standards. Schools have a clear role to play in addressing these concerns. A whole school approach to PSHE contributes to school improvement and the promotion of health and well-being. PSHE Education is central to achieving success in the curriculum and it supports pupils in achieving the five Every Child Matters outcomes

### **PSHE Education includes three elements:**

- The acquisition of accessible information that is relevant to children and young people's lives and experiences, maturity and understanding
- Exploration, clarification and the development of attitudes and values that support self-esteem and are positive to health and well-being
- Development of personal and social skills to enable positive emotional development and interaction with others as well as the ability to make positive health choices and actively participate in society.

### **Pupils should:**

- Develop confidence and responsibility and make the most of their ability
- Prepare to play an active role as citizens
- Develop a healthy, safer lifestyle
- Develop with good relationships and respect differences between people
- Economic wellbeing and financial capability

### **The aims of Personal Social and Health Education and Citizenship at St John's**

- Personal, Social and Health Education (PSHE) and Citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.
- 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 their school and communities.
- Pupils learn how to recognise their self-worth, self-knowledge, self-esteem and self-confidence to work well with others and become increasingly responsible for their own learning.
- They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England Above all, to enable pupils to distinguish right from wrong and to respect the

civil and criminal law of England and to encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 act.

- Pupils will be given opportunities to show tolerance and harmony between different cultural traditions allowing them to acquire an appreciation of and respect for their own and other cultures.
- Pupils will be encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- Gain an awareness of economic opportunities and institutions.

### **Forms of Curriculum Provision**

- U3, L4 and U4 have a weekly PSHE lesson
- L5 and U5 have PSHE delivered during form time.

However, PSHE and Citizenship cannot always be confined to specific timetabled time.

At St John's school PSHE and Citizenship is delivered within a whole school approach which includes:

- Discrete curriculum time.
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas.
- Through PSHE and Citizenship activities and school events.
- Through pastoral care and guidance.

St John's works closely with local partners and agencies to develop PSHE and Citizenship, including emotional health, sex and relationship education, drug education, safety, healthy eating and physical activity.

Previous school visits have included:

- Essex Highways agency Road Safety
- Barclays – Life Skills
- Smoking workshop
- Alcohol and drugs workshop
- Internet Safety training
- Body Image workshop
- Visit from local MP
- School trip to Parliament

We value the role of external agencies and the role they play in supporting the pupils in their personal, social and emotional development.

However, careful consideration needs to be given to issues of content, co-ordination and consistency: external support should be provided in partnership, particularly for primary schools and between primary schools and secondary schools". - *guidance on good practice, DPI - Home Office (1998)*

At St John's school all community based agencies who visit to provide curriculum support, are made aware of the following aims:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- Make clear to children who they are, who they represent and what they are offering to children.
- Develop ways of speaking to children, which communicate their open approach, avoiding any hidden agenda to convert young people.

### **Role of PSHE Co-ordinator**

The Co-ordinator will:

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- establish a shared view of best practice to which all pupils are entitled
- lead policy development
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- provide appropriate support and training for staff
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- attend relevant LEA courses and network meetings
- order and monitor resources.

### **Sex and Relationship Education**

Please see the Sex and Relationship Policy for further information.

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the PSHE programme of study. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

## **Alcohol, Smoking and Drugs Education**

Please see the Alcohol, Smoking and Drugs Policy for further information.

The PSHE curriculum aims to provide accurate information about substances and to increase the pupils' understanding about the implications and possible consequences of use and misuse. We also seek to widen the pupil's understanding about related health and social issues. These aims will be fulfilled through the taught curriculum (e.g. in the PSHE programme) and through co-operation with other agencies such as police, drug agencies and local authority to deliver our commitment to drugs education and to deal with any incident of substance use and misuse.

## **Promoting British Values**

PSHE, along with RE, promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### **How does this happen at St John's?**

- Students are taught to think morally and to distinguish between right and wrong. This is particularly evident in RE lessons, PSHE, assemblies and the curriculum in general.
- Social Justice is a very important part of our PSHE and throughout the school in general. Pupils learn the importance of generosity and philanthropy through our termly Charity work.
- We teach students how to channel their disagreements through school council and in form periods.
- We actively promote civic institutions so that students value and appreciate the local government, the Health system, the Police and the justice system, Social Services and Public transport.
- Lessons on euthanasia, family life, abortion and Human Rights actively support students in understanding other view points on these complex issues.
- We actively promote the fundamental British values of democracy through School council elections and the nominations for Head Boy and Head Girl.

In addition, we hope that our pupils are provided with:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.