



PSHE (Personal, Social and Health Education) Policy for Holywell School

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Responsibility	All staff and the governing body
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Distribution	All staff and governors. Open access to parents via school website and school office

1. Rationale

Our PSHE Policy is written in line with our school vision:

At Holywell, our vision is that everyone in our community chooses to “Live Life in all its Fullness” (John 10:10).

Inspired by the teaching of Jesus, the Good Shepherd, we choose ...
to live our values,

being the best we can be
in community.

We believe that working with our families and the wider community, we have a vital role in the development of our students as confident individuals who respect themselves and each other and contribute to society around them.

We believe that safe, happy and healthy individuals will flourish and become the people God has created them to be.

2. Aims

We aim to

- give our students the knowledge, skills, and understanding they need to lead confident, healthy, independent lives.
- enable our students to become informed, active, responsible citizens in a rapidly changing world.
- enable our students to develop their abilities to reflect upon fundamental issues that affect their lives.
- help students investigate and reflect upon how they can make a positive contribution to the world around them.

- v. provide a structured and planned curriculum that enables students to learn and develop their understanding as to how to live healthy lives.
- vi. take other opportunities both within the taught curriculum and extra-curricular provision to promote the personal and social development of our students.
- vii. utilise this area of the curriculum to make an explicit and planned contribution to the way in which we enable our students to develop an informed and deep set of personal values.
- viii. ensure that students develop clear awareness of how to stay safe in a wide and varied range of situations and to be able to assess potential dangers in a balanced and thoughtful manner.
- ix. raise awareness of key themes and understanding of issues that will affect their future economic well-being.

1. Review

The Ethos and Pastoral Care Committee of the Board of Governors will monitor and review the implementation of this policy and make recommendations to the Full Board regarding any further amendments.

Cross reference this policy with the following policies

- Safeguarding Children Policy
- Curriculum Policy
- Assessment and Written Feedback Policy
- SEND Policy
- Accessibility Policy
- Equality (including Equality Objectives)
- Behaviour for Learning Policy
- Relationships and Sex Education Policy

PRACTICE AND PROCEDURES

1. Content

We will ensure that the National Curriculum for PSHE is covered within the allocated lesson times as well as enriched elsewhere in our curriculum (e.g. Science, IT, English, Maths, RE and other subject areas.)

The National Curriculum overarching themes for PSHE are

- Developing confidence and responsibility and making the most of the children's abilities.
- Preparing to play an active role as citizens (at Key Stage 2).
- Developing a healthy, safer lifestyle (including Sex and Relationships Education and Drug Education.)
- Developing good relationships and respecting the differences between people.

2. Organisation and delivery

We have a Subject Leader for PSHE who has responsibility for the leadership, management and overall organisation of this area of the curriculum. S/he will work with teachers to ensure good quality delivery of the taught class-based curriculum element.

The PSHE course is timetabled for one 55/60 minute lesson per week and is taught by a range of teachers. For Content Overview see Appendix 1. In addition to this, PSHE issues also appear within the context of subjects raised in other lessons and within the school community. The PSHE curriculum links to the schools' values which are covered in depth throughout the year in year group, key stage, house and whole school assemblies.

Wider provision for PSHE at the school comes from a variety of identifiable sources:

- i. Pastoral Programme: through registration, community time, monitoring, mentoring and target setting Personal and Social Development is promoted.
- ii. National Curriculum Lessons: within subjects and departments many aspects of PSHE are delivered.
- iii. Extra-Curricular Activities: through the range of clubs and wider opportunities students have the chance to develop personally and socially.
- iv. Wider Community: links with the immediate and global community are being fostered to enable students to learn through wider society. School Assemblies, Charity Week and enrichment days including Extended PSHE Day' and 'Values Day' also contribute.

3. Visitors

A member of staff should always be present in the class to support any visiting speaker. It is the colleague's responsibility to ensure the visitor adheres to school policy and practice in dealing with sensitive, personal, confidential or controversial issues.

4. Dealing with sensitive and controversial issues

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, are certain to arise in PSHE teaching. The exploration of these issues will touch deeply held beliefs and values and may arouse strong feelings. Part of the purpose of PSHE is to enable children to address sensitive and controversial issues, directly, in a balanced way and in a safe environment. Where appropriate staff may use the 'ask it basket' method to enable students to ask questions that they may not feel able to in front of their peers.

The Education Act 1996 aims to ensure that children are not presented by their teachers with only one side of political or controversial issues. Teachers will take all reasonably practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation with due regard being given to opposing views. All teaching will be done in a way that reaffirms respect for everyone in the school and associated with it.

Teaching staff will protect students' privacy in the class by always de-personalising discussions. students can then explore the issues being raised without having their personal lives or those of their families implicated or invaded and 'used' inappropriately by other students.

5. Confidentiality

Students will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

Where there is disclosure or suspicion of possible abuse, drug related issues or sex related issues, all adults in the school must respond in line with school's child protection and safeguarding procedures.

6. Special Educational Needs and Disabilities (SEND)

As with all planned areas of the curriculum, teachers should consider the differentiated needs of students with SEND when planning PSHE activities and/or lessons.

7. Staff Development

The school recognises that most teachers who are asked to teach PSHE have not been trained with this as their specialist subject. As a result, the school commits to providing staff with Continuing Professional Development (CPD) for particular elements of PSHE, such as Drug Education, Relationships and Sex and Health Education and Careers Education. The PSHE co-ordinator will also attend relevant conferences to keep up to date with new developments and resources.