



Personal, Social, Health & Economic Education Policy (PSHE)

Parneet Kang
Principal and Sole Proprietor

William Holland
Chair of Trustees

REVIWED: 1st September 2022 - Parneet Kang

The Emscote School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who are able to make a positive contribution to their community.

We aim to provide students with an all-round education developing the whole person, which will serve as a basis for a successful and fulfilled future as students, employees, employers and parents.

We aim to motivate students, improve examination results and develop core employment capabilities; and to provide students the tools in preparation for adult life.

Our PSHE Education curriculum is closely linked to our sex and relationship education (SRE)

The Emscote School is one where everyone is encouraged and supported to achieve their personal best. Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued. Our students and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and students are encouraged to show a high regard for the needs and feelings of others through their actions and words.

The needs and interests of all students, irrespective of gender, culture, ability or aptitude, will be promoted through all our curriculum.

1. Key roles and responsibilities

1.1. The governing body has overall responsibility for the implementation of the PSHE Education Policy.

1.2. The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

1.3. The governing body has overall responsibility for reviewing the PSHE Policy annually.

1.4. The Principal has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

1.5. The Principal will be responsible for the day-to-day implementation and management of the PSHE Education Policy.

1.6. All staff are responsible for liaising with each other and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

1.7. As required by statutory guidance, the governing body and Principal and teachers will consult with parents to ensure that the SRE and PSHE policies reflect the needs and sensibilities of the wider school community.

1.8. The school will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from SRE education.

1.9. We will ensure that pupils are also involved in the creation of this policy through feedback and suggestion forms and/or class discussions.

2. Aims of the PSHE curriculum

2.1 Students will learn to: Understand what constitutes a healthy lifestyle. Explore British Values Understand safety issues, both in real life and online.

Develop responsibility and independence within school which they will take forward into society in their working lives. Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.

Understand what constitutes 'socially acceptable' behaviour at school and in society. Be a constructive member of society. Understand democracy. Develop good relationships with peers and adults. Develop self-confidence, self-esteem and self-worth.

Make positive, informed choices as they make their way through life. Understand that they have a right to speak up about issues or events, and to respect others right to do the same.

Personal development in school is the means by which all young people are supported in their spiritual, moral, physical, emotional, cultural and intellectual development according to their needs, and regardless of their social and/or economic backgrounds. It promotes their wellbeing and enables them to develop their potential as healthy, enterprising and responsible citizens in our society.

It is therefore our aim to deliver an effective curriculum that includes a planned and coherent approach to personal development and well-being and is reflected in the ethos and values of the school.

Every member of the school staff can contribute to personal development and therefore to the wellbeing of each young person in the school. It is important that the delivery of PSHE is not only through the PSHE Education time available, through but also through all curriculum areas by all staff in contact with the students helping them to develop the whole person in the opportunities and education that they provide.

Teaching methods and learning style

3.1 A range of teaching and learning styles will be used to teach PSHE Education.

3.2 Teaching will be student-led and there will be an emphasis on active learning techniques such as discussion and group work. No crude language. No raised voices/shouting. No talking over people. Show respect for another's views, even when disagreeing with them. Keep comments subject-specific, as opposed to personal.

3.3. 'Ice-breaker' activities and clear ground rules regarding discussions will be put in place in order to ensure a safe, supportive and positive learning environment.

Examples of discussion guidelines may include rules such as: Establishing ground rules help us to create a safe and supportive learning (and teaching) environment. e.g. Not asking personal questions Respecting what people say Listening to others Having the right to 'pass' if you do not wish to comment Keeping information within the classroom, however, ensuring the Safeguarding policy is followed closely.

3.4. Start from where the learners are... Without an insight into their existing understanding and beliefs, then there is a real danger that students will see the learning we provide as irrelevant. e.g. questioning, draw and write, brainstorm, graffiti wall.

3.5. We will use visiting speakers, such as health workers, professionals and charities, to broaden the curriculum and share their real life experiences. Any such speakers must be closely monitored by the class teacher who should use their

professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

3.6. Students' questions will, unless inappropriate, be answered respectfully by the teacher.

Reporting and confidentiality

4.1. Every lesson should reinforce that, if students have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable consulting their PSHE teacher or another member of staff about this.

4.2. Students will be encouraged to have an open dialogue regarding any such issues with the PSHE teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a student does wish to speak to a teacher about any such issue, the teacher should ensure that the student is aware of this responsibility. (See Safeguarding policy)

4.3. Tailoring PSHE. Discussion and other activities will be used in initial PSHE lessons in order to ascertain 'where students are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regard to this.

4.4. Teaching will take into account the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

4.5. Adaptations will be made for those for whom English is a second language to ensure that all students can fully access PSHE educational provision.

4.6. All students with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.

The PSHE Education programme will cover:

Transition to Secondary School Enterprise skills Facts about drugs and alcohol
Contraception and safer sex Sexually transmitted infections and AIDS Safety in the home and on the street Online safety Healthy eating and the importance of exercise
Eating disorders Responsibility and lifestyles Mental health

How to manage transitions, for example managing loss, including bereavement, separation and divorce

How to maintain physical, mental and emotional health and wellbeing including sexual health Financial decision making Parenthood and the consequences and responsibilities of teenage pregnancy

How to assess and manage risks to health and how to stay, and keep others, safe
How to identify and access help, advice and support How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health

How to respond in an emergency.

How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and how to develop parenting skills

How to recognise and manage emotions within a range of relationships

How to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters The concept of consent in a variety of contexts (including in sexual relationships)

How to identify and access appropriate advice and support Careers and future aspirations

