

## **Personal, Social, Health and Economic Education (PSHE)**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Director</b>
<b>03.04.17</b>	<b>03.04.18</b>	<b>Kirsty Crosby</b>	<b>Joan Wilkes</b>

We believe this policy should be a working document that is fit for purpose, represents the school ethos and enables consistency and quality across the school.

This policy applies to all members of the school community and relates to the following legislation:

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- Education Act 1996
- Standards and Framework Act 1998
- Children Act 2004
- Education & Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014

The following documentation is also related to this policy:

- Sex and relationship education guidance, 2000 )
- Sex and relationships education (SRE) for the 21st century supplementary guidance
- Personal, social, health and economic (PSHE) education, 2013
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE) July 2015
- Prevent Strategy (HM Gov)
- HM Government 'The Prevent Duty' V6 June 2015
- Teaching approaches that help build resilience to extremism among people (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- DfE's Advice for Schools on the Prevent Duty
- [http://www.emcsrv.com/prolog/PG/DfE/Schools\\_Guide-Social\\_Media\\_V16.pdf](http://www.emcsrv.com/prolog/PG/DfE/Schools_Guide-Social_Media_V16.pdf)
- HM Governments: 'Channel Duty Guidance – Protecting Vulnerable People from being drawn into terrorism' April 2015
- DfE's 'How Social Media is used to encourage travel to Syria and Iraq briefing note for Schools' July 2015

High quality sex and relationship education (SRE) helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact

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on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations. The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

We understand 'PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.' (The PSHE Association)

We believe PSHE education contributes to our statutory responsibilities in providing a broadly based and balanced curriculum that meets the needs of all our pupils and helps promote the spiritual, moral, cultural, mental and physical development of pupils preparing them for the opportunities, responsibilities and experiences of later life.

We have developed a planned PSHE education programme that is composed of two strands namely personal well-being and economic well-being.

Personal well-being covers issues such as sex and relationships education, drug and alcohol education, emotional health and well being, diet and healthy lifestyle and safety education. While economic well-being covers issues such as careers education, work-related learning, enterprise education and financial capability.

We realise that although PSHE is non-statutory we are still expected to plan, coordinate, monitor and evaluate it. However, some issues such as sex and relationships education, drug and alcohol education, careers education, and work-related learning do have a statutory basis.

We believe PSHE education must be developed as a whole-school approach (and not in isolation) by engaging pupils across the curriculum 'while creating an environment, through the school ethos, which fosters good relationships and well-being for pupils and teachers alike'.

Research evidence clearly shows that PSHE can improve the physical and psychosocial well-being of pupils and 'provides an opportunity to provide or enhance skills such as perseverance, conflict resolution, emotional intelligence, self-management, self-respect, team work, focus of control, time and stress management'.

We feel that a PSHE education programme is guided by the values of honesty, kindness, trust, responsibility, friendship, self-control, empathy, respect and tolerance.

We aim to provide an outstanding PSHE education programme by drawing on good practice as we realise that PSHE education contributes to a number of key judgements in the new inspection framework such as personal development, behaviour and welfare, SMSC and safeguarding.

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We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To provide pupils with accurate and relevant knowledge.
- To provide pupils with opportunities to turn that knowledge into personal understanding.
- To provide pupils with opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- To provide pupils with the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.  
(PSHE Association)
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

#### **Role of the Directors**

The Directors have:

- appointed a member of staff to be responsible for coordinating PSHE;
- delegated powers and responsibilities to the Headteacher to ensure all school Staff and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities Director to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council by discussing improvements to this policy during the school year;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

#### **Role of the Headteacher and Senior Management Team**

The Headteacher and the Senior Management Team will:

- ensure all school Staff, pupils and parents are aware of and comply with this policy;

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- support the development of PSHE throughout the school;
- ensure good practice is shared throughout the school;
- work closely with the Director and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy
- celebrate the effort, success and achievements of pupils and school Staff;

### **Role of the Coordinator**

The coordinator will:

- lead the development of this policy throughout the school;
- lead the development of the PSHE education programme throughout the school;
- work closely with the Headteacher and Director;
- ensure PSHE:
  - is supported by the Headteacher and Senior Management Team
  - takes a whole-school approach
  - is started at an early age and takes a developmental approach
  - lessons have clear objectives
  - lessons are interactive, participative and engaging
  - encourages pupils' to air their views
  - is inclusive of other cultures, ethnicity, disability, faith, age, sexual orientation and gender identity
  - is taught by teachers who feel comfortable in teaching it
  - engages with relevant outside agencies when it is appropriate
  - engages with parents, Directors and members of the local and wider communities
- provide guidance and support to all staff;
- make school personnel aware of the increased number of cases of sexting among under-16 year olds and the damaging effects that it is having;
- work with the Designated Safeguarding Lead to ensure sexting becomes an important topic for discussion with pupils;
- work with the Designated Safeguarding Lead to ensure sexting becomes an important topic for discussion with pupils (mobiles and electronic devices are banned at school);
- ensure that staff also cover areas relating to Extremism, Radicalisation and Prevent Duty, including DfE's 'How Social Media is used to encourage travel to Syria and Iraq'.
- provide training for all staff that teach PSHE;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;

### **Role of School Staff**

School Staff will:

- comply with all aspects of this policy;

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- be aware of all other linked policies;
- undertake long, medium and short term planning in accordance with the PSHE education programme;
- deliver PSHE with support from PSHE coordinator;
- undertake assessment by making informal judgements through observation and with the pupils completing end of unit assessments;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role of Pupils**

Pupils will be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their PSHE educational programme.

### **Role of the School Council**

The School Council will be involved in:

- discussing improvements to this policy during the school year;

### **Role of Parents/Carers**

- Parents/carers will:
  - be aware of and comply with this policy;
  - work in partnership with the school;
  - comply with this policy for the benefit of their children;
  - support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the Parent/Carer Handbook
- the school website
- the Staff Handbook

### **Training**

All school Staff:

- have equal chances of training, career development and promotion
- receive training on induction
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

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### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated Director.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Directors for further discussion and endorsement.

### **Linked Policies**

▪ Curriculum	▪ Teaching and Learning
▪ Sex and Relationships	▪ Health & Safety
▪ Anti-Bullying	▪ Emotional Health & Wellbeing of Children & Young People
▪ No Smoking	

<b>Headteacher/Director:</b>	Joan Wilkes	<b>Date:</b>	10.04.17
<b>Senior Management:</b>	Kirsty Crosby	<b>Date:</b>	03.04.17