

Personal, Social, Health and Economic Education (PSHE)

Date	Review Date	Coordinator	Nominated Director
29.03.18	29.03.19	Alice Dorman	Joan Wilkes

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. The policy itself is applicable to all members of the school community and as such, staff and pupils alike are expected to have awareness of their responsibilities and demonstrate their understanding where appropriate.

We believe this policy relates to the following legislation:

- 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

And takes into consideration the following documentation:

- DfE statement on relationships education, relationships and sex education (RSE), and personal, social, health and economic education (PSHE). 1st March 2017
- 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), 2011
- HM Government 'The Prevent Duty', 6 June 2015
- Teaching approaches that help build resilience to extremism among people (DfE), 26th May 2011
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children, 26th March 2015
- DfE's Advice for Schools on the Prevent Duty, 1st July 2015
- The Libra School's 'Extremism, Radicalisation incorporating Prevent Duty Policy' 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

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As a school, we understand that PSHE, as a subject, is currently in a state of change. Relationship and Sex Education (RSE), as an aspect of PSHE, is being reviewed by the Government, with the overall aim of making this a statutory area of the curriculum, with a proposed start date set for September 2019. There is also the potential for PSHE to be converted into a statutory subject for all schools. Underlying these discussions is the commitment from the Government to supporting young people to be: '**safe, healthy, happy and successful**'. Libra recognises this intention and aims to reflect this via effective and meaningful PSHE lessons for all young people, irrespective of year group, learning need or personal background.

Whilst acknowledging these upcoming changes, we continue to recognise PSHE as a valuable opportunity for young people to acquire the knowledge, understanding and skills they need to manage their lives – both now and in the future. We aim to support our pupils and see them thrive as individuals, whilst helping them to see and understand the different connections that they have between peers, staff, friends and family. As a school, we are dedicated to exploring the much wider area of 'relationships' and the positive and negative emotions that this can generate. We feel that this is particularly important in our school setting, as a significant number of the young people in our care have experienced some level of trauma (very often through negative relationships with others) that continues to have an effect many years after the initial incident occurred. It is our responsibility as a school therefore, to promote PSHE lessons which are balanced, well structured and promote an environment where young people have the chance to question and explore. Above all, we feel that a PSHE education programme is guided by the values of honesty, kindness, trust, responsibility, friendship, self-control, empathy, respect and tolerance.

Our PSHE lessons throughout the school are linked to recognised and reputable organisations, which have produced suggested schemes of work and guidance that adhere to Government standards. Our primary school curriculum links to the Jigsaw PSHE Ltd official schemes of work, whilst our secondary school curriculum follows the guidance offered by The PSHE Association. We feel that these organisations offer the most effective guidance that is relevant to our school and is well responded to by our students.

In the delivery of our PSHE lessons, we broadly target two specific areas, personal well – being and economic well being. All lessons will however, deal with age appropriate information and the individual needs of the young people taken into account prior to the lesson being taught.

Personal wellbeing covers issues such as:

- Relationships education
- Sex education
- Drug and alcohol awareness
- Emotional wellbeing and mental health awareness
- Healthy lifestyle choices
- Staying safe (in reality and online).

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Economic wellbeing covers issues such as:

- Qualifications education
- Careers education
- Work based learning opportunities
- Enterprise education
- The importance of wages and budgeting
- The use of bank accounts

In addition to the above, teacher's also endeavor to communicate any current affairs topics that are thought appropriate and useful.

As stated previously, we are aware of the change in focus of the Government, particularly the new emphasis on RSE education within PSHE. We continue to believe that appropriate RSE is vital in giving young people confidence, stability and the opportunity to develop life skills that will be of benefit in the future. The importance cannot be stressed further for those young people whose experiences have led them to experience situations well beyond their years or encounter information that is frightening and unnerving.

Relationship education is taught throughout the school however, sex education is taught at specific stages. A letter or email will be sent out to parents / carers in advance of a sex education lesson, so that they have the opportunity to ask further questions or request for the young person in their care to be withdrawn from these lessons. We respect parental / carers wishes and understand that they may wish to teach their child in a way that is consistent with their personal values. Teachers will provide a suitable, alternative activity for any young person who is asked not to attend, which will run at the same time as the proposed sex education lesson.

We aim to provide an outstanding PSHE education programme by drawing on good practice, monitoring the quality and content of lessons and reviewing learning outcomes. We understand the need for consistency and the benefits of adopting a whole school approach. Staff are encouraged to talk about their ideas and their experiences in lessons, ask for guidance and share evidence of their pupils' understanding. Any safeguarding concerns that may arise in the course of the lesson must be documented and handled according to our safeguarding policy.

PSHE is not just reliant on staff input; we encourage everyone in the school community to have a voice, including the pupils in our care. We work closely with the School Council and give them the opportunity to present their views and opinions. (This follows Article 12 of the UNCRC).

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.

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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;
- 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;

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- 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; including recommendations for CPD and liaising with senior management to put this into effect.
- 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;
- 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;

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- 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.

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.

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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	

Director:	Joan Wilkes	Date:	03.04.18
Head Teacher:	Kirsty Crosby	Date:	03.04.18