



Wey Education plc  
10 Orange Street  
London  
WC2H 7DQ

[weyeducation.com](http://weyeducation.com)

# PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY



## **PSHE Policy**

### **SECTION 1: Introduction**

1.1 At Wey Education, we believe that Personal, Social, Health and Economic Education is ‘an important and necessary part of all pupils’ education’. To this end we deliver our PSHE programme as part of the core curriculum to every pupil and student from Year 5 to Year 13.

1.2 Our PSHE Education and Personal Development curriculum is designed to give pupils and students the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. It is key to our work in promoting pupils’ social, moral, spiritual and cultural development. The prime vehicle for delivering this content is the regular tutorial sessions students attend. Visiting speakers, organisations and “experts” are also a very important part of our programme. The PSHE Association PSHE Education Programme of Study covers age 8-18 and is based on three core themes within which there is broad overlap and flexibility:

#### **Core theme 1. Health and Wellbeing**

#### **Core theme 2. Relationships**

#### **Core theme 3. Living in the Wider World**

1.3 Citizenship is largely delivered via our Religious Studies programme which is a compulsory part of the Standard Core Curriculum. Some elements of Citizenship studies are not delivered via RS and are within our PSHCE programme instead.

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences

their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

### **Section 2: Aims**

2.1 At Wey Education we aim to give our pupils/students opportunities to:

Take and share responsibility, feel positive about themselves, take part in discussions in a supportive atmosphere, make real and informed choices and decisions about their own lifestyle, meet and talk



to people, develop good personal relationships, consider social, ethical and moral dilemmas, recognise and respect the diverse world in which we live, find information and advice, prepare for change, develop effective organisational skills and engender a positive, self-motivated attitude towards life

We do this because we believe in the fundamental value of these experiences.

2.2 At Wey Education all of our pupils/students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and local communities. In so doing, every pupil/student learns to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and learn to understand how they are developing personally and socially, tackling many issues that will prepare them well for adulthood.

2.3 Pupils & students also find out about main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. Respect for democracy is encouraged and support for the participation in the democratic processes, including respect for the basis on which the law is made and applied in England and other democratic countries.

2.4 They learn to understand and respect our common humanity; diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

2.5 Programmes of study can be found in appendices 1 – 7. Our programmes are tailored to the needs of our pupils/students and aim to support the diversity of our School's cultures, faiths and family backgrounds and respond quickly and appropriately to current issues or needs.

### **Section 3: Teaching and learning**

3.1 A variety of teaching strategies are used to develop relevant skills and knowledge through: developing discussion, thinking through debate, working in groups, investigation, role play, participation, learning with simulations and reflection.

3.2 Staff are aware that views of some of the issues covered within our programmes of study may be sensitive or controversial. However, whilst personal views are respected, all topics are taught

without bias. If staff feel inexperienced or unable to deliver a topic effectively then more experienced colleagues will assist. The promotion of partisan political views is precluded in the teaching of any subject in the PSHE curriculum or in other subjects.

3.3 Topics are presented using a variety of views and beliefs so that pupils/students are able to form their own informed opinions but also to respect others that may have different views. Extreme views in any form, on any topic will always be challenged and monitored carefully. The promotion of partisan political views is precluded in the teaching of any subject in the school.

### **Section 4: Resources**



4.1 Resources are provided by the PSHE Coordinator and in collaboration with other key staff and are regularly reviewed for age and content suitability.

### **Section 5: Community Based Agencies**

5.1 Outside speakers are encouraged where it is felt their expertise will add to the pupils' & students' learning experience.

### **Section 6: Monitoring and Evaluation**

6.1 A sample of Form Tutors and pupils/students evaluate each lesson to allow regular feedback to the PSHE Coordinator. The programmes of study are evaluated and reviewed at the end of each academic year.

### **Section 7: Assessment, Recording and Reporting**

7.1 Pupils are involved in self-monitoring using reviews and action plans. These are organised as part of our Records of Achievement scheme.

### **Section 8: Confidentiality**

8.1 As a general rule, a pupil/student's confidentiality is maintained unless there is a safeguarding issue. If this is the case then the School's Safeguarding and Child Protection policies must be followed and the Designated Safeguarding Lead (DSL) informed immediately.

8.2 The pupil/student will be informed that confidentiality is being breached and the reasons why. They will be supported throughout this process.

### **Section 9: Dissemination**

This policy is available on the School website. If parents would like a paper copy of this policy they should contact the school reception by telephone. There may be a small charge to cover printing/copying costs.

## **Overarching concepts developed through the programme of study**

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally, mentally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and
5. **Safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
6. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)

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7. **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
  8. **Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
  9. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
  10. **Career** (including enterprise, employability and economic understanding)
  11. **Democracy** – an understanding of how this and other fundamental British values underpin society in England, including the rule of law.

## **Essential skills and attributes developed through the programme of study**

### **Personal effectiveness**

1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
3. Resilience (including self-motivation, perseverance and adaptability)
4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
6. Self-organisation (including time management)
7. Strategies for identifying and accessing appropriate help and support
8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
9. Recalling and applying knowledge creatively and in new situations
10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

## **Interpersonal and social effectiveness**

1. Empathy and compassion (including impact on decision-making and behaviour)
2. Respect for others' right to their own beliefs, values and opinions
3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
4. Skills for employability, including
  - Active listening and communication (including assertiveness skills)
  - Team working
  - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
  - Leadership skills
  - Presentation skills
5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
6. Recognising, evaluating and utilising strategies for managing influence
7. Valuing and respecting diversity
8. Using these skills and attributes to build and maintain healthy relationships of all kinds

## **Managing risk and decision making (integral to the above)**

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions