

Barley Lane School

Hard work, humility, kindness

PSHE Policy

The member of staff responsible for overseeing and reviewing this policy is the PSHE Co-ordinator.

Date of policy February 2017

Date for review February 2019

The policy has been drawn up in consultation with all teaching staff, other school staff, parents, young people, governors, members of the wider school community and other agencies.

This policy document is freely available on request to the entire school community. The policy is referred to in the school prospectus as well as in relevant areas of the curriculum. A copy of the policy can be found in the staff handbook and on the school website.

Introduction and National Context

The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that:

- promotes the spiritual, moral, social and cultural development of young people at the school and of society
- prepares young people for the opportunities, responsibilities and experiences of adult life.

Schools have a statutory duty to promote young people's wellbeing. Barley Lane School is a place of learning and our intention is to create independent young people, it is essential that we provide the learning to enable our students to take increasing responsibility for these outcomes.

The national curriculum has three aims for all children, to become:

- successful learners
- confident individuals
- responsible citizens.

The provision of a comprehensive, developmental PSHE education programme, supported by a curriculum that provides opportunities for personal and social development, set within a 'healthy school' that models supportive behaviours and offers opportunities for young people to practise personal and social skills and make real decisions about their lifestyle, is central to Barley Lane School's response to these requirements.

PSHE education gives our students the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. Personal, Social, Health and Economic (PSHE) education is a school subject through which students develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help students to stay healthy, safe and prepare them for life and work in modern Britain. An outstanding PSHE education helps our students to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

In 2015, the UK Youth Parliament made '[A Curriculum which prepares us for Life](#)' a top priority, based on a consultation of almost a million young people. This was the third year in a row that PSHE education has been voted a priority by young people with students agreeing that PSHE education is a vital part of their preparation for life, with 92% of those who have been taught the subject believing all young people should receive high-quality PSHE lessons.

The Purpose and School Context for PSHE Education

PSHE education, together with citizenship education, is central to the development of students at Barley Lane School. The planned programme is designed to help them to deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. The

provision of a comprehensive PSHE education programme is central to achieving Barley Lane School's own aim that a whole school approach to PSHE will facilitate high quality relationships between staff and students, enabling staff to challenge and support students in becoming autonomously safer.

PSHE education provides learning that makes an essential contribution to:

- reducing or removing barriers to learning – by providing learning that promotes positive relationships and thus supports young people in reaching their full potential
- developing the key concepts, knowledge and understanding, language, skills and strategies that enable young people to make positive lifestyle choices, now and in their future
- developing the key concepts and skills that both support academic learning (*for example, team working that encourages more effective group enquiry*) and transcend it (*for example, building resilience and developing entrepreneurial skills*), and that are essential to employability in a rapidly changing global economy.

The values and ethos of the school will not only be made explicit in PSHE education, they will at times be shaped by what happens in PSHE education. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our students.

The PSHE education programme is embedded within the wider learning offered by the school to ensure that our students have positive relationships with adults, and feel valued, and that those who are most vulnerable are identified and supported.

We promote the needs and interests of all students, irrespective of gender identification, culture, ability or aptitude. Teaching pedagogy will take into account the ability, age, readiness and cultural backgrounds of the young people to ensure that all can access the full PSHE education provision. We promote empathy and encourage our students to show a high regard for the needs of others. PSHE education is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

The Key Principles that Underpin our PSHE Education Provision

Our PSHE education programme recognises that our students will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students. We liaise with local professional agencies to enable us to prioritise learning within our programme and to ensure it is relevant.

We provide PSHE education through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach.

The PSHE education programme is taught within an explicitly safe and supportive learning environment, where students can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

The PSHE education programme is just one part of what the school does to help our students to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities, the school's commitment to providing a 'Healthy Schools' climate and culture, and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is the responsibility of all staff, in partnership with families and the wider community. Where appropriate, the school encourages their involvement in the programme.

The purpose of each lesson is made clear and learning experiences meet the needs of all the students in the class. The programme offers a wide variety of teaching and learning styles in PSHE education, with an emphasis on active and participative learning and the teacher as facilitator.

Any information provided is realistic and relevant, and reinforces positive social norms. Learning takes a positive approach that does not attempt to induce shock or guilt, and focuses on what our students can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Students are encouraged to take responsibility for their own learning and to record their own progress. PSHE education encourages young people to reflect on their learning and the progress they have made, and to transfer

what they have learned to say and do from one school subject to another, and from school to their lives in the wider community.

The use of Visitors to the Classroom

Visitors to the classroom enrich the PSHE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning, and not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit. Any visitors will follow Barley's safeguarding and child protection protocols and will be established as credible and safe before accessing the school site.

Pupils with Additional Educational Needs

Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one-to-one basis. It is the school's policy not to withdraw students from PSHE education to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

Programme of Study

Three main strands of Personal, Social, Health Education have been identified as key to PSHE at Barley Lane; these are:

- Strand A: Living in the Wider World
- Strand B: Relationships
- Strand C: Health and Wellbeing

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

During key stages 3 and 4 personal, social, health and economic education brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability. There are two new non-statutory programmes of study at key stages 3 and 4: personal wellbeing, and economic wellbeing and financial capability. The programmes of study are based on those suggested by the National PSHE Association and build on the existing frameworks and guidelines in these areas. Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively. Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities.

There is more information on the guidance and programmes of study for all key stages on the website:

www.education.gov.uk/schools/teachingandlearning/curriculum

Monitoring and Evaluation

The PSHE Coordinator and SLT will monitor the planning, teaching and learning of PSHE education regularly. Planning will be monitored annually, and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed biannually according to the review cycle.

Confidentiality

Due to the nature of the topics covered in the PSHE education programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Assessment, Recording and Reporting

As with any learning, the assessment of our students' personal, social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme. Students do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on our students' self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

Links to other policies

Other school policies contribute to the personal, social and emotional development of pupils:

- *Sex and relationships education (SRE)*
- *Anti-bullying*
- *Drug education and the management of drug-related incidents*
- *Child protection/safeguarding*
- *Confidentiality*
- *Food and drink*
- *Promoting race equality*