

# PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY

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## Aims

We want students to develop as individuals so that they are well informed and able to make positive life choices. PSHE, delivered in tutor sessions, supports the personal and academic development of our students from Years 7 to 11 so that they are able to thrive both in school and beyond. PSHE is a key curriculum area and a driver for the realisation of our school values: Aspiration, Opportunity and Integrity.

Our aim is to empower our students so that they may understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm, and know how to lead healthy, happy and fulfilling lives, making the positive life choices with absolute integrity.

The spiralled curriculum supports the development of a Growth Mindset approach to learning and the belief that all students can achieve their personal goals and aspirations with hard work, commitment and dedication.

**Knowledge:** Our PSHE lessons build upon prior learning in Primary School and develops year on year so that age appropriate content is delivered. The Jigsaw 11-16 programme includes six units of study, each with six lessons. The programme is designed to be taught sequentially throughout the school year, one per term, as follows:

1. Being me in my world
2. Celebrating difference
3. Dreams and goals
4. Healthy me
5. Relationships
6. Changing me

The content is student driven and is inline with the most recent national guidance from the DfE, as such the programme is compliant with the statutory Relationships and Sex Education (RSE) requirements. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a health relationship looks like and what makes a good friend, a good colleagues and a successful marriage or other type of committed relationship

**Skills:** PSHE follows the Jigsaw 11-16 programme, a comprehensive and original scheme of work for 11-16 year olds. The Jigsaw approach is underpinned by mindfulness philosophy and practice and supports the PSHE (Personal, Social, Health and Economic Education) of our students while also developing resilience, mental health, emotional literacy, social and employability skills,. This is further supported by our Assembly programme and other supporting Fitz Focus sessions relating to British Values and the SMSC (spiritual, moral, social and cultural) development of students. Students are given opportunities to consider their own values, feelings and opinion and to develop understood and reasoned views and opinions. Through their work in FitzFoccus+ students also develop their personal values our Fitz Fundamentals which build upon the DFE's fundamental British Values – core life skills focused on responsibility, commonality, tolerance and diversity, mutual respect, individual liberty, democracy and the rule of law.

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**Understanding:** PSHE follows the Jigsaw 11-16 programme, a comprehensive and original scheme of work for 11-16 year olds. The Jigsaw approach ensures that the subject content is age appropriate as part of a spiral curriculum. At the end of each unit staff are able to check understanding and respond to offer further support and guidance with any common needs being addressed through assemblies or wider learning day sessions.

Students demonstrate their understanding through the completion of the lesson tasks and activities as well as the submission of feedback surveys. The understanding of the curriculum becomes a lived reality through the behaviour of students in school and in the community via the realisation of our Three R's and students being in the RIGHT Place and the RIGHT time and most importantly always doing the RIGHT thing.

Further details of the curriculum content can be found in our curriculum map for PSHE

**Within the classroom:** Students are supported to develop their knowledge and understanding across each of the Jigsaw pieces. The program has been developed for implementation at Fitzharrys with a supporting work book created for each term. These, overtime will offer a good reference source students to reflect on. The sessions are also delivered by form tutors in support of our tutors being the first point of contact for parents and students and as such means that they are well placed to support and respond to any concerns which arise in response to the topic areas / subject content.

**Beyond the classroom:** In addition to the main PSHE Jigsaw lessons a range of enrichment opportunities and activities support this work via our wider learning days. The drop down off time table sessions are focused on a range of themes which support the personal development and wellbeing. focus areas/topics include: teamwork, equality, enterprise, mental health, risky behaviour/life choices, sexual health, first aid, e-safety, life and learning, careers, revision techniques and exam preparation.

Many of these events make use external agencies and professionals including: The Abingdon Bridge, Thames Valley Police, South Central Ambulance Service / restart a heart, The NHS, Fire Brigade, Pegasus Theatre, DAMASCUS, SAFE project, Show Racism the Red Card.

The curriculum delivered is further supported by our assembly programme and other curriculum areas such as Science. The students PSHE sessions also support the wider development of students and our approach to SMSC which includes supporting the development of students cultural capitol via a weekly news quiz and 'hot spots', careers as well as their numeracy and literacy skills.

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The provision of a comprehensive PSHE programme is central to achieving our school's own aims and objectives and mission statement. PSHE provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing learning that promote positive relationships and thus supports young people in reaching their full potential
- Developing the key concepts, language, skills, strategies and understanding that enable young people to make positive lifestyle choices now and in their future
- Developing the key concepts and skills that both support (for example team working that encourages more effective group enquiry) and transcend academic learning (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, they will at times be shaped by what happens in PSHE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our young people.

The PSHE programme is embedded within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported. The school provides opportunities for children and young people to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

## Equal Opportunities

We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE provision.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

## The key principles that underpin our PSHE provision

Our PSHE programme recognises that young people will bring prior learning and real life experiences to the learning. Our programme respects and builds on these, providing a programme that reflects 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 its relevance.

We provide PSHE 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.

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The PSHE programme is taught within a safe and supportive learning environment where children and young people 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 programme is just one part of what the school does to help young people 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 schools commitment to providing a 'healthy school's' 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 supported 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 young people in the class. The programme offers a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.

Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Young people are encouraged to take responsibility for their own learning and to record their own progress. PSHE encourages young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to 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 programme by providing expert knowledge or accounts of 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 both learning prior to the visit and as follow-up to the visit.

## Pupils with additional educational needs

As far as is appropriate, pupils with special educational needs follow the same PSHE programme as all other pupils. 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 pupils with special educational needs from PSHE to catch up on other National Curriculum subjects, as we believe

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that these aspects of personal and social development are of equal importance to and underpin academic achievement.

During key stage 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. 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.

Further text detailing the guidance and programmes of study for all key stages can be found here: <https://www.gov.uk/government/collections/national-curriculum>

## Monitoring

The Heads of Year currently monitor the planning, teaching and learning of PSHE regularly. Planning will be monitored termly 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 according to the review cycle. This will be informed by survey data as well as government policy. The Assistant Headteacher will have an oversight of the overall pupil personal development programme.

## Assessment, recording and reporting

As with any learning, the assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme. Pupils do not pass or fail within this area, 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 young people's self-awareness and self-esteem and there are opportunities to record learning and progress in different ways. The impact of the PSHE programme will also be assessed through survey data.

## Links to other policies

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

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- Sex and Relationships Education (RSE)
- Anti-Bullying
- Substance misuse
- Safeguarding
- Equality
- Role of the tutor
- IAG