



P.S.H.E Policy Engage MAT

Date of ratification: June 2017.....

Date of review: June 2018.....



P.S.H.E Policy

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

Location and dissemination

This policy document is freely available on request to the entire school community or via the Engage Trust website.

The national context for PSHE education

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 prepares young people for the opportunities, responsibilities and experiences of adult life.

Schools have a statutory duty to promote young people's wellbeing. As our schools are places of learning and our intention is to create independent young people, it is essential that we provide the learning to enable our pupils 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 our schools' response to these requirements.

The purpose and school context for PSHE education

PSHE education is central to the development of the young people in our schools. The planned programmes are 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.

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The provision of a comprehensive PSHE education programme is central to achieving our Trust's own aims and objectives and mission statement. 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 Engage Trust 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 young people.

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

The schools provide opportunities for 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

The Engage Trust schools promote the needs and interests of all pupils, irrespective of gender, 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 social learning and expect our pupils 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.

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The key principles that underpin our PSHE education provision

Our PSHE education programme recognises that young people 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 pupils. Schools 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 a safe and supportive learning environment, where 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 education programme is just one part of what the schools do 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 school's commitment to providing a 'Healthy Schools' climate and culture, and the pastoral system. The schools are 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 young people 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 with the teacher as facilitator.

Young people 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.

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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 young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

The use of guests in the classroom

Guests to the classroom/school enrich the PSHE education 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. Guests 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.

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. Support assistants work with individual pupils where required, sometimes on a one-to-one basis. Given the sometimes sensitive nature of PSHE topics such as Sex and Relationships Education, schools must obtain parental permission prior to the delivery of the learning. Pupils are allowed to withdraw from the session should parents/carers so wish.

Monitoring and evaluation

The PSHE education coordinator or lead in each school will monitor the planning, teaching and learning of PSHE education 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.

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.

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Assessment, recording and reporting

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme. Young people do not pass or fail in this area of learning. They do however have the opportunity to reflect on their own learning and personal experiences, to set personal goals and agree strategies to reach them. The process of assessment is intended to have a positive impact on the young person's self-confidence, awareness and esteem. Teachers must plan and provide a range of opportunities for pupils 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)
- Rewards and relationships
- Right Choices for Learning and Life
- Anti-bullying
- Substance Misuse
- Safeguarding
- Confidentiality
- Esafety

The Engage Trust has reviewed this policy for its impact on issues of equality. The policy has been considered in relation to the following protected characteristics:

Gender

Disability

Sexual Orientation

Ethnicity

The Engage Trust has not identified any issues in relation to these protected characteristics and has carefully considered whether any element of this policy would adversely impact upon the equality of access or opportunity for any staff member or service user, and have been unable to identify any impact that would require mitigation