

Personal Social and Health Education Policy

Written by:	EC June 2018
Reviewed by:	BM, JM, MW
Applicable to:	All Staff and members of resident boarding staff households.
For review:	June 2019

Slindon College is a happy, supportive and progressive specialist school where diversity and individuality are celebrated. We are passionate in our pursuit of an individualised approach for the young people as school life can be such a different experience for each of them.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) develop in children and promote the fundamental British values in young lives. We support children to develop the knowledge; skills and understanding they need to lead confident, healthy and independent lives and become responsible citizens.

Policy Procedures

Our PSHE programme is delivered via a 50 minute PSHE lesson every week for each year group; assemblies and collapsed timetable events. It is embedded both implicitly and explicitly into subjects across the school.

Teachers are expected to deliver unbiased information and to ensure students develop their own ideas and opinions. PSHE is taught through different themes each half term which relate to 3 core themes:

- Core Theme 1 Health and Well being
- Core Theme 2 Relationships
- Core Theme 3 Living in the Wider World

Planning, Teaching and Learning

PSHE is taught using a variety of teaching styles such as:

- Discussion
- Role play
- Active learning
- Circle time
- Drama
- Using adults other than teachers
- Visits from outside agencies
- Visits to outside agencies/locations
- Videos
- Research and Investigation
- Small group work
- Debates
- Talks in assemblies

Students are facilitated to:

- Be competent in the skills for everyday living
- Listen to and see other points of view
- Be empowered with the information to make reasoned choices
- Cope confidently and effectively with unfamiliar people and situations
- Take initiative and act responsibly as an individual and member of the family, school and wider community
- Be able to reflect on past experiences which then inform decision making
- Have realistic goals and targets through a knowledge of strengths and needs
- Recognise and celebrate each other as unique beings and our individual strengths and needs
- Become aware of the rights of the child

Promoting fundamental British Values

We ensure that the fundamental British values are strongly embedded and promoted through our school development of SMSC, our PSHE whole-school approach and through everyday aspects of life.



Activities promoting British Values include:

- Mock elections and referendums
- Lessons on government, politics and the monarchy
- The Highway Code
- Visits from local police liaison officer on staying safe, abiding by the law and the consequences of breaking the law
- Lessons on human rights, diversity and equality
- Visits to different religious places of worship
- The marking of historical events/memorials such as: Remembrance Day, D-Day, Holocaust Remembrance

Promoting a healthy lifestyle

We strongly believe that a 'healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals everyday
- Organising sporting events such as the annual swimming gala and badminton tournament
- Offering a range of after school enrichment activities such as football, badminton, softball, table tennis
- Organising regular trips out in the local community

- PSHE and cookery lessons on nutrition

SRE

Age appropriate information is provided to all pupils in PSHE lessons, and in Science lessons at Key Stage 3.

Students learn about building self-esteem and being able to make the right choices. The characteristics of healthy, happy and stable relationships are discussed and promoted. The School recognises that Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the science curriculum.

Differentiation

The level of maturity and emotional development of a teaching group influences the teaching style and materials used to deliver aspects of the PSHE programme. Within each lesson the level of support given, choice of language and expected outcomes are directly related to the ability of students. Content is modified where necessary to match the developmental level of the pupils.

Continuity and Progression

An organic programme of study has been developed which takes the pupils through a route which builds on their previous skills and knowledge. Resources and government documentation is reviewed yearly to ensure an up to date and compliant curriculum is delivered.

Cross Curricular

Throughout the school, in all aspects of the curriculum, the skills of decision making, communication and working with others are being developed. Other aspects of the content of the PSHE curriculum are reinforced through National Curriculum subjects.

Assessment, recording and reporting

At our school class teachers, assess children's development and progress in PSHE by making ongoing informal judgements as they observe children. Alongside these judgements, teachers use PSHE objectives from the programme and may use straightforward questionnaires/surveys. Photographs may be taken to document student participation and evidence the learning that has taken place.

Monitoring and Evaluating

The PSHE coordinator monitors progress through formal and informal observations and through discussions with members of staff and students.

Key Stage 5 Curriculum

At Key Stage 5, PSHE is delivered through the college's 'Life Skills Programme' which remains centered on the three core themes and prepares students for life beyond school. A detailed overview can be found in the 'Life Skills Programme' document.

Monitoring by:

Head Teacher
Deputy Head Teacher
Assistant Head Teacher

Evidenced by:

Speaking to Pupils and students
Speaking to staff
Boys work

Policies are subject to continuous monitoring, refinement and audit by SLT. The Chairman of Governors undertakes an annual review of policies and of the efficiency with which the related duties have been discharged by the date stated or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

This policy has been reviewed by SLT to ensure it does not undermine British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and that it actively educates against any material or behaviours that could promote radicalisation or extremism.