



PSHE Policy

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KWS PSHE Policy

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 can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve (see our evidence briefing). The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is an essential to safeguarding pupils, as Ofsted has set out.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required 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.

Essential Skills

The intrapersonal skills required for self-management

1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)
2. Learning from experience to seek out and make use of constructive feedback

The interpersonal skills required for positive relationships in a wide variety of settings

1. **Active listening**
2. **Empathy**
3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)

Skills of enquiry

1. **Formulating questions**
2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)
3. Analysis (including separating fact from opinion)
4. **Planning and deciding**

3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)

4. Making decisions (including knowing when to be flexible)

5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful

4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)

5. Negotiation (including flexibility, self-advocacy

5. Recalling and applying knowledge creatively and in novel situations

6. Drawing and defending conclusions using evidence and not just assertion

7. Identification, assessment (including prediction) and management of risk

thinking (including generalisation, distortion of

Aims

The overarching aim for PSHE education is to provide pupils with:

☑ accurate and relevant knowledge

☑ opportunities to turn that knowledge into personal understanding

☑ opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities

☑ the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Suggested Programme of Study for Health and wellbeing

In order to develop the concepts and skills identified above, pupils should be taught:

1. how to manage transition

2. how to maintain physical, mental and emotional health and wellbeing including sexual health*

3. about parenthood and the consequences of teenage pregnancy

4. how to assess and manage risks to health and to stay, and keep others, safe

5. how to identify and access help, advice and support

6. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health

7. how to respond in an emergency including administering first aid

8. the role and influence of the media on lifestyle.

** Sexual health is included within this core theme; however it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.*

relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes. **Notes & Guidance:**

Core Theme 1. Health and wellbeing

Key Stage 3

Pupils should have the opportunity to learn:

1. to recognise their personal strengths and how this affects their self-confidence and self-esteem
2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
3. **to be able to accept helpful feedback or reject unhelpful criticism**
4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
5. the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
6. the risks associated with female genital mutilation (FGM), its status as a criminal act and sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM.
7. the importance of taking increased responsibility for their own personal hygiene
8. **the purpose and importance of immunisation and vaccination**
9. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs

Key Stage 4

Building on Key Stage 3, pupils should have the opportunity to learn:

1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others
2. to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism
3. the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)
4. strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and support
5. where and how to obtain health information, advice and support (including sexual health services)
6. to take increased responsibility for monitoring their own health (including testicular and breast self-examination)
7. how lifestyle choices affect a foetus
8. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk
9. to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes
10. about health risks and issues related to this, including cosmetic procedures

- 10.** about contraception, including the condom and pill (see also *Relationships*)
- 11.** the benefits of physical activity and exercise and the importance of sleep
- 12.** to recognise and manage what influences their choices about exercise
- 13.** the importance of balance between work, leisure and exercise
- 14.** what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)
- 15.** what might influence their decisions about eating a balanced diet
- 16.** how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self
- 17.** about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it
- 18.** ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
- 19.** a knowledge of basic first aid and life-saving skills
- 20.** to understand risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)
- 21.** the positive and negative roles played by drugs in society (including alcohol)
- 22.** factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse
- 23.** to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence
- 24.** the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke
- 25.** the safe use of prescribed and over the counter medicines

- 11.** how to recognise and follow health and safety procedures
- 12.** how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts
- 13.** about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel)
- 14.** the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke
- 15.** understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns
- 16.** the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle
- 17.** about checking yourself for cancer and other illnesses, including knowing what to do if you are feeling unwell and checking for signs of illness; and how to overcome worries about seeking help and being an assertive user of the NHS

26. the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'
27. about how to access local health services
28. about cancer and cancer prevention, including healthy lifestyles, acknowledging that childhood cancers are rarely caused by lifestyle choices.

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Core Theme 2: Relationships

Suggested Programme of Study for relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed

by online bullying) and abuse, sexual and other violence and online encounters

4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support.

Notes & Guidance: Core Theme 2. Relationships

Key Stage 3 and 4

Pupils should have the opportunity to learn:

1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise
3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
4. to explore the range of positive qualities people bring to relationships
5. that relationships can cause strong feelings and emotions (including

sexual attraction)

6. the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships

7. that the media portrayal of relationships may not reflect real life

8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)

9. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children

10. that marriage is a commitment, entered into freely, never forced through threat or coercion and how to safely access sources of support for themselves or their peers should they feel vulnerable.

11. the roles and responsibilities of parents, carers and children in families

12. how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement

13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context

14. to understand what expectations might be of having a girl/boyfriend

15. to consider different levels of intimacy and their consequences

16. to acknowledge the right not to have intimate relationships until ready

17. about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)

18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.

19. to learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)

20. about contraception, including the condom and pill (see also 'Health') and the importance of communication and negotiation in contraceptive use

21. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances

22. to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images)

Core Theme 3: Living in the wider world: economic wellbeing, careers and the world of work

Strong links with aspects of the 'Relationships' theme should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison.

Suggested Programme of Study for living in the wider world

Pupils should be taught:

- 1.** about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- 2.** how to make informed choices and be enterprising and ambitious
- 3.** how to develop employability, team working and leadership skills and develop flexibility and resilience
- 4.** about the economic and business environment
- 5.** how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

Pupils should have the opportunity to learn:

1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices
2. the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)
3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities
4. about the potential tensions between human rights, British law and cultural and religious expectations and practices
5. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored
6. about discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination
7. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognize and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations
8. about their own identity as a learner, preferred style of learning and to develop study, research and presentation and organisational skills
9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability
10. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work
11. about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
12. about different work roles and career pathways, including clarifying their own early aspirations
13. about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment
14. about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process
15. the benefits of being ambitious and enterprising in all aspects of life
16. about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit
17. about different types of business, how they are organized and financed
18. to assess and manage risk in relation to financial decisions that young people might make
19. about gambling (including on-line) and its consequences, why people might choose to gamble and how the gambling industry encourages this
20. to explore social and moral dilemmas about the use of money, (including how the choices pupils make as

