



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

PSHEE Policy Statement

Applies to:

- The whole school along with all activities provided by the School, including those outside of the normal school hours
- All staff (teaching and non-teaching), governors and volunteers working in the school

Related documents:

- Teaching and Learning Policy
- Safeguarding Policies; Child Protection and Anti-Bullying
- Equal opportunity policy
- Support for Learning policy

Availability:

This policy is made available to parents, staff and pupils in the following ways: via the School website, and at school offices from where, on request, a copy may be obtained.

Monitoring and Review:

This policy will be subject to ongoing monitoring, refinement and audit by the School's Senior Leadership Team and PSHEE co-ordinators.

Introduction

The school pays regard to the protected characteristics set out in the 2010 Equality Act (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief, sex, sex orientation).

Personal, Social, Health and Economic Education (PSHEE) contributes to the school curriculum at Newcastle School for Boys by helping to give pupils the knowledge, skills and understanding they need to become young men of excellent character. At Newcastle School for Boys, we recognise that the personal and social development

of children underpins the whole of the education process. PSHEE is not just a body of knowledge to be learnt but is a principle running through the school that should enhance the self-esteem, identity and potential of each pupil.

Through our teaching we actively promote the protection of young people and foster co-operation and understanding. Newcastle School for Boys is a safe, calm and caring environment where everyone is treated equally and their values, opinions and suggestions will always be encouraged and taken into consideration. This includes the whole school community of teaching and support staff, parents and pupils.

The philosophy underpinning PSHEE places great emphasis on the development of self-esteem. It enhances academic performance and increases the likelihood of success. People with high self-esteem are more likely to be assertive, independent and creative, behave co-operatively and take responsibility for their own actions, have self-discipline and self-respect. Due to the nature of PSHEE, this policy should be read in conjunction with the following policies adopted at Newcastle School for Boys - Teaching and Learning Policy, Safeguarding Policies; Child Protection and Anti-Bullying, Equal opportunity policy and Support for Learning policy

The rationale

Newcastle School for Boys recognises that the personal and social development of pupils is a major aim of education. Far from being on the fringes, PSHEE is a central part of the School's approach to creating young men of excellent character. As young people develop they begin to encounter more and more people from all walks of life. It therefore pays to be furnished with a global view of a world that is ever breaking down the boundaries and distances between its different cultures and beliefs. Universities seek young people who are more 'rounded', and work places increasingly advertise for candidates who can show good 'interpersonal skills' and an 'understanding of the needs of those around them.'

Newcastle School for Boys promotes a balanced and broad curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils;
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

Newcastle School for Boys embraces this as the foundation of its approach to PSHEE.

With this in mind, the PSHEE programme aims to instil an understanding in all of the pupils that academic success is not sufficient on its own for success. PSHEE is essentially concerned with the education of the whole person rather than with the knowledge that person needs.

As part of our Behaviour Management Policy, the School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment. This may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as

defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, radicalisation, new technology, substance misuse, personal relationships and personal safety.

Aims

The aim of PSHEE is to help young people understand and value themselves as individuals and as responsible and caring members of society. We want our pupils to like themselves and to feel confident. To this end we will:

- promote a healthy lifestyle;
- prepare pupils for the opportunities, responsibilities and experiences of adult life;
- offer our pupils the opportunities to achieve their physical, psychological and social potential;
- promote attitudes and behaviour which contribute to personal, family and community relationships;
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs;
- encourage the development of personal skills that enable young people to function successfully as members of society.
- promote and encourage the teaching and learning of fundamental British values.

Objectives

To enable young people to:

- develop personal autonomy by encouraging self-awareness, self-esteem, self-confidence whilst encouraging positive thinking;
- be self-reliant and self-motivated;
- be self-disciplined and accept personal responsibility and the consequences of their own actions;
- acquire a sense of social and moral responsibility;
- accept their individual feelings and emotions and those of other people;
- explore alternative ways of resolving conflict without resorting to force;
- think critically and explore different strategies for problem solving;
- make decisions and understand the effects of those decisions;
- make choices within a moral context;
- communicate clearly and express opinions confidently;
- listen to and respect the values and opinions of others;
- explore their own values and attitudes and be aware of how they arrived at them and how they impact on others;
- co-operate with others to create an atmosphere of respect and tolerance;
- exercise choice and manage their personal learning, work and leisure;
- set themselves achievable and challenging goals;

- take risks and make mistakes within a safe environment;
- adopt a healthy lifestyle;
- understand society and its political, economic and legal structures;
- be aware of world issues and the role of the individual;
- keep themselves safe;
- be aware of the risks of radicalisation and extremism.

Teaching and learning

PSHEE will be delivered as appropriate within the school week. There are also some aspects of PSHEE that can be identified by teachers across curriculum areas in individual subject areas and this holistic approach will ensure that our pupils receive a rich and varied delivery of this aspect of the curriculum.

Much of the teaching and learning achieved in PSHEE is experiential and active. It involves group activities that are motivating and stimulating. They lead pupils to explore and make their own discoveries whilst developing a range of skills. The majority of work completed in PSHEE is oral but other approaches are used, as appropriate. Lessons include a wide range of strategies and activities relevant to the age of pupils such as: **experience sharing - story telling - voting - discussion - DVDs/video clips - warm ups - individual, paired and group work - brainstorming - interviewing - role play - quizzes - games - questionnaires - worksheets - visiting speakers - circle time - drawing**

Sex and relationships education

Sex and relationships education is delivered by staff at Newcastle School for Boys. The biological aspects of sex education are included in the science curriculums.

Cross-curricular links

PSHEE permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout Newcastle School for Boys. There are particularly strong links with the science curriculum as well as literacy, geography, history and art.

Equal opportunities

All activities are planned in a way that encourages full and active participation by all pupils, irrespective of academic ability, gender, differences in culture or background.

Assessment, recording and reporting

Assessment in PSHEE is recognised as being different than in many other subjects. Emphasis is placed on self- assessment, review of group work, class discussion and written work that can rarely be marked in a conventional context. However, staff

should monitor a pupil's book as they would when checking pupils' classwork in their own subjects. Marking should demonstrate that the teacher (and pupil) value what has taken place in a lesson. There is no formal homework or requirement to give levels or grades for individual pieces of work.

Monitoring

Monitoring will be carried out by SLT and the PSHEE co-ordinators, as appropriate.

School Council

School Council representatives will be elected by their peers at the start of each academic year. A designated member of the School's senior leadership team will discuss items raised by the School Council with relevant items being raised at SLT meetings.

Support for learning provision

The nature of the topic allows for a broad range of media for delivery. Those pupils for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. As PSHEE is not currently examined or assessed, there is no call for specific support for less able pupils or setting, though it remains incumbent upon the session leader to ensure that all pupils are as involved as possible in the discussions and activities taking place.

Members of staff are aware of any home situation or social difficulty that could make some subjects more sensitive than others. The School's pastoral communications inform staff on a weekly basis of any issues that we know about that need to be considered during PSHEE sessions.

Curriculum enrichment

The School provides positive experiences through planned and coherent opportunities in the curriculum, co-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities available to pupils through the curricular and co-curricular programme, and their participation in these opportunities is prevalent.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans in order to enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the School, local and wider communities.

A variety of field trips and excursions including activities and bonding weekends are scheduled and outside speakers present to pupils on a variety of topics, during assemblies and at other arranged times.

Assemblies are used across the school to highlight areas of PSHEE. They are led by members of staff and pupils and are used as a vehicle to promote relevant aspects of the PSHEE curriculum. External speakers are invited to speak to pupils during assemblies to allow pupils the opportunity to experience a wide variety of topics and viewpoints.

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