

PERSONAL, SOCIAL & HEALTH EDUCATION POLICY

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Arnold Aims

- 1) Arnold pupils will be responsible, articulate, courteous, compassionate young people of integrity, able and willing to contribute to, and lead in, our future society.
- 2) Arnold pupils will experience a balanced academic curriculum and a rich extra-curricular programme, which together promote spiritual, moral, cultural, mental and physical development, thereby preparing pupils for the opportunities, uncertainties and responsibilities of adult life.

Policy Statement (1)

Arnold provides Personal, Social & Health Education to all pupils, in support of the school's stated aims and ethos. PSHE includes all teaching and informal activities which are planned to enhance the development of the following areas relating to personal and social issues:

- 1) The development of knowledge and understanding.
- 2) The exploration of attitudes and values.
- 3) The development of abilities and skills.

Although it is recognised that a substantial amount of personal and social education takes place throughout the curriculum it is still felt necessary to supplement this education with formal PSHE lessons. In general, these lessons explore topics which are related to the aims of PSHE but are dealt with elsewhere in the curriculum in a fragmented way, or not at all.

Arnold School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's *Equal Opportunity* policy document.

Policy Statement (2)

- 1) This policy applies to all members of the Arnold school community, including those in our EYFS setting.
- 2) Arnold implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to all interested parties in accordance with our *Provision of Information* policy.
- 4) This policy is reviewed at least annually by the Deputy Head, the Head of PSHE and the Head of Arnold Junior School, who will report to the Headmaster and Local Governing Body on its implementation on a regular basis.

Key Personnel

- 1) Mike Harding: Head of PSHE
- 2) Craig Jenkinson: Deputy Head
- 3) Katy Wright: Head of the Junior School
- 4) Lyndsay Buck: SMSCD Co-ordinator in the Junior School

PSHE in the Senior School

1 – Content

The content of PSHE lessons varies widely but is best expressed in terms of the following four strands:

- 1) Developing pupil self-knowledge, self-esteem and self-confidence, as well as responsibility, in order to make the most of their abilities.
- 2) Developing healthy, safer lifestyles.
- 3) Developing good relationships and respecting the differences between people, as well as an appreciation of and respect for their own and other cultures, including racial and cultural diversity.
- 4) Developing an awareness of active citizenship, including distinguishing right from wrong, respecting the law and having a broad general knowledge of public institutions and services in England.

Where appropriate, specialist external speakers will be used to complement the work that is undertaken in the classroom. In recent years external speakers have contributed in the following areas: online safety (CEOPS), Lancashire Police, Blackpool Road Safety Unit and Blackpool Fire Brigade.

2 – Approach & Teaching Methods

There is widespread agreement that didactic teaching methods are ineffective in PSHE. This should not be a problem as there exists a wide repertoire of active learning methods which enable pupils to develop personally and socially. These methods have in common:

- 1) A focus on active learning and pupil participation.
- 2) Placing a value on the pupils' experiences and contributions.
- 3) Teacher acting as facilitator.

Good teaching in PSHE relies heavily on choosing appropriate methods for the aim of the lesson. Examples of active learning methods are:

Starting and Ending: Whole group activities mark the beginning and ending of sessions. It is good practice to share the aims of the lesson with pupils and coming back together at the end can bring a session to a purposeful conclusion.

Climate Building and Ground Rules: In a positive climate of trust and support, pupils share their experiences, listen carefully to one another and acknowledge one another's feelings. When pupils work together it is essential to agree ground rules for how they should treat each other.

Working Together: Small group work helps pupils take responsibilities for tasks and learn about how groups function. Group work skills, such as listening, letting others contribute, negotiation and reflection, need to be taught.

Values Clarification: A number of methods enable pupils to compare their views with others and to appreciate the spread of opinion in a group. For example, pupils can form an attitude continuum according to how strongly they hold a particular attitude or actually show where they stand on controversial issues (standpoint-taking).

Consensus Building: Activities which require pupils to reach agreement about a view or course of action help them to consider ideas and concepts in progressive way, and to refine their views and negotiate until consensus is reached. Pupils learn to listen, interpret ideas, clarify language, justify different positions, compromise and take collective ownership of ideas and decisions.

Problem Solving: Everyday problem solving is a process that entails clarifying the problem, generating different solutions through brainstorming, evaluating and selecting the best solution.

Understanding Another Point of View: Acquiring empathy is an essential part of personal and social development. Done well, role play is an effective technique to help pupils put themselves in someone else's shoes.

Working with Feelings and Imagination: Around a circle, invite people to say in turn how they feel at a particular moment. Pupils need to know that they have the right to pass when their run comes. Difficult feelings can be written anonymously on slips of papers, collected and drawn out of a box to be discussed in the group.

Reflection, Review and Evaluation: Reflection is the process of looking back over an activity; review involves identifying what has been learnt and applying this understanding to future experience; evaluating enables a judgement to be made about the value of an experience to an individual and the group. Time should be set aside during and at the end of a session for the group to discuss what has happened.

3 – Assessment

Formal assessment of pupil progress in PSHE is not currently part of the programme.

4 – Staff Resources and Schemes of Work

All staff have access to a folder of resources that gives them up-to date information and clear objectives for every topic and individual lessons.

5 – Evaluation

In terms of evaluating PSHE, staff and pupils make a significant contribution at the end of each year by completing an evaluation of the course, via a pro forma.

6 – Sixth Form

The Liberal and General Studies programme in the Sixth Form develops key elements of the KS3/4 PSHE curriculum further.

7 – Sex Education

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided, without giving reasons.

Sex education provides knowledge and encourages the acquisition of skills and attitudes which will allow pupils to manage their lives in a responsible and healthy way.

a) Content

Lower School – birth to puberty; female growth and development; hygiene and cleanliness; male sexual development; human reproduction; birth processes; basic principles of contraception; HIV/AIDS; STD; Safe Sex; relationships with family and friends and emotional changes that take place.

Middle School – pregnancy; principles of contraception; HIV/AIDS; STD.

(RE GCSE - Christianity and Ethics: human sexuality and sexual relationships; chastity and sexual relationships outside of marriage, including adultery; the legal age of consent and contraception.)

Sixth Form – sexual health issues; well woman/well man; relationships; moral perspectives; valuing oneself; choices beyond age of consent; sexual responsibility; contraception; abortion; HIV/AIDS.

b) Values and Beliefs

As well as knowledge and information pupils will be encouraged to consider the importance of the following values, which are derived from the school's value system:

- a) respect and valuing themselves and others.
- b) understanding and sensitivity toward the needs of others.
- c) responsibility for their own actions.
- d) responsibility to the school, their family and the wider community.
- e) learn respect for one's body, one's dignity and similarly for others.

c) Skills and Abilities

Pupils will be helped to develop the following skills:

- a) communication including the making and keeping of relationships.
- b) assertiveness.
- c) decision-making.
- d) recognising and using opportunities to develop a healthy lifestyle.

d) Organisation

Sex education is jointly coordinated by the Head of RE and PSHE, the Head of Science, who are responsible for the overall planning, implementation and review of the programme. Delivery is through:

- a) planned aspects within the Biology, PSHE and the Religious Education curriculum.
- b) addressing moral and ethical issues which may arise from apparently unrelated topics in all subjects on the school's curriculum. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the sex education programme.

e) Teaching Approaches

A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Delivery is by:

- a) Biology teaching staff
- b) RE & PSHE teaching staff.
- c) Visiting speakers, lecturers, demonstrators.

f) Pupil Groupings

Tutorial groups are of mixed ability and gender. Pupils are taught in mixed ability and gender groups. When there is a specific need, for example members of a particular faith, arrangements would be made to teach pupils in appropriate groupings.

g) Resources

A wide range of teaching resources is available to teachers from the Head of Science, the Head of Religious Education and PSHE and Matron.

h) Time Available

Sex education may form some part of the curriculum in every year group.

There is a designated lesson of PSHE in Years 7 – 11. For visiting specialists, pupils may be directed from their normal time-tabled lessons.

In the Sixth Form, Liberal Studies offers the opportunity to discuss moral and ethical issues related to Sex Education under the guidance of visiting speakers; the General Studies programme may also cover aspects of sex education in its wider context.

Discussions on personal values and moral responsibility may result from topics and issues covered in General Studies.

Compulsory RE is time-tabled in Years 7 to 9, as well as being a GCSE option and an A level option.

i) **Specific Issues**

The following issues may occur as part of education. Staff, parents and pupils need to understand the school's procedures.

Confidentiality and Advice: Pupils will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue. At the same time it is the intention to offer sensitive and appropriate support. The following procedures will be adhered to by all adults:

- a) Disclosure or suspicion of possible abuse – staff should refer to the school's Child Protection (Safeguarding) policy.
- b) Disclosure of pregnancy or advice on contraception – staff should ensure that pupils who are in difficulty know that they can talk to an adult in the school and that they will be supported. Professional information and guidance will always be sought from a health professional. The school will always encourage pupils to talk with their parents first. The Head of Section must be consulted in the first instance, in order to consider the most appropriate way forward.

Family Life: The value of family life is an important aspect, which will be approached between the group of people, with an emphasis on ability, respect, caring and support.

As part of the sex education programme issues of contraception, HIV/AIDS, sexuality, and abortion are addressed. Facts are presented in an objective and balanced manner, with pupils being encouraged to consider their attitudes and values within the framework set out under Content.

j) **Parental Partnership**

Parents may withdraw their children from all or part of the sex education programme having been informed of its content.

k) Useful websites for staff

www.lovelife.uk.com – policies information and advice on sex and relationship issues.

www.connexions.gov.uk – provides resources and information exchange and a full online service for young people.

www.kidscape.org.uk – information and advice on all relationships issues.

www.ncb.org – information helpline on 0278 436052 – provides support and guidance on all aspects of sex and relationship education.

Senior School PSHE Topics Overview

	Year 7	Year 8	Year 9	Year 10	Year 11
Citizenship	Human rights Democracy Multicultural Community Voluntary groups Global awareness	The work of an MP Elections Local & national government Europe and the UN The Commonwealth	The media Homeless & refugees The legal system Political parties Resolving world conflict	The Law Rights, responsibilities & duties The economy Business & financial services Forms of government	Issues for family & society The Environment
Lifestyle	Physical & emotional changes Keeping clean & healthy Personal safety Drugs & the law	Free time Safety on the streets Healthy eating	Mental healthy Sexuality HIV & Aids Alcohol & smoking Safe sex	Stress Relaxation Alcohol & tobacco Illegal drugs Dealing with serious illness	STIs, HIV, AIDS, Money
Responsibility & Respect	Self Esteem and assertiveness Change & loss Managing money Respecting differences	The nature of work Bereavement & empathy Different beliefs Consumers	Which job? Careers & choices Careers advice Getting advice	Career choices It's your choice Selection criteria Preparing for work experience	Teenage Pregnancy Self analysis Target setting Revision strategies
Relationships	Friendship Family pressures Prejudice	Boyfriends & girlfriends Marriage Racism	Marriage breakdown Family problems Domestic violence	Challenging racism Skills for personal development Conflict resolution Safe sex	Marriage Responsibility Divorce Families

PSHE Year 7
Programme of Lessons
Week

- 1 Introduction
- 3 Friendship
- 5 Self-Esteem & Assertiveness
- 7 Change & Loss
- 9 Family Pressures
- 11 Respecting Differences
- 13 Prejudice
- 15 Managing Money
- 17 Drugs & the Law
- 19 Personal Safety
- 21 Keeping Clean & Healthy
- 23 Physical & Emotional Changes
- 25 Global Awareness
- 27 Voluntary Groups
- 29 Multicultural Community
- 31 Democracy
- 33 Human Rights
- 35 Conclusion & Review
- 37 Looking Forward

PSHE Year 8
Programme of Lessons
Week

- 1 Introduction
- 3 Boyfriends & Girlfriends
- 5 Marriage
- 7 Different Beliefs
- 9 Racism
- 11 Bereavement & Empathy
- 13 Free Time
- 15 The Nature of Work
- 17 Consumers
- 19 Safety on the Streets
- 21 Healthy Eating
- 23 The Work of an MP
- 25 Elections
- 27 Local & National Government
- 29 Europe & the UN
- 31 The Commonwealth
- 33 Inside the House of Commons
- 35 Drug Information
- 37 Conclusion & Review

PSHE Year 9
Programme of Lessons
Week

- 1 Introduction
- 3 Sexuality
- 5 Safe Sex
- 7 HIV & Aids
- 9 Alcohol & Smoking
- 11 Mental Health
- 13 Marriage Breakdown
- 15 Family Problems
- 17 Domestic Violence
- 19 The Media
- 21 Homeless & Refugees
- 23 The Legal System
- 25 Political Parties
- 27 Resolving World Conflict
- 29 Which Job?
- 31 Careers & Choices
- 33 Careers Advice
- 35 Getting Advice
- 37 Conclusion & Review

PSHE Year 10
Programme of Lessons
Week

- 1 Skills for Personal Development
- 3 Conflict Resolution
- 5 Stress
- 7 Relaxation
- 9 Career Choices
- 11 It's Your Choice
- 13 Selection Criteria
- 15 Preparing for Work Experience
- 17 Alcohol & Tobacco II
- 19 Illegal Drugs
- 21 Safe Sex II
- 23 Dealing with Serious Illness
- 25 The Law
- 27 Rights & Responsibilities
- 29 Duties
- 31 The Economy
- 33 Business & Financial Services
- 35 Study Skills
- 37 Conclusion & Review

PSHE Year 11
Programme of Lessons
Week

- 1 Self Analysis Target Setting
- 3 Thinking about your Future
- 5 Interviews
- 7 Analysing Career Trends
- 9 Making My Choice
- 11 Families
- 13 Issues for the Family & Society
- 17 Marriage, Separation, Divorce
- 19 How are my GCSEs shaping up?
- 21 Teenage Pregnancy
- 23 Issues of Life & Death
- 25 Revision Strategy I
- 27 STIS, HIV, AIDS
- 29 The Risky Money-go-round
- 31 The Secure Money-go-round
- 33 Revision Strategy II
- 35 The Way Forward
- 37 Conclusion & Review

PSHE in the Junior School

1 – Introduction

We deliver PSHE through:

- 1) A school ethos that values the place and contribution of all individuals to the school community and promotes self-respect and respect for others.
- 2) Assemblies (whole school, Key Stage, and class)
- 3) Timetabled PSHE lessons (alternate with assembly)
- 4) Circle time activities
- 5) Teaching of PSHE through other subject areas
- 6) Special activities and events (e.g. involvement in charitable activities, visiting speakers etc.)
- 7) Giving pupils opportunities to work in a variety of group setting.

2 – Teaching Time

There will be approximately 30 minutes of PSHE taught per week across the Key Stages. Additionally, as themes taught and discussed in PSHE are ongoing much work will be of an informal nature.

3 – Early Years

PSHE in Early Years relates to emotional well-being, feeling good about yourself, knowing who you are and where you fit in. It is also about developing respect for others, social competence and a positive disposition to learn. The Reception class follow the SEAL program which encompasses all the areas of learning within Personal, Social, Health and Emotional development. The children participate in two or three directed circle time sessions each week and assemblies on Wednesday and Thursday.

4 – Links Between PSHE and Other Subjects

PSHE contributes to many subjects within the primary curriculum and opportunities will be sought to cross reference a wide range of activities within such areas as English, R.E., P.E., and science.

5 – Resources

'I Am, I Know, I Can' is the core text for PSHE 5-11 and is available to every year group. Units of work have been organised for each term in KS1 and KS2. Staff can supplement this material from other resources available in the Staff Work Room:

- World of Alcohol (Tacade)
- World of Drugs (Tacade)
- World of Tobacco (Tacade)
- Healthy Life 4-7, 8-11
- SEAL resource file including photographs and posters
- Box files of other articles and material.

Junior School PSHE Topics Overview

	TERM 1	TERM 2	TERM 3
Reception	New Beginnings Getting On and Falling Out Say No to Bullying	Going for Goals Good to Be Me	Relationships Changes
Year 1	Me and My School Working Together Keeping Safe Developing Confidence and Responsibility	Going for Goals Good to Be Me	Relationships Changes
Year 2	Personal Targets New Beginnings Getting On and Falling Out Say No to Bullying	Going for Goals Good to Be Me	Relationships Changes
YEAR 3	Ourselves Rules - classroom and school Responsibility - home and school	Peer Pressure School Rules – health and safety Where to get help	Actions – effect on self and others Consequences - teasing, bullying and aggressive behaviour
YEAR 4	Our Opinions Value of Money	Healthy Lifestyle Spiritual, Moral, Social and Cultural Issues – understanding others	Risk and Responsibility Thinking About Others
YEAR 5	Rules Facing New Challenges Reflecting on Differences	Resolving Conflict Living in a Democracy	Healthy Living Drug Awareness Difference and Sameness
YEAR 6	Respecting Each Other Respecting Property Value of Respect	The Local Community Local Democracy Puberty	Moving On Change and Transition