

Personal, Social, Health and Education Policy (PSHE)

To be read in conjunction with:

SMSC Policy

SMSC Implementation Plan

Rationale

This policy sets to promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs as per The Education (Independent School Standards) Regulations 2014 2. (b) (ii). The staff and governors at Gradually Developing Futures (GDF) very much believe that much of what takes place in GDF contributes to the personal and social development of young people. Besides intellectual development, the governors consider that it is essential that GDF should concern itself with the personal, social and emotional development of its students. By its very nature personal, health and economic education permeates the whole curriculum, both the formal and the informal. PSHE in its broadest sense is part of every student's entitlement through a curriculum that promotes these ends. It is, therefore, the responsibility of all teachers and a major priority for GDF's Leaders.

Policy

Personal Social, Health and Economic Education (Personal Wellbeing) provides a vital foundation for the personal development of young people in preparing them for adult life. PSHE is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life.

Students develop knowledge, skills and understanding in the following areas:

- developing confidence and responsibility and making the most of their abilities
- developing a healthy, safer lifestyle
- developing good relationships and respecting the differences between people

Aims

The overarching aim for PSHE education is to provide students 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 and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.



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Roles and Responsibilities

The subject leader will ensure:

- the overall planning, implementation and review of the programme
- that teachers are aware of, and are responding to, local guidelines and national policy statements in relation to PSHE
- organising the delivery of PSHE through a team of dedicated professionals
- that a variety of teaching approaches will be used to give students relevant information, to enable issues to be explored, and to acquire appropriate skills

Organisation

- Students are taught in mixed ability, mixed age and mixed gender groups
- A wide range of teaching resources are available to teachers and for inspection by parents through the subject leader
- PSHE resources are user friendly with detailed lesson plans and guidance on the delivery
- Further delivery is through events, educational visits, careers guidance, work experience, pastoral care and guidance, the assembly programme, student voice, and through teaching and learning in other subject areas
- GDF uses the Jigsaw PSHE Curriculum and a range of resources that are approved by the PSHE Association, where applicable.

Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods. Including:

- effective starting and ending strategies
- high order questioning skills
- climate building and ground rules
- working together
- values clarification
- information gathering and sharing
- consensus building
- problem solving
- understanding another point of view
- working with feelings and imagination
- reflection, review and evaluation
- circle time
- drama and role-play
- discussion and debate



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Staff CPD is a priority in this area, particularly in light of new recommendations and statutory requirements in relation to relationship education

Review

This policy will be reviewed on an annual basis as a minimum. Next review date 01.09.2025



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