

Cognita Schools Ltd

Personal, Social and Health Education Policy

Meoncross School

Including EYFS



Reviewed February 2017

AIMS AND VALUES

MEONCROSS IS COMMITTED TO.....

- Academic excellence
- Achievement in a wide range of activities
- Care and respect for the individual
- Creating opportunities for challenge and leadership
- Good discipline and a sense of order
- Service to others – in school and in the community

A Meoncross child, under our central tenet of **Striving for excellence**, should be;

- Responsible and considerate
- Outward looking and globally aware
- Confident and well informed
- Resilient
- Reflective
- Willing to challenge themselves and others

We aim in the delivery of all aspects of our curriculum to maximise their opportunities to develop these characteristics and these values are evident in all curriculum planning. The teaching of personal, social and health education is one tenet of this.

INTRODUCTION:

Personal, Social, Health and Citizenship Education helps pupils to lead confident, healthy and responsible lives as individuals and as members of society in a safe environment.

We actively seek to promote the needs and interests of all pupils, irrespective of gender, culture, ethnicity, ability or aptitude. Teaching will take into account the ability, age, readiness, and cultural backgrounds of our pupils to ensure that all can fully access PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others and use PSHE education as a vehicle to address diversity issues and to ensure equality for all.

Pupils gain practical knowledge and skills to enable them to deal with some of the spiritual, moral, social and cultural issues they face as they approach adulthood.

Aims of PSHE at Meoncross

- Provide the knowledge and understanding with which pupils can make informed decisions.
- Encourage discussion and active learning in school.
- Promote a sense of personal and social responsibility.
- Develop the sensitivities needed by young people to make appropriate moral judgements and choices about matters of concern to them and to others.
- Encourage young people to participate fully and effectively in the life of the community and in the institutions of society.

To achieve these aims we will:

- Have a strong school leadership team that puts a high value on the role PSHE Education in order to facilitate both a top-down as well as a bottom-up approach to the delivery of PSHE throughout the school.
- Have a whole school approach to PSHE Education, that recognises the importance of pupils receiving consistent messages about key aspects of health and wellbeing
- Have a planned and balanced delivery of PSHE Education that is well resourced and continually fed by current topics which are relevant and significant. We believe that good PSHE is holistic and works in response to the rapidly changing global environment in which we live.
- Develop and encourage partnerships with parents, carers and our local community so that pupils receive a broad experience.
- Encourage staff professional development, health and welfare
- Work with pupil support services to bring additional expertise to the curriculum and enable swift and easy referral where pupils need further support.

PSHE Curriculum in the Lower School

- The PSHE curriculum from Nursery to year 6 is shaped around three key thematic areas:
 - Living in the Wider World
 - Relationship; Myself and Others
 - Health Education and Well-Being

These thematic areas enable teachers to deliver elements of the curriculum in a variety of ways, which can be tailored to suit the needs of the pupils. In the Nursery setting, for example, PSHE may be delivered during circle time or through stories and role-playing, whereas pupils in Reception to Year 6 have dedicated PSHE lessons every week, to cover the elements within the curriculum map.

PSHE Curriculum in the Upper School

The PSHE curriculum in the Upper School is shaped around six key thematic areas, which develop those areas studied and explored in the Lower School. They also incorporate the PREVENT strategy. The key themes are: Myself and Others; Keeping Safe and PREVENT, Health Education, Economic Understanding, Citizenship and the Environment. Within these themes elements considered include:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
- Risk (to be proactively managed rather than simply avoided) and safety (including e-safety, prevention of radicalisation and other behaviour and relevant strategies in different settings)
- Diversity and equality (in all its forms)
- Rights, responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- Career (including enterprise and economic understanding).

All year groups in the Upper School, from year 7 to 11 have a dedicated lesson for PSHE every week and pupils are taught within their tutor group sets. External speakers and subject experts are also invited into school to cover certain topics and elements and these often take the form of talks or workshops. In the Sixth Form, PSHE is covered in a more holistic way during tutor time, although Sixth Former have a mandatory attendance at relevant assemblies, talks or workshops, including SRE sessions.