



# STEP Academy Trust

## PSHE Policy: Personal, Social, Health and Economic Education

**POLICY AGREED: July 2015**

**Review: July 2017**

### **Introduction**

The STEP Academy Trust Board of Directors has agreed this Policy and, as such, it applies to all Academies within the Trust. Throughout STEP Academies, we strive to meet the needs of children across the spectrum of abilities; regardless of age, gender, ethnic or social background and taking account of their individual talents and special educational needs.

To be read in conjunction with the following policies: Teaching and Learning, Assessment, Marking and Presentation, EYFS, English, Maths, Science, Computing, Arts, PE, RE, MfL, SRE and relationships, RRS and Homework.

### **Status**

PSHE is a curriculum area which teaches Personal, Social, Health and Economic education. The 2013 DFE PSHE guidance document states that PSHE is, "An important and necessary part of all pupils' education. Schools should seek to use PSHE education to build, where appropriate, on statutory content outlined in the national curriculum and in statutory guidance on drug education, financial education, SRE, and the importance of physical activity and diet for a healthy lifestyle."

Improving children's social and emotional skills is the first step to academic learning. With a repertoire of these skills in place, children can become life-long learners. STEP Academies are expected to tailor a PSHE programme which reflects the needs of their pupils, in order to equip children with a sound understanding of risk, and with the knowledge and skills necessary to make safe and informed decisions.

### **Ethos**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education; it enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of our Academies and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through, for example, our school council, RRS Warriors, ECO Warriors, Head girls and boys and pupil advocates. We teach our children about their rights and responsibilities.

### **Aims and Objectives**

PSHE aims to equip children with the knowledge and life skills they need for their immediate and long term futures. We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- make informed choices about dealing with risks and meeting challenges now and in the future
- value the achievements they make, and the achievements of others
- behave in a socially and morally acceptable way including towards authority and each other
- become involved in the life of their community

- know about democracy and how to be active citizens, know about economic wellbeing and decide on values by which they want to live their lives.

**Teaching of PSHE:** PSHE is provided through a combination of discrete provision within separate curriculum time and explicit opportunities in other curriculum subjects e.g. through the IPC, when teaching about local environmental issues in Geography, Growing and Life Cycles in Science and Health Education in PE. As there is a large overlap between the programme of study for Religious Education and the aims of PSHE, we also teach PSHE through our Religious Education lessons. PSHE in the Foundation Stage is an integral part of the topic work covered during these important first years at school. Our teaching in of PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

**Organisation of PSHE:** PSHE is an umbrella subject which includes the key areas of: emotional health and well-being, drug education, citizenship and financial capability, SRE (sex and relationship education) and the importance of physical activity and diet for a healthy lifestyle.

**Emotional Health and Well Being:** All STEP Academies are Rights Respecting Schools (RRS) or are working towards becoming one and follow the UNICEF programme. This is a comprehensive scheme which allows teachers to promote children's emotional development through discussion and debate of key values. Over a two year rolling programme the whole school focuses on a different value each half term: Co-operation, Tolerance, Honesty, Respect, Freedom, Responsibility, Love, Unity, Simplicity, Humility and Happiness (See RRS Policy).

**Healthy Lifestyle:** All Step Academies follow the criteria to achieve Healthy Schools status which promotes healthy lifestyle choices.

**Sex and Relationships Education (SRE):** The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood (see SRE Policy).

**Drugs Education:** It is a vital part of all children's education that they are educated about the importance of medicines to keep them healthy and well and also the risks to health associated with alcohol, tobacco and chemical substances (see Croydon Approved Drugs SofW).

**Food:** All STEP Academies are aware of government targets to reduce childhood obesity; they follow the government Food Standard Guidelines for school lunches, breakfast and after school clubs and actively encourage healthy choices for packed lunches.

**Citizenship and Financial Capability:** Children are taught about the importance and sense of belonging to their family community, school community, local and global community during both discrete RRS lessons and separate science and humanity curriculum subjects. Many of the skills learned in PSHE are transferable to financial capability which is linked to Numeracy.

**Working with Parents and Carers:** Parents and carers are invited to join in events in school, including class and RRS assemblies and workshops on relevant themes. We involve outside agencies e.g. School Health Advisors, School Police liaison officer, dental health advisors etc. as much as possible to deliver aspects of the curriculum. Parents are regularly informed of events and developments on the school newsletter. Working with parents is a vital part of the whole school approach to PSHE and necessary pre-requisite to achieving Healthy Schools and RRS awards. STEP Academies believe that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE for our children.