



## WOODCOTE HOUSE SCHOOL

### PERSONAL, SOCIAL, HEALTH, ECONOMIC, EDUCATION (PSHEE) POLICY

#### Rationale:

PSHEE refers to those aspects of school life – its thinking, planning, teaching and organisation – explicitly designed to contribute to the process of growing up, getting on with other people, the formation of values and the preparation of the boy for responsibility in adult life. This includes helping boys to understand themselves, their behaviour, health and development, our society, their school and effective learning skills and how to make decisions and moral judgements. It happens in every classroom, in the playground, the sports hall and games field, the dining room and the library – all parts of the school throughout all sessions of the school day, from the moment the first pupil arrives in the morning to the time the last one leaves in the evening.

PSHEE is essentially concerned with the education of the whole person rather than with the knowledge that person needs and underpins all aspects of learning. Over the course of their time at the school, boys will develop confidence in their own opinions and their abilities to defend them whilst respecting those of others and they will become better informed to make choices about their own and others' behaviour and lifestyles.

The Qualifications and Curriculum Authority has defined *four* strands within PHSEE:

- to develop confidence and responsibility
- to prepare pupils to play an active role as citizens
- to develop a healthy, safer lifestyle
- to develop good relationships and respect others

Each of these strands is central to the PHSEE programme throughout the school.

The PSHEE programme in this school seeks to promote and develop the Every Child Matters (ECM) outcomes:

Be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

The PSHE Association has identified three overlapping and linked 'Core Themes' (Health and wellbeing, Relationships, Living in the Wider World). These are expressed as areas of core knowledge, understanding, language, skills and strategies, and will be taught in accordance with pupils' readiness. They are appropriate across all key stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

PSHEE education should respect and take account of pupils' prior learning and experiences. Programmes will reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. PSHEE education will be taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

PSHEE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHEE education has a rich body of knowledge which will be taught through topics. Learners need to 'know about..', 'know how to..' and also 'be able to..'.

### Aims

Through the PSHEE programme boys will:

- develop confidence in themselves as well as a sense of corporate responsibility, so that every boy has the self-belief to do well for himself but also to contribute fully at school and in his life ahead to those around him and to wider society
- be encouraged to show an awareness of others at the same time as self-discipline for themselves, and to show empathy with and enjoyment of the diverse cultures and traditions that are represented at Woodcote House and in the surrounding community and city of which the school is a part
- learn the basic rules and skills for keeping himself healthy and safe (including Internet Safety and Cyber-bullying issues) and for behaving well
- learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying
- learn about the wider world and the interdependence of communities within it
- learn how to make informed and balanced decisions on important moral, social, cultural, political and environmental issues, and those related to their own and others' health and well-being
- be encouraged to discover his own aspirations, and to develop his own ambitions and his personal targets in a sustained, determined manner
- learn about his rights, responsibilities, duties and freedoms and about laws, justice and democracy
- learn to take part in decision-making and different forms of action

- develop critical skills, consider a wide range of political, social, ethical and moral problems, and explore opinions and ideas other than his own
- learn to argue a case on behalf of others as well as himself and speak out on issues of concern

### Objectives

By the time they leave the school boys will have:

- built on their own experiences and on the early learning goals for personal, social and emotional development
- developed their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues
- become more mature, independent and self-confident
- *recognised that prejudicial behaviour on the grounds of faith, beliefs, race, gender or sexual orientation is not acceptable*
- *understood the importance of recognising and combatting discrimination*
- *understood that the right to hold other faiths and beliefs is protected in law*
- *acquired some of the knowledge, skills and understanding to prepare them to play a full and active part in society*
- *acquired a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government*
- *understood the separation of power between the executive and the judiciary, and that some public bodies can be held to account through Parliament others maintain their independence*
- *developed a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced and that living under the rule of law protects individual citizens and is essential for their well-being and safety*
- *developed an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood*
- *been equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs*
- *embraced change, feeling positive about who they are and enjoy healthy, safe, responsible and fulfilled lives*
- *learnt to recognise, develop and communicate their qualities, skills and attitudes and reflect on and clarify their own values and attitudes*

PHSEE lessons take place on during lesson 1, for the whole school, every Thursday morning.

### **Links with other Subjects**

- There are links with most other subject areas within the school curriculum. Principal amongst these are:
- Links with moral and religious education in TPR, including consideration of tolerance of and respect for those with differing religious views
- English, particularly the study of Literature, and Drama are likely to raise opportunities for consideration of many of the issues covered in PSHEE
- Many aspects of Health and Personal Development Education (including Sex Education) overlap with areas of the Science Curriculum
- Environmental issues are also raised within the Science and Geography Curricula
- In both Geography and History pupils will encounter peoples of different cultural, ethnic and/or religious beliefs to their own
- The PE and Games Curriculum will cover aspects of personal health and fitness.

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