

NEW INDIAN SCHOOL

RAS AL KHAIMAH



PSHE POLICY

Signed:

Principal:

Date:04/04/2022

ICT Co-Ordinator:

Date:04/04/2022

PSHE – Personal, Social, health and Economic education.

Why PHSE -Children's attitudes to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. Our school Contexts for Learning Curriculum aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life.

Rationale for PSHE:

Personal, Social and Health Education (PSHE) helps pupils to lead confident, healthy and responsible lives as individuals and members of society. Through work in lesson time and a wide range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. PSHE gives pupils opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops pupils' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

Aims: The school curriculum aims to provide opportunities for all pupils to learn and to achieve. The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Core themes:

1. Health and Wellbeing

2. Relationships

3. Living in the Wider World.

Methods:

- Circle Time.
- Drama and role-play.
- Discussions and debates.
- Problem solving activities.

Roles and Responsibilities

PSHE Co-ordinator

- Raise awareness amongst all staff of their contribution to pupils' personal and social development and agree the overall aims, objectives, and priorities of the PSHE programme.
- Creating a PSHE programme which reflects current government guidance and legislation.
- Establish a shared view of best practice to which all pupils are entitled.

Governors

- To ensure that an up to date PSHE policy is in place;
- To ensure the PSHE policy is made available to parents and for inspection.
 - To ensure the policy and programme reflect the whole school approach.
- To ensure the policy has been reviewed and evaluated bi-annually.

Teachers

- To ensure they deliver PSHE lessons in line with the school's PSHE policy and other relevant school policies.
- To contribute to the evaluation of the PSHE programme.
- To assess learner progress against the agreed learning outcomes.
- To communicate with parents/carers when appropriate/necessary.

Core Themes

Health and Wellbeing

1. How to manage transition.
2. How to maintain physical, mental, and emotional health and wellbeing.
3. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing and sexual health;
4. How to assess and manage risks to health; and to keep themselves and others safe;
6. How to identify and access help, advice and support;
7. How to respond in an emergency, including administering first aid;
8. The role and influence of the media on lifestyle

Relationships

1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. How to recognise and manage emotions within a range of relationships

3. How to deal with risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters
4. About the concept of consent in a variety of contexts
5. About managing loss including bereavement, separation and divorce
6. To respect equality and be a productive member of a diverse community
7. How to identify and access appropriate advice and support

Living in the Wider World

1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy.
2. How to make informed choices and be enterprising and ambitious.
3. How to develop employability, team working and leadership skills and develop flexibility and resilience.
4. About the economic and business environment.
5. How personal financial choices can affect oneself and others about rights and responsibilities as consumers.

Curriculum

Overarching Concepts

1. Identity

- a) Personal qualities, attitudes, skills attributes and achievements
- b) The things that influences these
- c) Understanding and maintaining boundaries around their personal privacy, including online

2. Relationships

- a. Different types
- b. Different settings, including online

3. A healthy, balanced lifestyle

- a. Physically, emotionally and socially
- b. Relationships, work-life, exercise and rest, spending and saving
- c. Lifestyle choices

4. Risk and safety

- a. Identification, assessment and how to manage risk
- b. Behaviours and strategies to employ in different settings, including online

5. Diversity and Equality

- a. In all forms
- b. With due regard to the protected characteristics

6. Rights, responsibilities and consent

- a. Human rights
- b. Fairness and justice
- c. Consent in different contexts

7. Change and resilience

- a. Managing change
- b. Skills, strategies and 'inner resources' that can be drawn on when facing a challenging change or situation

8. Power

- a. How it is used and encountered in a variety of contexts, including online
- b. How it manifests through behaviours including bullying, persuasion, coercion

- c. How it can be challenged or managed through negotiation and ‘win-win’ outcomes

9. Career

- a. Including enterprise, employability and economic understanding

Handling complex issues safely in the classroom:

PSHE education includes the teaching of complex, controversial and sensitive issues and teachers must be aware of how topics have the potential to be sensitive for pupils. In addition to the PSHE curriculum, there may be issues arising from the news or media which may capture pupils’ attention or cause them concern which they may wish to discuss. We feel that it is vital that our pupils are able to have these discussions and the PSHE curriculum is important in developing pupils’ knowledge, skills and confidence in complex and sensitive issues. Teachers should be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. To this end ground rules have been agreed to provide common values framework within which to teach.

The PSHE Association’s guidance on ‘Handling complex issues safely in the PSHE education classroom’ is shared with all staff who deliver PSHE and provides practical guidance on the teaching of complex and sensitive issues. This includes the following guidance: Establishing a safe learning environment: Teachers should establish a safe learning environment which helps pupils to share feelings, explore values and attitudes, express opinions and how to respect to the opinions of others. This includes:

- Establish ground rules at the start of lessons on expectations of how pupils will behave towards each other in discussions.
- Provide opportunities for small group and whole class discussions.
- Provide access to balanced information and differing views.

- Teachers are in an influential position to pupils and should therefore be cautious about expressing their own views. 6
- Be sensitive to the needs of pupils and be aware that some pupils may have direct experience of particular issues.
- Work with the school policies on safeguarding and confidentiality.
- Make pupils aware of reliable sources of support both inside and outside the classroom.

Other related policies:

All subject policies should indicate their contribution to PSHE in school. The following whole-school

support PSHE education:

- Drug Education
- Safeguarding
- Equal Opportunities
- Inclusion
- Behaviour Policy
- Health and Safety
- Bullying
- Online Safety

Resources:

To support teaching staff in the delivery of the PSHE programme, a wide range of resources and materials are provided. Links to suggested resources are included in the Schemes of Work and made available to teaching staff on the Restricted Drive. These resources are regularly reviewed and updated by the PSHE Coordinator.

Teaching Responsibility and Staff Training:

Teaching staff are given regular opportunities to develop their skills in the delivery of PSHE. They will be kept up-to-date with any changes in curriculum in line with statutory guidelines and legislation and are

provided with support and guidance on the teaching of specific issues within PSHE. Teachers of PSHE also contribute to any revisions to the PSHE programme by asking them for feedback on topics they feel should be covered with different year groups.

Sex and Relationships Education (SRE)

Sex and Relationships Education (SRE) is delivered as part of our PSHE programme. This includes learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are also taught and reinforced in other areas of the curriculum such as Science. The SRE programme which is built into the PSHE curriculum, aims to give pupils accurate information about the body, reproduction, sex and sexual health. It also gives them essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. At NIS we see Sex and Relationships Education as important in preparing young people for the physical and emotional changes they undergo at puberty and enables our pupils to make responsible and well-informed decisions about their lives. Through Sex and Relationships Education they will develop the skills and understanding needed to live confidence, healthy and independent lives.