

HASSENBROOK SCHOOL Specialist Technology College



PERSONAL SOCIAL EMOTIONAL AND HEALTH POLICY

PERSONAL SOCIAL EMOTIONAL AND HEALTH EDUCATION POLICY

INTRODUCTION

Hassenbrook School is committed to helping our pupils achieve their best and to lead confident, healthy and responsible lives as individuals and members of society. To achieve this we recognise that personal, social, emotional and health education (PSHEE) is not an additional subject but a central and essential part of the whole curriculum. It will be supported by the ethos of the school and the relationship of the school in the wider community and, as such, is reflected in our intention to achieve the *National Healthy Schools Standard*.

WHAT IS PSHEE?

'PSHEE comprises all aspects of a schools' planned provision to promote their pupils' personal and social development, including health and wellbeing' and is central to the *Every Child Matters* agenda

AIMS

Personal, social, emotional and health education aims to develop the knowledge, understanding skills and attitudes which enable pupils to fulfil the following objectives:

- * acquire healthy patterns of behaviour to keep themselves and other safe
- * develop attitudes, practices and understanding conducive to developing good relationships
- * improve their quality of life and their physical, social and emotional well-being
- * critically evaluate the social and cultural influences on health, health attitudes, values and beliefs
- * make informed choices
- * exercise their rights and responsibilities whilst developing independence
- * understand the responsibility of individuals, groups and organisations in playing an active role as members of a democratic society

THE THEMES OF THE PSHEE CURRICULUM

The following components form the basis for the PSHEE curriculum.

1. Personal Development

- a. develop self-esteem, confidence, responsibility and decision making skills
- b. improving study skills, setting goals and targets to make the most of their abilities
- c. identifying achievement and celebrating success
- d. career planning and understanding the need for lifelong learning

2. Lifestyle – health and safety

- a. drug education – use, misuse and dangers of substances such as alcohol, tobacco, medicines and other drugs, legal and illegal. Influences on choices and decisions should be considered, i.e. feelings and emotions, cultural aspects of the use of drugs, peer group pressure, societal attitudes as to what is and is not acceptable.
- b. sex education - the physical, emotional, and social aspects of an individual's development including influences e.g. peer pressure, cultural, social, economic factors; responsible attitudes, values and appropriate behaviour; the caring, loving aspects of relationships; HIV transmission and other STIs, contraception, safe sex and risks of early sexual activity
- c. safety: - the safety of the individual in different environments e.g. at home, on the road, at school, at work, during leisure activities
- d. the importance of exercise in promoting good health.
- e. nutrition - the association between diet and health; the nutritional value of various foods: the quality of food preparation and handling.
- f. personal hygiene - personal cleanliness: avoidance of disease; social considerations.
- g. mental health and well-being
- h. emergency aid

3. Relationships

- a. the value and importance of the family as a social institution - explore assumptions regarding the roles of mothers fathers and others within the family; consider alternatives to marriage, roles of friends, others; gender and equal opportunities; different kinds of relationships;
- c. keeping safe
- d. communication and conflict resolution
- e. respect and value the differences between people
- f. prejudice and discrimination
- g. the effects of poverty and socio-economic circumstances on families and health including the role of support agencies

4. Citizenship

- a. know and understand about becoming informed citizens including equal opportunities and human rights
- b. rules in school and society and the role of the Law including youth justice
- c. democracy, the government and debating
- d. UK in the world

5. Community

- a. Environmental, social and moral issues
- b. the effects of various environments on health and the means of access to facilities and support agencies including voluntary work
- c. the world of work
- d. emphasise on the school as part of the community including participation and personal involvement

SKILLS

The skills and attitudes acquired during childhood and adolescence are the foundations upon which a healthy adult lifestyle is built. The development of these should permeate all areas of the PSHEE Curriculum.

Caring	For self, others and the environment Develop personal hygiene routines Employ safe working practices Recognise/prevent hazards Basic first aid
Coping	Making and dealing with relationships Assertiveness and conflict resolution Change, physical, emotional, social living techniques Developing survival strategies Maximising quality of life
Choosing	Working with others Finding and using information services Analysing, assessing and evaluating Decision making/alternatives
Communicating	Discussing - our thoughts, ideas, feelings Sharing Listening

ATTITUDES

The following attitudes should be developed through the process and content of PSHEE across the Key Stages.

1. self-respect, self-esteem and self-confidence
2. commitment to care and improvement of own and other people's health, the health of the community and environment
3. awareness of own and other people's needs, emotions and feelings
4. willingness to explore values, beliefs and practices of different cultures and groups
5. responsible and critical attitude towards the effects of the individual and economic decisions on health and emotional well being
6. concern for the rights to health and health care, concern for justice, democracy and equality, positive attitude towards equal opportunities.

CROSS-CURRICULAR DIMENSIONS

Personal Social Emotional and Health Education requires an understanding and awareness of individual and group health needs. It is important for all staff to:-

- * combat disadvantage and provide equality of opportunity
- * deal with issues surrounding the use of sexist, racist, homophobic and patronising language
- * answer questions knowledgeably or direct the pupils to a point of reference
- * acknowledge all forms of sexuality in a positive unbiased way.

DELIVERY

The majority of the programme is delivered by core staff teams through planned modules during Citizenship, Drama, Science and R.E lessons. Form Tutors deliver a limited number of modules during Tutorial time. Some aspects of work are supported or delivered by external agencies, specialist speakers or drama groups. Staff are encouraged to share good practice in their Year Teams and to make use of the supplementary material available.

METHODOLOGY

As with all aspects of the PSHEE programme teaching methodology will be through a variety of approaches to give students relevant information through teaching and individual research. Moral issues will be explored as they arise or at a convenient designated time. Staff will decide on the most effective teaching style in the classroom and will set ground rules of mutual respect and confidentiality.

Additional Policy documents relating to PSHEE curriculum include

- 1. Sex and Relationships Education Policy**
- 2. Drug Education Policy**
- 3. Anti Bullying Policy**
- 4. Citizenship Education Policy**