



# Personal, Social, and Health Education Policy

## Context

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Quality PSHE plays an important part of the individual development of a student. Our policy is designed to emphasise the value of every individual and equip them with the information they need to make informed choices about their wellbeing. Students will develop attitudes, knowledge and skills in order to meet the Governments aims for every child, regardless of back ground or circumstance to:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well being.

Ratton schools PSHE model has been changed for the Year 2011. From September it will be taught as follows:

In Year 7: Delivered as part of Opening Minds

In Year 8: By the Drama department.

In Year 9: By the Religious Studies department.

In Key Stage 4 as part of Ethics.

This policy is not intended to detail what is taught, the Programmes of Study contain that information.

*We are committed to the principle of equal opportunity for all students and all staff. We aim to promote equal opportunity and to challenge stereotypes, combat prejudice and actively discourage any discrimination against individuals or groups on the basis of social class, race, ethnic group, nationality, religion, language, gender, marital status, family or home circumstances, sexual orientation, disability, political beliefs, trade union membership or non-membership, or age.*

Status	Non-Statutory
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## Purpose

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Ratton School is committed to high quality PSHE. We work closely with the County's Advisor for PSHE and we are seeking to improve provision in the Year 2011-12.

At Ratton School PSHE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our students. We recognise the need to work as a whole-school community to ensure a shared understanding of SRE and the values under-pinning it and to deliver an effective programme that meets the needs of our students. Although this is delivered in specific lessons it is also a whole school responsibility and tutors have an important role to play.

Our students will have the opportunity for:

- the discussion of attitudes and values;
- the development of a range of personal and social skills;
- the provision of factual information and the development of the understanding of it;

- to learn the value of respect, love and care;
- to learn to value and respect ourselves and others;
- to develop an understanding and valuing of diversity regarding for example; religion, family life, culture, gender identity and sexual orientation;
- to develop positive values and a moral framework that will guide decisions, judgements and behaviour;
- to promote a positive attitude to healthy lifestyles and keeping self-safe;
- to be aware of and comfortable with their sexuality.

Personal and social skills:

- to learn how to identify and manage emotions confidently and sensitively;
- to develop self-respect and empathy for others;
- to develop communication skills with peers, school, family and health professionals;
- to develop critical thinking, decision-making, negotiation and assertiveness skills;
- to develop an understanding of difference and an absence of prejudice;
- to develop an appreciation of the consequences of choices made;
- to develop the ability to understand the impact of external factors, such as the media, Internet, peer groups, and remain independent decision-makers;
- to learn how to assess risk and to develop strategies for keeping safe;
- to develop the ability to give and secure help;
- to behave responsibly within sexual and personal relationships;
- to learn how to recognise and avoid exploitation and abuse of self and others.

Our vision for PSHE at Ratton is congruent with the values of Respect, Integrity, Participation, Enjoyment, Excellence and Responsibility.

Consultation	<ul style="list-style-type: none"> <li>• Governors</li> <li>• Staff</li> <li>• Students</li> <li>• Parents</li> </ul>
Relationship to other policies	<ul style="list-style-type: none"> <li>• Sex and Relationship Education</li> <li>• Equal Opportunities and Racial Equality Policy</li> <li>• Food &amp; Nutrition</li> </ul>
Relationship to standard operating procedures	<ul style="list-style-type: none"> <li>•</li> </ul>

Role	Responsibility
Head Teacher	<ul style="list-style-type: none"> <li>• Ensure wide consultation for the inception and review of this policy</li> <li>• Ensure structures are in place to support the effective implementation of this policy</li> <li>• Monitor and review the effectiveness of this policy</li> </ul>
Governors	<ul style="list-style-type: none"> <li>• Monitor the implementation of this policy</li> <li>• Review this policy on an annual basis</li> </ul>
Co-ordinator	<ul style="list-style-type: none"> <li>• Curriculum Leader PSHE</li> </ul>
Learning Directors	<ul style="list-style-type: none"> <li>•</li> </ul>
Curriculum Leader KS4 Ethics	<ul style="list-style-type: none"> <li>• Will update Ratton's policy on PSHE</li> <li>• Will plan Programmes of Study and provide up to date resources for the teaching of PSHE at Key Stage 4.</li> </ul>
Leader of Year 9 PSHE	<ul style="list-style-type: none"> <li>• Will plan Programmes of Study and provide up to date resources for the teaching of PSHE in Year 9</li> </ul>
Leader of Year 8 PSHE	<ul style="list-style-type: none"> <li>• Will plan Programmes of Study and provide up to date resources for the teaching of PSHE in Year 8</li> </ul>
Leader of Opening Minds	<ul style="list-style-type: none"> <li>• Will plan Programmes of Study and provide up to date resources for the teaching of PSHE in Year 7</li> </ul>

### Arrangements for Monitoring and Evaluation

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- The school will review this policy annually to assess its implementation and effectiveness
- Feedback from students and teachers will be sought
- Advisory team help will be sought to evaluate the effectiveness of cross-curricular delivery and to provide relevant staff training
- Leadership team will monitor the effective implementation of the policy

Staff responsible for initial review of policy:	Curriculum Leader RE
Date established by Governing body:	March 2011
Date for full implementation:	June 2011
Date of next review:	June 2012

## ANNEXES

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Withdrawal from Sex Education