



THE REGENT SECONDARY SCHOOL

PSHE Policy

Reviewed by the Assistant Principal (Pastoral): October 2024

Previous Review: August 2022

Next Review: October 2025

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Introduction

Personal, social and health education (PSHE) and Service Learning is the planned provision of the personal and social development of all pupils within a healthy school. Implicit within this provision is the personal and social development of individual pupils. The acquisition of skills, attitudes and values and knowledge and understanding is essential to ensure the entitlement of all pupils to spiritual, moral, social, cultural, mental and physical development and for their preparation for the opportunities, responsibilities and experiences of adult life. Successful PSHE and Citizenship education is achieved through formal and informal learning and from experiences and relationships throughout the school.

What is PSHE?

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, makes the most of their own abilities and those of others. It is very closely linked with Every Child Matters and encompasses our work within Service Learning.

What is Service Learning?

There are 3 interrelated strands in the framework:

- Social and moral responsibility
- Community involvement
- Political literacy

These should be taught to prepare pupils to play an active role as members of a democratic society, to develop independence and responsibility, and to make informed choices about their own lifestyle.

How is PSHE and Service Learning Implemented?

PSHE is a teaching programme which will help the pupils in their personal, social and emotional development. It will bring together work we have been teaching in our PSHE curriculum and each term we will teach and link a topic across the whole school as part of the whole school assembly topics. These topics will be embedded into our PSHE curriculum. They are:

- Bullying
- Health and Me
- Goals and Dreams
- Money Management
- Relationships
- Changes

There will also be an annual topic taught during the school year called **"Say No to Bullying."**

Service Learning will help children to develop self-awareness, motivation, social skills and managing their feelings. These skills will help our children to become better learners, get on better with other people and

be responsible citizens. Pupils will be required to complete a service termly and will be closely linked to the PSHE theme.

Our ethos and PSHE curriculum ensure that we meet the 5 strands of Every Child Matters which states that every child has the right to: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, and Achieve Economic Well-being.

Aims and objectives

At The Regent School, we believe PSHE and Service Learning facilitate children to become healthier, more independent and responsible members of society.

All staff and adults in the school will help pupils acquire the skills, knowledge, understanding, values and attitudes, that underpin their personal and social development. By doing this pupils will be helped to develop a love of learning for its own sake, will become effective learners and thereby will make the most of their own and others' potential. We aim to achieve this by encouraging pupils to actively contribute to the life of the school and the local community.

PSHE will be accessible to all pupils and will encourage children to:

- Feel confident and valued within a safe environment so they can express their opinions in various contexts.
- Develop cooperation, mutual trust and respect for the values and attitudes of others.
- Take responsibility for their actions by making informed choices concerning health, safety, moral and social issues.
- Be aware of safety issues.
- Know and understand what is meant by a healthy lifestyle.
- Understand and manage their emotions.
- Sustain worthwhile relationships.
- Value themselves and respect others.
- Contribute to their communities.
- Appreciate difference and diversity.
- Participate actively in our democracy.
- Safeguard the environment.
- Enable children to be independent learners and thinkers.
- Foster a sense of belonging to the community so that children can participate with integrity.
- Work in partnership with parents.
- Enable children to be the best they can be.
- Act in the wider world in a responsible way.

Inclusion

All pupils, regardless of race, creed, gender, class, ability or disability are given the opportunity to develop their personal and social skills and understanding within a safe, supportive and inclusive environment. Teachers should be aware of the individual and differing needs of all pupils, including those with physical, emotional and learning difficulties as well as those pupils identified (or being monitored) as gifted and talented. PSHE enables pupils to learn respect and develop positive attitudes towards others. All children have equal access to the PSHE and Citizenship curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately.

Implementation and Organisation

PSHE Education is taught within a safe and positive environment and a learning agreement has been developed in consultation with the class. Lessons are well structured with clear learning outcomes and use a range of teaching and learning strategies, which encourages active learning including discussions and role-plays. We ensure that resources used to deliver PSHE are sensitive to ethnicity, gender, faith, ability and culture and do not portray stereotypical images.

PSHE Education is a subject in the curriculum, whilst elements will also be taught and embedded across the curriculum. We encourage other valued members of the community to work with us to provide advice and support to the children. E.g., fire brigade, road safety and school nurse.

We also develop PSHE Education & Service Learning through various extra-curricular activities and whole school events such as Assemblies, School Council, Charity fundraising, and guest speakers.

Curriculum content

Our programme for P.S.H.E and Service Learning encompasses materials for each year group with planning adapted to meet the needs of the pupils in those year groups. Aspects of PSHE and Service learning will also be covered within other subject teaching and in special days and weeks.

Impact

Through the teaching of P.S.H.E. pupils learn to show respect and understanding towards each other as they become citizens of the immediate and wider communities. This may be achieved through circle time, role-play activities, assemblies, visits, visitors from the community and participation in sports activities.

Social, Moral, Spiritual and Cultural (SMSC) Policy

Purpose

At the Regent School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to contribute to community cohesion. We, therefore, aim to provide an education that gives pupils the opportunity to explore and develop their values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions, and an appreciation of the diversity and richness of other cultures.

The academic and personal development and well-being of every child in our school is of paramount importance to us. This includes recognising the importance of providing a range of opportunities for our pupils to respond to what supports their spiritual, moral, social and cultural development.

Fundamental to our school's ethos is the belief that by educating the 'whole child' we are enhancing their life chances. We are aware that a focus on personal development in general and spiritual, moral, social and cultural development in particular, contributes to academic achievement since it raises motivation and self-esteem and leads to a better learning environment in which our pupils will flourish. We are committed to empowering our pupils to be confident, healthy, happy, reflective and well-informed people who are able to make informed choices and decisions.

Aims

We aim to ensure everyone connected with the school is aware of our values and principles. Also, pupils know what is expected of them and why.

Through classroom discussions, we will give the students opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g., bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally e.g., empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Spiritual, Moral, Social and Cultural Development

Whilst each dimension is outlined below separately there is a great deal of overlap between the four areas.

Pupils' **spiritual development** involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

At The Regent School, we will encourage children's spiritual development by;

- Giving children the opportunity to explore values and beliefs and how they impact people's lives.
- Encouraging children to explore and develop what motivates them and others.
- Giving children the opportunity to understand human feelings and emotions, the way they impact people and how an understanding of them can be helpful.
- Developing a climate or ethos within which all children can grow and flourish, respect others and be respected.
- Accommodating differences and respecting the integrity of individuals.
- Promoting teaching styles which value children's questions and give them space for their own thoughts, ideas and concerns.
- Enabling children to make connections between aspects of their learning.
- Encouraging children to relate their learning to a wider frame of reference, e.g. asking 'why', 'how', and 'where', as well as 'what' and 'when' and thereby being able to monitor in simple, pragmatic ways, the success of what is provided.

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

In our School, we are committed to promoting the values of:

- Honesty.
- An agreed sense of right and wrong with the confidence to stand up for what they believe in consideration for others and an appreciation of their qualities.
- "Fair play" – winners and losers – in games, rules and life.
- Drug awareness and personal safety.
- Responsibility for self and others

Learning opportunities and experiences for promoting moral development are found within:

- relationships at school including in the classroom and playground.
- our cross-curricular approach to the delivery of the P.S.H.E curriculum.
- our emphasis on all-round achievement; not only on academic success.
- the discussions surrounding children self-evaluating their progress at school.

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Pupils' **cultural development** involves pupils acquiring an understanding of cultural traditions and the ability to appreciate and respond to a variety of aesthetic experiences. They acquire respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

The School will promote cultural development through:

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum, visits out of school and visitors to the school will support this teaching.
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with different communities.
- Encouraging understanding and appreciation of the beliefs, values and customs of different cultures.

Implementation

We believe that our school provides an environment in which children's spiritual, moral, social and cultural development is allowed to flourish. We aim to ensure that the climate and values of our school are evident from the moment children, parents and guests walk in. We welcome everyone, we are proud of the achievements of those who work and learn within our walls. There is a drive for learning and respect for all.

We ensure that:

- values projected by the Board, staff and pupils have a strong moral code.
- relationships between children and staff are warm and caring.
- children and staff speak to each other with respect and courtesy.
- disputes and dissent are addressed respectfully.
- our school is clean, tidy and appealing.
- children's work is displayed.
- we offer a range of activities both in and out of the classroom.
- we welcome visitors from the wider community.
- all adults in the school see themselves as role models and act accordingly.

The aim of Personal Social Health Education is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our PSHE programme aims to prepare pupils through an age and maturity-appropriate curriculum, which will prepare them for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within developing relationships.
- Avoid being pressured into uncomfortable or dangerous situations.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality, understand differences and promote equality and diversity.
- To provide knowledge and information.
- To encourage respect and consideration for others.
- To foster self-esteem.
- To encourage personal responsibility.
- Have sufficient information and skills to protect themselves from infection.
- Be aware of sources of help and acquire the skills and confidence to access health advice and support.
- Give pupils an understanding of human reproduction, emotions and relationships, allowing them to appreciate that there are a variety of relationships and many ways in which family life can develop.
- Appropriate use of language.
- The asking and answering of personal questions. Strategies for checking or accessing information.