



PSHE Policy

Approved: October 2022

Review: October 2024

Responsibility: SLT

Rationale

Personal, Social and Health Education (PSHE) endeavours to help pupils to lead confident, healthy and responsible lives as individuals and members of society.

Through work in PSHE tutorial lessons and within a range of activities across and beyond the curriculum, we hope that pupils will gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they may 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. All children will be taught about equality and respect within the context of the Equalities Act 2017 which details a full range of protected characteristics.

It also develops students' well-being and self-esteem encouraging belief in their ability to succeed and enabling students to take responsibility for their learning and future choice of courses and career.

It is hoped that PSHE at Ballakermeen builds on the students' own knowledge and experiences and covers areas such as issues in politics, the law, family, the environment, relationships, values, e-safety, self-awareness, Manx society and heritage and the media.

Aims of the PSHE Programme

To enable all pupils to develop as fully as possible their interests, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged.

The programme also strives to:

- Allow pupils to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions
- Experience enjoyment of learning so that they may be encouraged to take advantage of educational opportunities later in life
- Develop appropriate skills in literacy and numeracy



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- Develop programmes of study and experiences which will enhance students' self-respect and confidence and encourage them to take responsibility for themselves and their actions
- Provide pupils with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work
- Develop social skills that are necessary to work successfully with other people both inside and outside of the school environment
- Equip pupils for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers
- Encourage appreciation of, and concern for, the Manx and global environment
- Develop interests and skills that will continue to give personal satisfaction and create wellbeing in the use of leisure time
- Establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate
- Develop a curriculum which enhances existing knowledge and experience and allows them to learn about themselves and the society in which they live through a variety of social and moral issues
- Provide pupils with the experience of school as a caring, inclusive and supportive community where life is enjoyable and there is equal provision of opportunity regardless of gender, race, culture or ability
- Enable pupils to make informed choices when considering the development of a healthy and safer lifestyle
- Give students the confidence to discuss difficult issues by encouraging non-judgemental participation by students and staff. Young people will learn to engage appropriately and discuss and identify discriminatory language

PSHE across the School Curriculum

At Ballakermeen we strive to provide many opportunities to promote students' personal and social development through the PSHE curriculum itself although opportunities for PSHE can be found embedded throughout the whole school curriculum:

- English – skills in enquiry and communication, use of resources, discussion and presentation of arguments, texts with personal, health and relationship issues
- Maths – aspects of financial capability
- Science – teaching and learning on health, drugs (including medicines), sex education and safety



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- Design/Technology (including, Food and Nutrition) – health, safety and hygiene issues, the consideration of social, moral and cultural dilemmas associated with the global environmental impact of products.
- ICT – finding ICT based information, handling data, e-mail for communication and exchange of ideas
- Computing – considering the ethical impact of the use of computers on our lives
- Business - developing pupils' understanding of the world of work and their role as consumers and aspects of financial capability; looking at the ethical nature of businesses, balance profit against morals; impact of employment legislation
- History – ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity including democracy
- Geography – implications of sustainable development for students' own lives, study of cultural differences, skills of geographical enquiry including communication
- Modern Foreign Languages – communication in the target language and learning about culture, customs and beliefs, exchange visits and host visits
- Art and Design – respect of the differences between people through an investigation of artists, craftspeople and designers from Europe and the rest of the world
- Music – making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and expression
- Physical Education – teaching and learning about health, safety and fitness, development of co-operation and commitment, teamwork, inter school competition
- PSHE – issues of political and social policy, diversity, equality, gender identity and racism. Students will be taught about these issues at an age appropriate level which is delivered through a spiral curriculum
- Religious Studies - religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships
- Business Studies and Economics – developing pupils' understanding of the world of work and their role as consumers and aspects of financial capability
- Assemblies (House and whole school)
- House activities
- House and School elections
- School & House charities
- Cross-curricular projects and deep learning days
- School/student Councils
- Invited Guest Speakers
- Tutorials
- Mentoring



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- Buddying
- Work with vulnerable students including social skills groups, TA key workers, games clubs at lunchtimes, school counsellors, the listening service
- Whole school events e.g. health/careers/industry days
- Educational visits and school trips & residential experiences
- School publications and the website
- Mini enterprise schemes
- Work experience
- Extra Curricular Activities

Resources and delivery

The PSHE co-ordinator, is line managed by an Assistant Head Teacher. Together, they select and maintain teaching resources needed for the PSHE programme and actively seek the involvement of the school and wider community (other education and training providers, local employers, etc.) in providing opportunities for students. Feedback on the content of the curriculum and the quality of delivery is obtained from staff and students.

Training

The PSHE co-coordinator attends relevant training sessions and regularly uses the Google Classroom platform to communicate resources and updates. The PSHE co-ordinator is also tasked with assisting staff with the deliverance of any material.

Monitoring, Review & Evaluation

Key programme activities are monitored, reviewed and evaluated on a regular basis with the active involvement of staff and students. The findings are to be presented in the report on the annual PSHE review and recommendations fed into the following year's plan.

PSHE will also be monitored and advised by the BHS Faculty Focus Programme.

Useful Links:

<https://www.pshe-association.org.uk/>

<https://www.ceop.police.uk/>

<https://www.barnardos.org.uk/>

<https://www.nspcc.org.uk/>

<https://www.brook.org.uk/>