



## Programme of Study for Personal, Social, Health and Economic Education

(based on the PSHE association Programme of Study)

### Rationale

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is an essential to safeguarding pupils.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. The three strands of PSHE – Health and Wellbeing, Relationships and Living in the Wider World - support the development and understanding of British values.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

### Aims

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

### Subject Content

The three overlapping and linked '**Core Themes**' (Health and wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. It is

important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

PSHE education should respect and take account of pupils' prior learning and experiences. Programmes should reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. PSHE education should be taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

PSHE will be taught across the curriculum for Early Years students as well as through the Personal and Social Development (PSD) strand. Primary age students will access PHSE through their department core themes where appropriate but will teach PSHE discreetly where the themes do not lend themselves to the area of PHSE to be covered, for example Sex and Relationship Education.

### **British Values**

PHSE Policy and curriculum will also include aspects of the British Values agenda in the form of Democracy. We at St Giles School greatly value the ideals and principles of democracy. We feel it is important that our students with SEND gain experiences at school that inform their understanding of the democratic process. We feel that the PHSE curriculum is an ideal vehicle within which to explore this subject.

In order to support the students to understand and participate in the democratic process once they leave school, we feel that students would benefit from having the opportunity to explore democracy in action in a way that is familiar to them within the school's current structures.

To this end, we would like to introduce an election style process to the awarding of the Jack Petchy award. Students on all abilities and disabilities will be supported to campaign, produce a manifesto and present these to the Secondary Department in assembly. Students will be enabled to create posters, slogans, video advertising as appropriate. This will be achieved with support from the teachers, the organiser of the Jack Petchey Award and the Co-ordinator of PHSE.

### **Sex and Relationship Education**

Sex and Relationship Education will be taught as part of the PSHE programme. Parents will have the right to withdraw their children from this content; however, every effort will be made to support parents to understand the importance of this subject for their child's safety and healthy development. To this end the school will offer parents the opportunity to attend and meeting with the PSHE Co-ordinator to learn more about the types of content and materials to be used to support students and to enable them to ask questions regarding Sex Education at St Giles School. The School will ensure that Sex and relationship Education is taught at a level that is appropriate for student's ability.

### **Opportunities for PSHE at St Giles**

There are opportunities to develop PSHE themes through

- Assemblies
- Class circle times
- Creative Curriculum topics
- Timetabled PSHE sessions in KS3
- PSHE accreditation in KS4
- Special weeks
- Day to day routines

## **Subject Content**

### **Core Theme 1: Health and wellbeing**

#### **KS1 and 2**

*Pupils should be taught:*

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, such as puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

#### **With the addition of the following at KS3 and 4 if appropriate**

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing including sexual health
3. about parenthood and the consequences of teenage pregnancy
4. how to assess and manage risks to health and to stay, and keep others, safe
5. how to identify and access help, advice and support

### **Core Theme 2: Relationships**

*Pupils should be taught:*

#### **KS1 and 2**

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

**With the addition of the following at KS3 and 4 if appropriate**

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 (including in sexual relationships)
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.

**Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen**

**KS1 and 2**

*Pupils should be taught:*

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

**With the addition of the following at KS3 and 4 if appropriate**

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 and about rights and responsibilities as consumers.

### **Differentiation**

Pupils at St Giles have a very wide range of abilities and disabilities.

**All pupils** will have opportunities to take part in PSHCE related activities.

They will experience a healthy lifestyle through physical activity, cooking and eating and personal care.

They will gain an awareness of themselves and other people and be supported to build appropriate relationships with others.

They will experience a wide range of activities which explore emotions.

They will be included in the school community and be enabled to play a part in it.

**Most pupils** will develop their knowledge and understanding within the Key Stage 1 programme of study.

They will have developing independence and will be able to make simple choices about their lives and the world they live in with greater confidence.

They will be able to discuss simple issues using their preferred method of communication.

They will have a developing self-awareness and awareness of the views of others.

**Some pupils** will be able to continue to develop their knowledge and understanding through the KS2 and KS3 programmes of study.

They will be able to work with their peers to take part in group discussions independently, research aspects of PSHCE and relate the content of their learning to their lives and the wider community they live in.

### **Assessment, recording and reporting**

Staff will record evidence for each programme of study to show what each child can do, knows and understands.

Evidence will include dated observations, annotated photos, examples of work and activity sheets.

A running record throughout KS1, 2 and 3 will be kept to show progress against the key areas key areas of PSHCE. At KS4 pupils will be assessed against national accreditation.