

# RED ROSE SCHOOL PERSONAL, SOCIAL, HEALTH & ECONOMIC (PSHE) POLICY

Updated: November 2019

Sec2 Chapter

# 2

## OUR VALUES STATEMENT

Personal development, including the spiritual and moral development, of our pupils is key to their ability to believe in themselves, where their positive self-esteem will enable them to learn and become valuable members of the school and their wider 'life-circle' communities. The values and attitudes that we instill in our pupils, including our core British and 'radicalize-never' values, the celebration and tolerance of differences and equality will produce 'rounded' young persons who are able to take their place as active citizens who have a yearning to become active 'givers' to society rather than 'takers'.

References:

**DfE: Personal, Social, Health and Economic (PSHE) education: a review of impact and effective practice; March 2015**

While it concentrates on curricular opportunities for PSHE education, it should **be acknowledged that the broader life of the school** (such as pastoral systems and extracurricular/leisure time) **can substantially contribute to PSHE outcomes.**

**DfE: Relationships, Sex & Health Education Sep 19**

### Overview of the Impact of PSHE Education

- The evidence shows that PSHE education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.
- Taking a whole school approach to health and well-being is linked to pupils' readiness to learn. A recent review of the link between pupil health and wellbeing and attainment advocated promotion of health and well-being as an essential element of a school's effectiveness strategy (Public Health England, 2014).
- While the evidence of economic well-being is less well-researched, careers education, information, advice and guidance interventions can make a difference to pupils, including increased self-confidence and enhanced decision-making skills which can act as precursors to longer-term socio-economic outcomes (Hughes & Gration, 2009).
- There are a number of mechanisms through which PSHE education can make a difference. It is commonly accepted that non-cognitive or

social skills play an important part in success at school and in employment

- PSHE education provides an opportunity to provide or enhance skills such as perseverance, conflict resolution, emotional intelligence, self-management, self-respect, team work, locus of control, time and stress management.
- A review of the impact of pupil behaviour and well-being on educational outcomes, as rated by their parents, found that pupils with greater emotional, behavioural, social, and school well-being had, on average, higher attainment and were more engaged with their schooling, even after controlling for variables such as deprivation (Gutman & Vorhaus, 2012).

### **What is PSHE education?**

PSHE education is a planned programme of school-based learning opportunities and experiences that deal with the real life issues children and young people face as they grow up. It comprises two strands: personal wellbeing and economic well-being.

The personal well-being strand can cover issues such as:

- relationships and sex education;
- drug and alcohol education;
- personal health and well-being;
- diet and healthy lifestyle; and
- safety education.

In addition, an economic well-being strand can cover issues such as:

- careers education;
- work-related learning;
- enterprise education; and
- financial capability.

The framework (key stage 1/2) and programmes of study (key stage 3/4) for PSHE education are non-statutory, although some aspects do have a statutory basis, such as sex and relationships education, drug education, careers education (key stage 3/4) and work-related learning (key stage 4). Schools are expected to plan, coordinate, monitor and evaluate their PSHE education

### **What characterises effective practice in PSHE education?**

There are several common themes which run through the research cited above which provides good evidence of effective practice in PSHE education. PSHE education should:

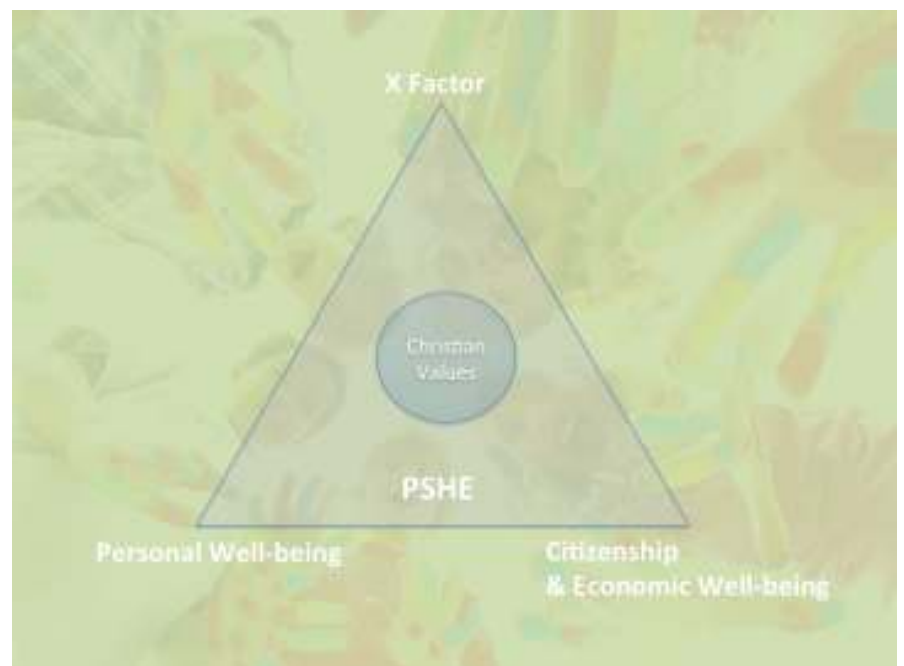
- Take a whole-school approach, engaging pupils across the curriculum while creating an environment, through the school ethos, which fosters good relationships and well-being for pupils and teachers alike;

- include lessons which are interactive, participative and engaging; pupils' views should be sought and older children can be involved in the development of curriculum programmes;
- have lessons with clear objectives, taught by someone who is trained and comfortable in their role;
- be inclusive of difference, including other cultures, ethnicity, disability, faith, age, sexual orientation and gender identity;
- start early and take a developmental approach; relevant to pupils' depending on their age and maturity;
- ensure coherence, teamwork - including involvement from other agencies (where appropriate), parents, governors and members of the wider community;
- have support from the head teacher and senior management team, which reflects a respect for PSHE education and PSHE coordinators within their school;
- an element of evaluation and monitoring of both pupil and teachers' perceptions of what leads to increased knowledge and engagement and, where possible, attempt to assess longer term outcomes.

## OUR PSHE

Our PSHE will take a three-pronged curricular approach: the 'X' factor; Personal Well-being and Citizenship & Economic Well-being. All will be set within the framework of Christian values.

PSHE reflects whole school aims to provide a caring Christian community in which our pupils can learn to respect themselves and others, as well as take responsibility for their own actions.



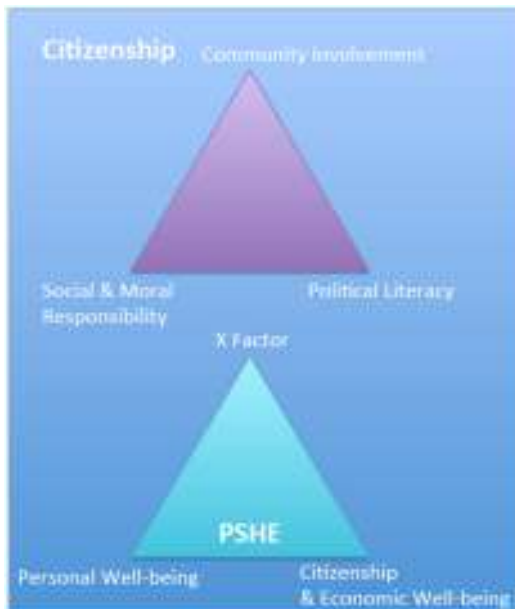


**The 'X' factor** includes the use of circle time, including conflict resolution, positive behaviour strategies and assemblies/drama. Each teacher will be expected to follow approved, age appropriate schemes of work for circle time.

In PSHE we aim to:

- ✓ prepare pupils for life after school
- ✓ develop self-knowledge and awareness
- ✓ increase the knowledge and understanding of society, its laws and systems
- ✓ enable individuals to become good citizens through the examination and evaluation of moral duties and responsibilities commensurate with living in society
- ✓ emphasise the importance of consideration for others as the most important principle of any community
- ✓ teach skills of personal decision-making, problem-solving, and self-confidence in the context of social relationships





**Citizenship** has 3 strands: social and moral responsibility; political literacy and community involvement. There is a school policy and curriculum organisation for citizenship. Teachers will follow approved schemes of work appropriate to the ages of their pupils. The school will operate and implement a community action programme called 'Bridging the generation gap'. In addition, the School will take part in international projects with schools within Europe and Africa.



**Economic Well-being** has 4 strands:

- careers education;
- work-related learning;
- enterprise education; and
- financial capability

All aspects of economic well-being are addressed within the framework of citizenship. All add the whole school approach of helping to create positive attitudes and values.





## RELATIONSHIPS & SEX EDUCATION

Effective Sex and Relationships Education (RSE) is crucial to developing and maintaining emotional and physical health.

The DFE states that Relationships & Sex Education (RSE) should be firmly rooted within the framework for PSHE. The most crucial factor in the delivery of effective RSE is how it is done. Teachers should know about policy, procedures, relevant content, facts and issues.

## DRUGS, ALCOHOL & TOBACCO

We have to prepare our pupils to lead confident, healthy, safe and independent lives. Education about drugs, alcohol and tobacco is crucial, increase their knowledge and understanding and the effects they produce thus helping them make safe and informed decisions. It helps pupils to explore their own and other people's attitudes and to develop skills such as assertiveness, communication, risk assessment and problem-solving. Drug, alcohol and tobacco education is an integral part of PSHE.

## EMOTIONAL HEALTH & WELL-BEING

All pupils should be made aware of the emotional health issues that we all face, and should be encouraged to support their peers. Within a healthy school the emotional well being of staff is equally crucial. We encourage our pupils to express and understand their feelings by openly addressing issues of emotional health and well-being.

## NUTRITION & PE

A healthy balance of foods provides the energy and nourishment everyone needs to survive and to enjoy life. Eating too little soon leads to illness, but eating too much or the wrong balance of foods can lead to problems in the long term. So it's important to get the balance right - both in the amount and in the type of foods eaten. A healthy and balanced diet in childhood can reduce the risk of anaemia



and dental decay. In the longer term, it can help to prevent ill health later in life. For example, it can reduce the risk of heart disease, obesity, stroke and some cancers. Participation in Physical Education (PE) and sport can be key to encouraging children and young people to maintain a healthy lifestyle. It can also help combat youth crime, drug abuse and play a part in the regeneration of local neighbourhoods and communities.

## SAFETY

Pupils should be able to keep themselves safe in the home, at school, while travelling, at work, in play, in sport and in leisure. Safety education helps them to recognise potential risks. Accidents are the main cause of death for children and young people, and also put more children in hospital than anything else. e-Safety, being safe online and responsible use of social media are embedded within the PSHE/ICT curriculum.



## Physical health and mental wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

We promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

## **Menstruation**

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, we should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. We will need to consider the needs of their cohort of pupils in designing this content.

## **Physical health and mental wellbeing: Primary**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should



be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

**By the end of primary school:**

See Annex A

## **Physical health and mental wellbeing: Secondary**

It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that pupils are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Pupils should be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and

being disconnected from society for those who have greater need for companionship and relationships.

Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions.

Teachers should be aware of common 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included. Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.

Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.

**By the end of secondary:**

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the content in Annex B.

## Annex A

### By the end of primary school:

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li><li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li><li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li><li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that for most people the internet is an integral part of life and has many benefits</li><li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li></ul>

	<ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of</li> </ul>

	<p>sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Annex B

### What should they know:

<p><b>Mental wellbeing</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>• that happiness is linked to being connected to others</li> <li>• how to recognise the early signs of mental wellbeing concerns</li> <li>• common types of mental ill health (e.g. anxiety and depression)</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<p><b>Internet safety and harms</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<p><b>Physical health and fitness</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>
<p><b>Healthy eating</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health</li> </ul>



	risks, including tooth decay and cancer.
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</li> <li>• the law relating to the supply and possession of illegal substances</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</li> <li>• (late secondary) the benefits of regular self-examination and screening</li> <li>• the facts and science relating to immunisation and vaccination</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries</li> <li>• life-saving skills, including how to administer CPR</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>