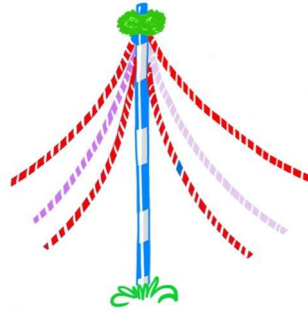


Maypole School



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY (PSHE)

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1. INTRODUCTION

Personal, Social, Health and Economic education (PSHE) at Maypole School will enable pupils to feel positive about who they are and to enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils will learn to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Pupils will learn to recognise, develop and communicate their qualities, skills and attitudes. They will build knowledge, confidence and self-esteem and make the most of their abilities. Pupils will learn to identify and articulate feelings and emotions, learn to manage new or difficult situations positively, and form and maintain effective relationships with a wide range of people.

Our aim therefore for PSHE 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 and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

At Maypole School we know that learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

2. STATUTORY REQUIREMENTS

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

Our primary pupils will be taught relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.

We must also teach health education, under the same statutory guidance.

Our secondary pupils will be taught relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.

Further details of our Relationships & Sex education is found within the Maypole School's RSE Policy.

3. CONTENT AND DELIVERY

What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

All other aspects of what we teach in terms of PSHE, including health education, are contained within the PSHE curriculum map which provides the details about what we teach in each year / Key Stage. However, broadly speaking we will deliver a curriculum that educates our pupils across the following themes:

PSHE Concept	What pupils will learn about
Identity	Their personal qualities, attitudes, skills, attributes and achievements and what influences these
Relationships	Including different types and in different settings
A healthy balanced lifestyle	Including physically, emotionally and socially (including within relationships, work-life, exercise and rest, spending and saving and diet)
Risk	To be managed rather than responsibilities simply avoided, and safety (including behaviour and strategies in different settings)
Diversity and equality	In all its forms
Rights, responsibilities	Including fairness and justice, and consent (in different contexts)
Change and resilience	The skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstances something to be managed
Power	How it is used and encountered in a variety of contexts including persuasion, bullying and negotiation
Career	Including enterprise and economic understanding

How we teach it

Our pupils will receive a weekly lesson explicitly focused on PSHE.

In addition to explicit lessons, we will deliver teaching around a range of aspects of PSHE through a range of other activities, such as:

- School trips
- Guest speakers
- Class and whole school assemblies
- Tutor sessions with teachers and support staff

The curriculum will primarily be delivered by our own teaching staff, supported where appropriate and/or necessary by specialist outside speakers, such as representatives from the health sector or emergency services for example.

In order to ensure that all of our pupils feel included and are able to access the learning, we will:

- Create a comfortable classroom climate where pupils are confident and discuss their hopes, fears and sensitive issues
- Develop a set of ground rules for the PSHE classroom
- Model good practice in the way we talk to pupils
- Provide enrichment opportunities that support and develop our pupils emotional and physical well being
- Work with external providers to provide the best possible experience and expertise for our pupils
- Remain flexible with our Curriculum and respond to issues as and when they arise.

4. ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body will hold the executive headteacher to account for the implementation of this policy.

The Executive Headteacher

The executive headteacher is responsible for ensuring that PSHE is taught consistently across the school. They will also arrange for monitoring to take place to ensure that the PSHE curriculum is being delivered in a broad and balanced way, ensuring that any views or beliefs held by any member of staff are not influencing the scope or quality of delivery.

Staff

All school teaching staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

As the school cohort expands we will appoint a suitable PSHE lead, as required.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. QUALITY ASSURANCE

The Quality Assurance of the delivery of PSHE is monitored by the Principal and Executive Headteacher, through:

- Planning checks
- Book scrutinies
- Learning walks

This policy will be reviewed annually.

6. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- SMSC Policy
- RSE Policy