



The Holt School Personal, Social, Health and Economic Education Policy

April 2017

| Version | DATE | DESCRIPTION |
|----------------|----------------|--------------------|
| 1 | September 2013 | Policy review |
| 2 | April 2017 | Policy review |

| | |
|----------------|---------------------------------|
| Reviewed | April 2017 |
| Responsibility | Mrs S Bennett & Ms A Kennedy |
| Committee | Standards & Curriculum |
| Review Date | April 2020 |

Background

We believe that all teachers have a responsibility for and are intrinsically involved in the Personal, Social, Health and Economic Education (PSHE) to which every child has a fundamental right. We believe that aspects of PSHE permeate all areas of the curriculum and school life. The responsibility for the personal and social development of every child is a shared responsibility between the school, the family and the wider community. Through work in lesson time and a wide range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood.

Aims

The main purposes of PSHE are:

- to promote an atmosphere of trust and openness in which young people can explore their attitudes and feelings without fear of threat or judgement.
- to develop an awareness of self.
- to encourage a healthy lifestyle by considering factors which promote good health in its widest sense, for example stress management and emotional awareness.
- to recognise and follow health and safety requirements and develop the skills to cope with emergency situations that requires basic first aid procedures, including resuscitation techniques.
- to provide decision making experience enabling choices to be made in a rational manner.
- to counteract and challenge racism, sexism, extremism bullying, prejudice and discrimination and take the initiative in giving and receiving support such as peer mentoring.
- to develop and practise skills such as listening which facilitate the development of personal relationships, aid academic progress and improve the overall quality of life.
- to provide opportunity to reflect on and interpret experience and consider the ultimate questions concerning the meaning and value of life.
- to develop students' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.
- to learn about the options open to them post-14, post-16, including employment and continuing education and training and about their financial implications.
to provide financial awareness, ensuring students can become competent at managing personal money using a range of financial tools and services including budgeting and saving in an ever changing society.

The topics covered in PSHE are as follows

| | |
|--|--|
| Year 7 Coping with transition into secondary school Careers (Fast Tomato) Learning Skills E-Safety Relationships including family and friends Bullying and Teasing | Year 8 Careers and enterprise Business and Enterprise skills Consumer choices Economic understanding: dealing with financial risk and reward First Aid Road Safety Drugs Peer Pressure Social Norms and Young People |
| Year 9 Careers: Personal Review Careers: Fast Tomato Careers: The labour market Preparation for Post 14 options Study skills Assertiveness and consent Balancing work, leisure and exercising Healthy living: Diet and eating disorders | Year 10 The world of work and the law Personal Finance: Savings; Debt; Credit; and Credit and Debit cards Body Image: the media and cosmetic surgery Body image and Sun Safety Friendship Groups and Peer Influence Healthy Lifestyles: Stress Management and Mental and Emotional Health |
| Year 11 Careers: Cv's; Covering Letters and Interview Techniques Preparing for Post 16 Options Healthy Lifestyles: Sex; Drugs and Alcohol Healthy Lifestyles: Taking responsibility for your own health | |

Outcome

We will know we have been successful when:-

- our students are able to assess their developing strengths and build upon them.
- our students show confidence, high self-esteem and self-reliance. They are actively involved in their own learning and are motivated to achieve.
- the school has a caring ethos clearly shown in the quality of the relationships between all members of the school community, allowing students to empathise with people different from themselves.
- our students show honesty, self-discipline and personal responsibility.
- our students are independent members of a community such as school and be included in activities to make a contribution in and around the local community which enrich and support the citizenship and Personal, Social and health education.
- our students actively wish to give and receive respect.
- our students are aware of the main obstacles to health and are prepared to make decisions based on facts.
- our students feel able to ask about sensitive issues without fear of ridicule and can communicate confidently with their peers and adults.
- our students have sufficient factual information, or the knowledge of how to access such information, to make considered decisions on matters concerning their physical social and mental well-being.