



Openshaw Islamic Grammar School For Boys (OIGS)

‘Education Can Build You’

Personal, Social and Health Education Policy

Key Information about Policy

<p>The Personal, Social and Health Education Policy has been approved and apply with in</p>	<p>Openshaw Islamic Grammar School (OIGS)</p>
<p>Date of latest review</p>	<p>December 2019</p>
<p>Date of next review</p>	<p>December 2021</p>
<p>Review Period</p>	<p>2 years</p>

1.Aims of PSHE Policy

This policy aims to make clear the role of Personal, Social and Health Education (PSHE), in providing planned learning experiences to promote the personal, social and health education of pupils and its importance in ensuring that pupils fulfil their full potential.

Learning and undertaking activities in PSHE, contribute to the achievement of 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.

PSHE curriculum helps understanding together personal, social and health education, including sex education, the social and emotional aspects of learning, with economic understanding, careers education, enterprise, financial capability and work-related learning.

(See Appendix 1)

2.Links with other policies:

- E-Safety Policy
- Behaviour Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Safeguarding (Child Protection) Policy

3.Rationale for PSHE Education

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities, pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours, and make positive contributions to their families, schools and communities.

As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex, and sometimes conflicting, values. Personal wellbeing helps pupils explore this complexity, reflect on, and clarify their own values and attitudes. They 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. Personal wellbeing makes a major contribution to the promotion of personal development.

Topics include in PSHE aims to equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, pupils begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

PSHE improves motivation and progression by helping pupils see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps pupils to aim high. Pupils build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Pupils learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

4.The PSHE Curriculum

4.1 Provision

PSHE is delivered within a whole school approach, and learning takes place through:

- Dedicated curriculum time delivered by specific faculties to ensure specialist teaching of the key concepts.
- Guided tutorial programme of activities.
- Assemblies.
- PSHE REAL (Religious, Ethical and Lifelong Learning) days.
- Extra-curricular activities and clubs.
- Weekly counselling if required.
- Having a say in decision making through student voice sessions.
- Mentors.
- Roles and responsibilities in school and the wider community.
- Fundraising and charity events.

5. Teaching Methods and Learning Approaches

Teachers are encouraged to develop a repertoire of flexible, active learning methods, which allow pupils to explore issues through school and community involvement and in a way that is challenging and relevant to their lives. We also have a dedicated PSHE coordinator, who makes sure for effective teaching and learning approaches include:

- Climate building and ground rules.
- Teamwork and group work.
- Sharing feelings and emotions.
- Information gathering and sharing.
- Drama and role-play.
- Problem solving
- Discussion and debate.
- Written responses.

6. Assessment, Recording and Reporting

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme. Teachers are required to collect evidence of learning to make a judgement about pupils' progress. This evidence might include:

- Mind-mapping.
- Display of a community action project/charity fundraising, e.g. at parent's evening.
- Presentations.
- Observation of a group discussion or group task.
- Photographs of speakers.
- Written evidence and extended writing.
- Exit cards and surveys of REAL day.
- Progress stickers.

7. Role of the PSHE Co-ordinator

The co-ordinator is responsible for:

1. Policy development - working with Senior Leadership Team (SLT) and Head Teacher to develop a:

- PSHE education policy.
- PSHE education development plan.

- System for monitoring and evaluation.

2. Curriculum planning-including:

- Drawing up a scheme of core provision
- Identifying opportunities for PSHE learning in other subjects.
- Identifying opportunities for PSHE learning beyond the classroom.

3. Managing learning and teaching-including:

- Selecting, deploying, and updating resources.
- Managing the PSHE education budget.
- supporting a PSHE teachers.
- Promoting British Values as part of the PSHE programme.

4. Liaising/communicating with:

- Senior Leadership Team.
- Subject departments.
- Pastoral leaders.
- External agencies/initiatives, for example NHS, PCT, police.

5. Monitoring and evaluation-including:

- Reviewing delivery of the PSHE education programme.
- Contributing to the school improvement plan.
- Preparing for inspection and school self-evaluation.

8.Inclusion

This school policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality, (REGARDS). This is to ensure that PSHE education is provided for, in a sensitive and non-judgemental way, which will enable all young people, staff and the wider school community, to feel valued and included in effective policy and practices.

9.Answering Difficult Questions

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school

believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE education co-ordinator concerned. (See Appendix 2)

10. Teaching Controversial Issues

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach pupil how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held, either by their class teachers, or their peers. (See Appendix 3)

11. Confidentiality

Staff cannot promise confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made. Where it is clear that a pupil would benefit from the involvement of a third party (e.g. school counsellor), staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/guardian.

An underlying principle in supporting pupils in our school is that all pupils are listened to sensitively and objectively.

12. Use of Community Based Agencies

Outside agencies (e.g. NHS Police etc) and speakers may be involved in inputting to PSHE learning opportunities and as points of referral, as support services for pupils. The school actively co-operates with other agencies appropriate to pupil needs, such as, theatre groups, the police and charities to enhance the quality of PSHE provision. Visitors who support the school will also be informed of the values held within this policy and encouraged to use the PSHE pro-forma 'Checklist for Effective Practice in PSHE'. The school will work in partnership with them for their input in PSHE learning opportunities.

13.National Healthy Schools

At MIG School, we recognise the National Healthy Schools Programme as an effective vehicle to promote PSHE, which offers an integrated whole school approach, set alongside nationally agreed criteria, looking at health and wellbeing issues in their wider sense.

A member of staff has responsibility for Healthy Schools co-ordination, reporting directly to a member of the senior leadership team.

14.Mind Matters Mentors

Pupils' mental health is of the highest importance and as such our schools PSHE programme contains content to both support those whom may suffer from mental health issues, and raise awareness amongst the pupil body. Along with the youth health champions, we have trained 'Mind Matters Mentors' used to promote mental wellbeing and to support pupils with one to one peer mentoring.

MIG School is working with local partners, agencies, theatre in education companies, LA advisers and consultants, to ensure appropriate provision in the key areas of PSHE, including Sex and Relationships Education (SRE), drug education, healthy eating, physical activity and emotional health and wellbeing.

A member of staff has responsibility for Healthy Schools and Mind Matters co-ordination, reporting directly to a member of the senior leadership team.

15. Monitoring Evaluation and Review

This policy will be reviewed by the PSHE Coordinator and SLT when appropriate. The policy will be considered and finally approved by the Governing Body.

Appendix 1:

Year 7 PSHE		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Being Me• E-safety, Anti bullying included Cyber Bullying	<ul style="list-style-type: none">• Living in a community• Relationship	<ul style="list-style-type: none">• Citizenship• Drugs Alcohol Tobacco Sex Education and Relationship

Year 8 PSHE		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Being Me• Diversity	<ul style="list-style-type: none">• Health matters• Relationship	<ul style="list-style-type: none">• Risk• Your money & Your Life

Appendix 2

Answering Difficult Questions

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground Rules and Distancing Techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No teacher or pupil should be expected to answer a personal question.
- No teacher or pupil will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- If a verbal question is too personal, the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the pupil.
- If a teacher is concerned that a pupil is at risk of abuse, the designated safeguarding officer must be informed, and the usual child protection procedures followed.

Appendix 3

Guidance on the teaching of potentially sensitive and controversial issues

Handling sensitive and controversial issues

Learning from real life experience is central to the development of social, emotional and behavioural skills. Sensitive and controversial issues are certain to arise. Pupils should not be sheltered from such issues, through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and difficult feelings. Teachers/practitioners need to be prepared to handle personal issues arising from the work, to deal sensitively with, and follow-up appropriately, disclosures made in a group or individual setting, and to know what to do in the case of a potential child protection issue. This will involve being clear about issues of confidentiality.

Issues that are likely to be sensitive or controversial, are those that have a political, social or personal impact and arouse strong feelings. Those which deal with values and beliefs, are also potentially sensitive or controversial. Issues likely to be sensitive or controversial include:

- Family and lifestyle values
- Physical and medical issues
- Law and order
- Financial issues
- Unemployment
- Environmental issues
- Bullying
- Extremism
- Bereavement

However, almost any issue can prove sensitive to specific individuals, whether they are adults or Pupils.

It is important to establish a classroom climate in which Pupils can express a point of view that may differ from those held, either by their teachers/practitioners, or their peers. Ground rules will need to include being able to listen to and learn from, the experiences of others, showing sensitivity to diversity of experience and lifestyle, respecting others' rights and taking care not to put each other down.

Teachers/practitioners need to be ready to:

- Judge when to allow pupils to discuss issues confidentially in groups and when to support by listening into those group discussions.
- Ensure that Pupils have access to balanced information and differing views with which they can then clarify their own opinions and views, including contributions made by visitors to the classroom.
- Decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that have to work within the framework of the school's values.
- Take due care of the needs of individuals in the class, when tackling issues of social, cultural or personal identity. For example, preparing individuals in advance for the content of an assembly or social, emotional and behavioural skills session or activity, if it could be particularly salient for an individual, as may be the case when working on the theme of loss where a pupil has experienced bereavement.

Ensuring balance

There is a need for balance when discussing sensitive or controversial issues and teachers/practitioners can seek to avoid bias by using the measures outlined below. However, the need for balance should not be regarded as inhibiting a clear stand against racism and other forms of discrimination. Our common values require that there are behaviours we should not tolerate, for example racism, bullying, including homophobic bullying and cruelty, are never acceptable in any form and should be challenged.

Teachers/practitioners should seek to avoid bias by:

- Trying to highlight a particular selection of facts or items of evidence in a way that gives it a greater importance than other equally relevant information.
- Actively encouraging pupils to offer alternative or contradictory interpretations of information, for example of facial expressions, conventions of deference or politeness.

- Making clear that they are not the sole authority of matters of fact or opinion.
- Helping pupils to distinguish opinions and value judgements from facts.
- Opening up opportunities for all pupils to contribute their views to a discussion, avoiding any implication by their choice of respondents.
- Challenging a consensus of opinion that emerges too easily.

The Education Act 1996, Sections 406 and 407, offers more information on the statutory requirements that ensure that children are offered a balanced presentation of opposing views on political or controversial issues, by their teachers/practitioners.

Confidentiality

Pupils occasionally make personal disclosures, either in class or to individual teachers/practitioners. For example, they may disclose that they, or their friends or relatives, are using drugs, that they are engaging in illegal activity, or that they have been abused. As there are many circumstances through which teachers/practitioners may come to possess sensitive information about pupils.

In lessons, teachers/practitioners should establish from the beginning that there is no pressure to disclose personal experiences, if children are not comfortable to do so. Equally, if children wish to discuss something personal and important to them, it is entirely appropriate for them to approach an adult individually to do so. It must be made clear that information given to a member of staff may not be held in confidence. If such a circumstance should arrive the designated safeguarding officer or a Deputy Head Teacher .