

White Trees
independent school



Personal, Social, Health Education Policy

Also see 'What we do & How we do it' & Curriculum Policy

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life, becoming positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another
- We have high expectations in everything we do

Wonderful

Excellent

Lovely

Clever

Outstanding

Magnificent

Enthusiastic

(Acronym created by White Trees pupils)

Updated August 2022

Created by White Trees Independent School, August 2022

Policy owner	White Trees School	Last review	June 2024
Date Created	August 2022	Next review	June 2025

RATIONALE

The PSHE programme at White Trees is designed to increase the pupils' understanding of the world around them; it supports pupils in being healthy, safe and prepared for modern life. It is also designed to raise awareness and enjoyment of PSHE and Citizenship while giving opportunity to support Careers Guidance. The programme is written to be adaptable to current affairs and changes that occur within the lives of the pupils as well as to help cover the SMSC and British Values agendas. It is important that the programme is adaptable enough to fit the academic and social needs of the pupils as well as the ethos of the school. The programme is key to providing the delivery of Relationships and Sex Education (RSE).

OBJECTIVES

- To provide pupils with accurate, balanced and relevant knowledge
- To provide opportunities to turn that knowledge into personal understanding
- To provide opportunities to explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- To provide the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- To provide opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.
- To provide pupils with relevant information and support to make informed decisions about their future career opportunities
- To provide opportunities for pupils to consider issues of personal safety, including the use and abuse of alcohol, drugs and other substances
- To provide opportunities for pupils to develop appropriate knowledge and behaviour to navigate the online world safely and confidently.
- To actively promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- To encourage respect for others, with particular regard to the protected characteristics set out in the 2010 Equality Act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion or belief, sex and sexual orientation, to help pupils recognise and understand their place in the family, school and community

SUCCESS CRITERIA

This policy will be considered successful if:

- Pupils acquire knowledge, skills and a progressive understanding of topics and issues addressed
- Pupils can demonstrate an understanding of what is required to be healthy, achieve economic wellbeing, stay safe, make a positive contribution and enjoy and achieve.
- Pupils have the skills, knowledge and understanding of how they can play a full and active part in society
- Pupils have an understanding of democracy, government and the rule of law

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- Pupils have mutual respect and tolerance of those with different faiths and beliefs and for those without faith.
- Pupils develop the skills, language and strategies necessary to manage the issues covered in the programme should they encounter them in their lives
- Pupils develop the confidence to express their own values and beliefs and be able to re-evaluate these in the light of new learning, experiences and evidence.
- The values and principles outlined in the objectives of the PSHE programme are inculcated in pupils and reflected in the ethos, aims and broad education provided by the school.

METHODOLOGY

Implementation

- The programme will include a weekly focus that is to be delivered in a lesson to all pupils.
- The programme of study is based on three core themes, within which there is broad overlap and flexibility:
 1. Core Theme 1 *Health and Wellbeing*
 2. Core Theme 2 *Relationships*
 3. Core Theme 3 *Living in the Wider World*
- The programme will make provision for covering the six key learning areas within the citizenship curriculum:
 1. Rights and responsibilities
 2. Democracy and government
 3. Law and justice
 4. Diversity and identity
 5. Informed action and global citizenship
 6. Managing money
- The programme will support working towards careers guidance:
 1. A stable career programme
 2. Learning from career and labour market information
 3. Addressing the needs of each student
 4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experiences of workplaces
 7. Encounters with further and higher education
 8. Personal Guidance

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- v. There will be informal opportunities for delivering topics/themes through pupil voice, wider curriculum activities, peer mentoring and additional tutor interaction.
- vi. Additional opportunities will arise through the academic curriculum in lessons where social, moral and ethical issues are addressed, for example, in Religious Studies (relationships, ethics, lifestyle and cultures), Geography and History (local area/community lifestyles and cultures), PE and Science (sex and Health Education) and English (through literary and non-literary texts).
- vii. The programme will be shared with parents and carers, with information shared via termly newsletters.
- viii. A variety of resources will be used and each will be chosen to best suit the topic/theme being delivered. All of them encourage pupils to:
1. acquire information
 2. develop skills
 3. explore attitudes and values
- ix. In all cases, delivery will ensure topics/themes:
1. are pupil centred
 2. allow pupils the opportunity to work in small and large groups in a co-operative manner
 3. give pupils the opportunity to express personal opinions in a secure environment.
 4. encourage pupils to listen and respect the views of others
 5. provide a balanced range of views, but does not promote partisan, political or religious views. Where it might be deemed appropriate to expose pupils to a particular view, they will also be exposed to a range of alternative views, providing balance.

MONITORING

- x. The programme is managed and resourced by staff responsible for teaching and learning at each site. It is closely monitored to ensure continuity and progression across the different phases of the school.
- xi. The journey of knowledge and understanding delivered through the programme should be recorded weekly on Evidence for Learning. It should evidence critical reflection and decision making, thus giving pupils the opportunity to see their thoughts develop.
- xii. Regular feedback will be invited from Tutors and pupils
- xiii. The Head of wellbeing is responsible for ensuring appropriate INSET to deliver the programme and resources
- xiv. The programme will be continually evaluated

EVALUATION

The Head of Wellbeing are responsible for evaluating effectiveness of the policy by:

- a. Reviewing the PSHE schemes of work

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- b. Reviewing feedback from pupils and staff
- c. Ensuring progression through the Schemes of Work
- d. Ensuring that the programme meets the government's mandatory requirements for PSHE and SMSC in schools

Published on	
By	
Chair of Gov Sig/Date	
Head Teacher Sig/Date	

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