

Personal, Social, Health and Economic Education (PSHE) Policy



WYCHWOOD
SCHOOL • OXFORD

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Introduction

Wychwood is a small school and we aim to offer a caring, nurturing environment in which we play our part in preparing pupils for the worlds of Higher Education, work and family life. Wychwood parents opt for this, whether consciously or subconsciously, and recognise the importance of this aspect of the school as a major contributory factor to their child's potential success and all-round education.

The school's role in PSHE should, ideally, supplement and complement that which happens in the context of the total education of the child and also include that which happens in the context of the family, both nuclear and extended. This policy should be read in conjunction with the relationships and sex education policy (RSE) and the careers policy.

What is PSHE?

PSHE is a process rather than just content in education. It fosters the development of the abilities, attitudes, skills, knowledge, understanding and potential of students in relationship to themselves and others. At Wychwood the PSHE education aims to develop positive relationships between all people, including those with the characteristics protected by the Equality Act 2010 of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Aims of PSHE at Wychwood

- To encourage self-esteem, self-understanding, self-awareness, self-confidence, self-reliance and self-discipline
- To develop a sense of fairness, co-operation and concern for others
- To help students to develop from a sense of isolation towards a sense of self beyond the school community.
- To equip students with appropriate skills to become responsible members of their family, school, community and workplace
- To prepare students for a range of relationships so that they work co-operatively with others
- To provide a sound basis from which students can make informed decisions and communicate personal views and beliefs
- To help students develop their own values and beliefs whilst respecting those of different cultural traditions
- To promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- To prevent the development of extremist attitudes.

Curriculum Objectives

1. To develop confidence, a sense of responsibility and making the most of their abilities.
2. To develop skills in listening, coping with difficult situations, developing good work habits and study skills, making informed decisions and developing an awareness of consequences.
3. To develop an awareness of a safe, healthy lifestyle.
4. To develop a positive attitude and respect for others, especially the differences between people.
5. To develop a knowledge and understanding of current issues and becoming informed citizens.

Curriculum Overview

Within the KS3 curriculum PSHE is a timetabled lesson of one period a week. In KS4 a double lesson is offered after school every other week. In KS5 PSHE is delivered through a rolling forum content supported by assemblies, cross curricular and enrichment activities. PSHE course content is centred around three core themes

1. Health and Wellbeing
2. Relationships
3. Living in the wider world

Curriculum content by year - many subjects are revisited throughout the year as links and to extend knowledge. Topics of a sensitive nature are taught in an age-appropriate way with resources that are quality marked by the PSHE Association.

	Health and Wellbeing	Relationships	Living in the wider world
Remove	<ul style="list-style-type: none"> • Healthy lifestyle • First Aid • Drugs Education • Attitudes to risk • Bullying • Emotional well being • Mindfulness 	<ul style="list-style-type: none"> • Understanding PSHE • Identity • Communities • Managing Change • Puberty • Human reproduction 	<ul style="list-style-type: none"> • Budgeting and saving • Planning for the future • How to succeed – making future plans •
Inters	<ul style="list-style-type: none"> • Contraception • HIV and AIDs • How drugs affect people • Emotional wellbeing – resilience • How to keep healthy – forming lifelong habits • How to reduce risks • 	<ul style="list-style-type: none"> • Why are friends important • Different types of relationships • How to contribute to family life • How to respond to other people • Successful communities 	<ul style="list-style-type: none"> • Careers lessons covering communication and planning for the future • £5 challenge enterprise and budgeting

Lower Transits	<ul style="list-style-type: none"> • Sources of health information • Drugs and the law • Risk and safety • Self esteem • STIs • Loss and bereavement • • • 	<ul style="list-style-type: none"> • Relationships and dealing with relationship breakdown • What are my rights and responsibilities? • Consent and dealing with peer influence • How to manage situations of peer influence • Prejudice and discrimination 	<ul style="list-style-type: none"> • Careers lessons based on skills and creating future plans • Budgeting and saving
Upper transits Study	<ul style="list-style-type: none"> • Mental Health • Building resilience • Being Health aware – cancer 	<ul style="list-style-type: none"> • Healthy and Unhealthy relationships • Managing Conflict • Addressing relationship issues 	<ul style="list-style-type: none"> • Budgeting • Responsible Consumerism • Ethical Consumerism
Shell	<ul style="list-style-type: none"> • Alcohol and peer pressure • Addiction and dependency • Dealing with stress 	<ul style="list-style-type: none"> • Long term commitments • Legal status of marriage • Parenting 	<ul style="list-style-type: none"> • Credit and Debit • Money stresses and pressures • Rights and responsibilities at work • Democracy and the voting system • The equality Act • Challenging Discrimination

The KS5 programme is designed to extend knowledge and provide extra support for issues facing the older pupils. The programme changes and is reactive to reflect the changing needs of the pupils.