



1. **Aims:** PSHE (Personal, Social, Health and Economic) education is an important part of the curriculum at WHIS. We want to help pupils develop the skills and knowledge to understand their own health, the part they play in a global society, and to understand themselves better as young people and as lifelong learners. This policy should be read alongside the Sex and Relationships Education (SRE) Policy.
2. **Key Aspects of Learning:** Each of the following is delivered at an age appropriate level:
 1. Sex and relationship education
 2. Staying safe, including e-safety
 3. Healthy lifestyle choices
 4. Study skills
 5. First aid training
 6. Mindfulness training
 7. Understanding Fundamental British Values, including legislative and executive power, and their institutions
 8. Understanding basic personal economics
 9. Careers guidance and college or university application support

Specific age-related aspects of development are also introduced once students have reached sufficient maturity:

10. Significant relationships and managing relationships through periods of change
 11. Attraction and communication, conscious and unconscious attraction, and listening skills
 12. The basis of good relationships, how self-esteem affects relationships;
 13. Sexual values and working through sexual difficulties.
3. **Right to withdraw from aspects of PSHE:** Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education, other than that in the National Curriculum. Although we are not bound by the National Curriculum, WHIS is sensitive to the cultural diversity of its pupils and their families. If a parent requested withdrawal from science lessons with sexual education content this would be considered on an individual basis.
 4. **Using PSHE to actively promote Ethical Values:**
 1. We actively promote ethical values in the international context in line with the stated aims of the IB Learner Profile including the values we associate with British society, such as mutual respect and tolerance of those with different faiths and beliefs, individual liberty, democracy, the rule of law.
 2. All staff undergo PREVENT training to deal with any pupil radicalisation.
 3. The IB Learner Profile provides a set of principles and aims around which students personal development is structured. IB learners strive to be:
 1. Thinkers, Risk-Takers, Inquirers, Communicators, Knowledgeable (TRICK) and
 2. Principled, Reflective, Open-minded, Balanced, Empathetic (ie Caring) (PROBE).
 5. **Equal Opportunities within PSHE:** each pupil is given access to a full and varied programme of activities, with opportunities for all to participate fully and effectively, including pupils with diverse additional educational needs, pupils from all social and cultural backgrounds and all with protected characteristics under the Equality Act 2010.
 1. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.
 2. In order to provide access to learning and to meet diverse needs, specific action will be taken by staff to:
 1. Create effective learning environments, providing for pupils who need additional support with communication, language and literacy
 2. Provide a multi-sensory approach using a variety of media;

3. Provide equality of opportunity through personalisation of tasks and materials as appropriate;
 4. Use appropriate summative and formative assessment approaches to inform future learning;
 5. Set targets for learning and behaviour to help pupils manage their own emotions
6. **Delivery:** Each year group has one lesson per week devoted to PSHE topics. In addition, some aspects of the content are covered in other subjects, such as the biological aspects of reproduction in Science lessons. The concepts of democracy, empathy and the structures of governance may occur in Humanities and English teaching. Science and PHE help develop the ideas of healthy living and personal choices. The process of democracy is encouraged in elections of a school council, house team captains (when introduced) and sports captains.
1. Many aspects are also covered in morning assemblies, such as college applications and work experience.
 2. From time to time the curriculum is enriched by outside speakers.
 3. Assessment and recording: Teachers assess work in PSHE both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the PSHE curriculum.
7. **Monitoring and review:** The School Counselor is responsible for monitoring the standards of children's work and the quality of teaching. The Counselor collaborates with the school's Lead Teacher from Gloucestershire Healthy Living and Learning (GHLL), Sarah James, for support by providing information about current developments in the subject, as well as providing a strategic lead and direction for the subject in the school. The Counselor is also responsible for providing an annual summary report to the Directors, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Revision Control Table	
Drawn up by	Nick Shaw
Date	22/09/17
Review schedule	Annual
Reviewed & revised	01/06/18 by DS; 01/06/19 by DS; 01/06/20 by DS; 10/10/21 by DS; 5/9/22 by DS
Next review	10/09/23