



**POLISI ADDYSG BERSONOL,
GYMDEITHASOL, IECHYD AC
ECONOMAIDD**

**PERSONAL, SOCIAL, HEALTH AND
ECONOMIC EDUCATION POLICY**

PARATOWYD PREPARED	Tachwedd 2017 / <i>November 2017</i>
CADARNHAWYD RATIFIED	Ionawr 2018 / <i>January 2018</i>
ADOLYGWYD REVIEWED	Ionawr 2021 / <i>January 2021</i>
CYLCH ADOLYGU REVIEW CYCLE	2 flynedd / <i>2 years</i>

NODIADAU'R ADOLYGIAD
REVIEW NOTES

January 2021	<ul style="list-style-type: none">● 'Relationships and Sex Education Policy' added to list of 'Related Policies' on page 1● Reference to 'Behaviour Policy' changed to 'Behaviour and Discipline Policy' on page 1 to reflect the school's policy● Under 'The Directors have the following responsibilities:' on page 2 wording changed to reflect the fact that statutory changes were introduced in September 2020● References to 'Sex and Relationships Education' on pages 4 and 5 updated to 'Relationships and Sex Education' to reflect statutory changes that were introduced in September 2020● Section entitled 'Child Protection' updated to 'Safeguarding and Child Protection' on page 5● References to 'Designated Child Protection Person' updated to 'Designated Safeguarding Lead' on page 5● Chair of the Board of Directors and Lead Teacher signatures updated on page 5
September 2021 (update)	<ul style="list-style-type: none">● Chair of the Board of Directors and Lead Teacher signatures updated on page 5

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

Introduction

We view Personal, Social, Health and Economic Education (PSHE) and the promotion of pupils' personal and social development as a fundamental aspect of education which underpins all other learning. Through our school ethos, environment and curriculum, we actively promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Aims

- To promote the spiritual, moral, cultural, mental and physical development of pupils;
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Related Policies

This policy has clear links with other school policies including;

- YG Llundain Relationships and Sex Education Policy,
- YG Llundain Behaviour and Discipline Policy,
- YG Llundain Anti-Bullying Policy,
- YG Llundain Equality, Diversity and Community Cohesion Policy,
- YG Llundain Spiritual, Moral, Social and Cultural Development,
- YG Llundain SEND Policy,

- YG Llundain Safeguarding and Child Protection Policy.

Objectives

To enable the children to: -

1. Know and understand what constitutes a healthy lifestyle.
2. Be aware of safety issues and know how to seek help.
3. Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
4. Develop an awareness of self and a sensitivity of the needs of others, understanding what makes for good relationships with others.
5. Develop positive learning behaviours which help them to achieve their potential.
6. Have respect for others regardless of ethnicity, gender, background or mental and physical disability.
7. Be independent and responsible members of the school community, developing good relationships within it and in the wider community, becoming active and positive members of a democratic society.
8. Play an active part in decision making.
9. Appreciate and inherit the school's core values incorporating them in their own philosophy.

Roles and Responsibilities

The PSHE Co-ordinator has the following responsibilities:

- To lead the bi-annual review of the PSHE policy;
- To ensure that resources used are relevant and appropriate to the needs of the children;
- To lead on the evaluation of the PSHE policy and programme;
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE.

The Directors have the following responsibilities:

- To ensure that an up-to-date PSHE policy is in place and is made available to parents and for inspection;
- To ensure that the PSHE policy and curriculum are in line with the current non-statutory guidance and statutory changes that came to effect in September 2020.
- To ensure that the policy and programme reflect a whole-school approach particularly in relation to consultation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, and other relevant school policies;
- To contribute to the evaluation of the programme;
- To assess pupil progress against the agreed learning outcomes;
- To communicate with parents when appropriate/necessary.

Working with Parents/Carers

- We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for pupils at the school. The PSHE we deliver is designed to support the important role of parents in this area;
- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Lead Teacher.
- Parents/carers have the right to withdraw their child from 'RSE' (Relationships and Sex Education) learning within the Relationships theme.

Teaching and Learning

- We will follow the Ealing Framework for PSHE.
- This framework will be delivered through a variety of teaching strategies based on a whole-school approach.
- PSHE must also be taught through cross-curricular links, collective worship that identifies, promotes and celebrates the school's values, circle time and other activities or school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances), and School Council, which provide links with parents and members of the outside community;
- In following the framework each year group will be taught the three key components of PSHE knowledge, skills and understanding as age appropriate.
 1. Health and wellbeing (Autumn Term),
 2. Living in the wider world (Spring Term)
 3. Relationships (Summer Term)
- The scheme of work offers whole school themed days and awareness weeks such as:
 - Anti-Bullying
 - Internet Safety
 - Road Safety
 - Black History Month
 - Child Safety Week
- All teachers will endeavour to provide a safe learning environment through the establishment of clear rules in line with our behaviour policy which are made explicit to the children and reinforced consistently;
- Visiting speakers such as the police and health workers also contribute to the taught curriculum;
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving;
- We actively promote and include British Values within the school and across the curriculum. Pupils are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings and by taking on roles of responsibility for themselves, for others and for the school.

- The children are all striving to use the 'Keys to Success' skills throughout their learning, which include organisational skills, creativity, confidence, problem solving and perseverance.

Relationships and Sex Education

There are three main elements to our Relationships and Sex Education (RSE) programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At London Welsh School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. The objectives of RSE are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self worth and confidence, especially in relationship to others.

The RSE in practice will ensure:

- The PSHE Co-ordinator will have overall responsibility for the provision of the programme, for monitoring developments within relationships and sex education and for recommending to Directors any amendments that she feels necessary and appropriate.
- Parents will receive prior notification of the RSE Programme to enable them to discuss issues with staff or their own children.
- Materials used in the RSE Programme will be available to parents on request.
- Parents may withdraw their children from all or part of the school's RSE Programme if they wish.
- The RSE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.
- The children will be taught in both single and mixed gender groups as appropriate.
- If questions are asked by children outside the RSE Programme, the teacher will use his/her discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child is entitled to receive RSE.
- It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required (e.g. the school also draws on external resources from organisations such as the NSPCC).

Safeguarding and Child Protection

- All staff need to be aware that PSHE sessions, in particular Relationships and Sex Education which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

- The staff member will inform the Lead Teacher / Designated Safeguarding Lead person in line with the LEA procedures for child protection. Refer to YG Llundain Safeguarding and Child Protection Policy.

Inclusion

- We teach PSHE to all our pupils, regardless of their ability;
- Learning opportunities are matched to the individual needs of children with additional learning needs or disability;
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Assessment, Recording and Reporting

- Teachers assess pupil learning through observations and ongoing assessments during lessons and in interactions on the school playground.
- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage;
- We keep records of the contribution to the life of the school and community in photograph and video form.
- Our Celebration Assembly celebrates personal and group achievements inside and outside school;
- A comment relating to PSHE will be included in the annual report to parents on pupils' progress.

Monitoring and Review

- The Lead Teacher and PSHE Co-ordinator will be responsible for monitoring the standards of children's work and the quality of learning and teaching;
- The Lead Teacher and PSHE Co-ordinator will support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school;
- All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

ARWYDDWYD GAN:		
SIGNED BY:		
M Jones	Cadeirydd Bwrdd y Cyfarwyddwyr <i>Chair of the Board of Directors</i>	Ionawr 2021 <i>January 2021</i>
S Rees Jones	Athrawes Arweiniol Weithredol <i>Executive Lead Teacher</i>	Ionawr 2021 <i>January 2021</i>
G Roberts	Cadeirydd Bwrdd y Cyfarwyddwyr <i>Chair of the Board of Directors</i>	Medi 2021 <i>September 2021</i>
T Sugg	Athro Arweiniol <i>Lead Teacher</i>	Medi 2021 <i>September 2021</i>