

## **Personal, Social, Physical and Economic Education (PSPEE) Policy – Hampstead and Kensington**

### **Summary**

Personal, social, physical and economic education provides students with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn about the skills needed to contribute meaningfully to the world of work and about the economy.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

At Southbank, PSPEE is taught either where embedded in units of inquiry or via stand-alone units, using resources such as 'Jigsaw'.

### **General objectives**

PSPEE will support the development of the skills, attitudes, and behaviour, which enable students to:

- Be active citizens within the local community
- Be an active partner in their own learning
- Become healthy and fulfilled individuals
- Communicate effectively
- Develop individual, team-working and leadership skills and develop flexibility and resilience
- Develop understanding of economic and business environments
- Explore issues related to living in a democratic society
- Form relationships
- Have a sense of purpose
- Learn how personal financial choices can affect oneself and others
- Make and act on informed decisions
- Respond to challenge
- Value self and others
- Work with others

### **Sex and Relationships Education**

#### **Definition of sex and relationships education**

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

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Next Review: December 2018

Effective SRE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

SRE has three main elements:

### Attitudes and values

- developing critical thinking as part of decision-making.
- exploring, considering and understanding moral dilemmas; and
- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;

### Personal and social skills

- developing an appreciation of the consequences of choices made;
- developing self-respect and empathy for others;
- learning how to recognise and avoid exploitation and abuse.
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- learning to manage emotions and relationships confidently and sensitively;
- managing conflict; and

### Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships

### Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject students to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between students, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

### Withdrawal from SRE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school. Those parents/carers wishing to exercise this right are invited in to see the Principal who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are

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available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

### **Drug and alcohol education**

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by students as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being. This policy should be read in conjunction with the whole school "Drugs and alcohol policy".

### **Moral and values framework**

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for others
- Respect for self
- Responsibility for their family, friends, schools and wider community
- Responsibility for their own actions

### **Differentiation/SEN**

At Southbank inclusivity is part of its philosophy. Teachers will need, as always, to tailor their teaching to meet the needs of the children in their classes. To support this differentiation, creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, teachers can use the Jigsaw resource each P-level grid with suggested activities for children working at each of those levels.

### **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding and Keeping Children Safe in Education policy should be followed and a DSL involved.

## **Assessment**

Teachers will be eager to ensure children are making progress with their learning throughout and can use the Jigsaw resource assessment task, usually in piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions.

Teachers can use three level descriptors for each year group:

*Working towards expectations*

*Meeting expectations*

*Above expectations*

## **Recording and tracking progress**

To support teachers in tracking each child's learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' Which can be found in the Jigsaw resource).

## **Reporting to parents/carers**

Teachers will report to parents and carers in the December and June report using the level descriptors.

## **External contributors**

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the PSPE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers must always be present during these sessions and remain responsible for the delivery of the PSPEE programme.

## **The learning environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced. Ideally, teachers and children will devise their own essential agreements at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

## **Essential agreements**

- We have the right to pass
- We listen to each other
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)
- We take turns to speak
- We use kind and positive words

## **IB Learner Profile**

IB Learner Profile also supports the development of the values and attitudes we want children to develop through a programme of PSPE. The Learner Profile underpins learning in the primary school to help children develop these attributes: Balanced, Caring,

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Communicators, Inquirers, Knowledgeable, Open-minded, Principled, Reflective, Risk-takers, Thinkers.

### **Teaching sensitive and controversial issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

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

### **Answering difficult questions and sensitive issues**

Staff members are aware that views around SRE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all SRE and Drug and Alcohol Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal SRE and Drug and Alcohol Education arising from students' questions are answered according to the age and maturity of the student(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that SRE and Drug and Alcohol Education should meet the needs of all students, answer appropriate questions and offer support. In Jigsaw resource that covers SRE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context

### **Involving parents and carers**

Southbank believes that it is important to have the support of parents, carers and the wider community for the PSPEE programme. Parents and carers are/will be given the opportunity to find out about and discuss the PSPEE programme through:

- Parent/carer evenings
- Information leaflets/displays

### **Student consultation**

- It is useful for students to be consulted on their own personal, social and citizenship development. Ask students either in individual classes or through the student council

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what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?

- Develop this further by asking students how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.
- IB Learner Profiles also support the development of the values and attitudes we want children to develop through a programme of PSPEE. The Learner Profile underpins learning in the primary school to help children develop these attributes.

### **Links to other policies and curriculum areas**

We recognise the clear link between PSPEE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Alcohol and drugs Policy
- Equal Opportunities Policy
- Safeguarding Policy including Keeping Children Safe in Education
- Teaching and Learning Policy