



Greater Grace School of Christian Education

Personal, Social, and Health Education Policy

This procedure describes the Personal, Social and Health Education Policy for Greater Grace School. PSHE includes Relationships Education for primary age pupils and Relationships and Sex Education for students over 11. Please read the Relationships Education Policy and Relationships and Sex Education (RSE) Policy alongside this policy.

Our Policy

As recommended by the Department for Education, our PSHE provision, drawing on good practice, aims to enable learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and which will prepare them for the future, for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002.

PSHE education is an integral part of the whole curriculum and permeates all aspects of life in school. It makes a significant contribution to our pupils' spiritual, moral, social and cultural (SMSC) development, to their behaviour and safety (including safeguarding). It promotes pupils' wellbeing, and develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE within a Biblical framework equips pupils with the knowledge, skills and strategies, the understanding, and the wisdom required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. It provides opportunities for children and young people to reflect on and clarify their own values and attitudes, to understand and accommodate difference and change, to manage emotions, and to communicate constructively in a variety of settings. It contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, identify and manage risk, make informed choices and understand what influences their decisions. Developing Christlike character and an understanding of their personal identity, together with self-management and communication skills, and the ability to work with others, will help pupils to form and maintain good relationships, develop the essential skills for future employability, and better enjoy and manage their lives.

The school's philosophy and ethos, its aims, attitudes and values all contribute to the wellbeing and to the personal and social development of children in our school. By promoting positive working relationships between staff and pupils, and their parents, and peer relationships, all members of our school community are valued as individuals. Our aim is to assist the parents, whose primary responsibility it is, to bring up their children in the "ways of the Bible" and in a personal walk with God. While the young people are in a process of growing towards maturity and independence, they are encouraged to value their relationship of trust, honesty, and mutual respect with their parents, who have the ultimate authority and responsibility for them, above that of their peers, and to become aware of how they can be influenced by peer behaviour and the need for peer approval. Pupils know that they may bring any concerns to any member of staff, who will act, discreetly, in the best interests of the child when necessary.

Biblical moral principles of right and wrong are taught continually through our daily and weekly programme. Recognising that many decisions about health and lifestyle are influenced by the attitudes, values and beliefs of significant others, many aspects of PSHE are recognised to be primarily the domain of the parents so that learning about matters such as puberty and sexual matters is in accordance with their child's readiness. Staff are available to discuss any issues or concerns that they or the parents might have informally after school or during termly parent-teacher meetings which provide an opportunity to assess and reflect on each child's personal and social development.

Pupils are encouraged to see the need for good manners and respect, self-discipline, and appropriate behaviour in whatever situation they find themselves. They also find that there are opportunities to learn from their mistakes, and to have a second chance, when they fail to meet age-appropriate expectations! All staff encourage positive approaches to behaviour and our Motivation and Behaviour Policy includes clear guidelines which reflect this.

In planning the curriculum, teachers at Greater Grace School provide:

- a clear, consistent framework of values in which to work, supported and agreed by all;
- supportive relationships between teacher and child, child and child;
- a classroom climate which encourages all children to explore, and encourages a high level of interest and interaction, oral participation and expression of each pupil's opinion;
- opportunities for development outside the classroom situation through responsibilities, and educational visits.

At each stage of the pupil's development, appropriate learning which develops these skills and the knowledge, understanding and wisdom to apply them takes place through individualised PACE curriculum (core subjects) and group classes such as Citizenship and Reasoning Skills. There is often a cross-curricular dimension, for instance, a project on 'Ourselves' could include work in Science, Geography, Art, DT, English or History. For instance, a topic in Science on 'Healthy Bodies' may focus on food and diet, exercise, and the dangers of smoking or alcohol, drug, or solvent abuse. For senior students, the ICCE requirements for graduation include Careers, Successful Living, and Nutrition Science. Completion of elective courses such as Health and Speech is also encouraged.

Devotions and Chapel develop not only the spiritual and moral aspects of our lives, both staff and pupils, but promotes personal growth in every area. Lifelong Learning is modelled and valued.

Thus through a variety of learning experiences, Greater Grace School helps each child:

- Learn to think and act for him/her self
- Acquire personal qualities, values, and character
- Know him/herself better and think well of him/herself
- Value and respect him/herself and others, as well as their belongings
- Develop good communication skills
- Develop social skills such as sharing, cooperation, and working together as a team
- Value and respect living things and the environment
- Develop confidence/independence
- Take his/her place in a wide range of roles in preparation for adult life

We provide opportunities for personal and social development through a variety of strategies:

- Individual character development programme within the PACE curriculum;
- Individual, peer group, and collaborative group work;
- Discussion and role-play in both English and French;
- Involvement in a range of problem solving activities;
- Preparation and presentation of tasks for different audiences such as oral reports;
- Plays, drama, sketches, and musical performances; (e.g. Christmas, Awards Ceremony);
- Preparation for and participation in the annual European Student Convention (Seniors);
- Self-assessment including scoring and self-tests
- Self-evaluation such as that done on the report cards

- Positive marking, with verbal or written comments.

Personal skills such as time management and perseverance as well as academic success are recognised and rewarded on a daily and weekly basis, and celebrated through the presentation of Honour Roll Certificates each term. Likewise, termly reports and parent-teacher meetings provide an opportunity to assess and reflect on each child's personal and social development. On graduating, students receive a Record of Achievement Folder which includes their ICCE Certificate and other achievements in and out of school reflecting the whole person.

Greater Grace School helps each child to develop the skills, attitudes, and character that enable pupils to develop spiritually, morally, socially and culturally — e.g. personal thinking skills, decision-making and communication skills, valuing themselves and others, respectful, tactful, and compassionate...

In addition to the PSHE woven into the PACE core curriculum, the procedures, and the daily life of the school, PSHE classes are taught, some of which are based on the PSHE Programme of Study. The PSHE Association encourage schools to select content from their Programme of Study that is relevant to their pupils and use this as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below.

The PSHE Association Programme of Study (October 2014) covers Key Stages 1 to 4 and is based on three core themes within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The **overarching aim** for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Overarching Concepts

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. Relationships (including different types and in different settings)
3. A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)
5. Diversity and equality in age-appropriate ways
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

Health and Wellbeing

- Our need of sleep; work and rest balance. Our eyes and eyesight, Our ears and hearing.
- The importance of maintaining good health by sensible eating and exercise, and care of teeth. The danger of junk foods and of low activity life-styles
- Infectious diseases, bacteria and pathogens - prevention, the body's defences, vaccines, and treatment. The importance of cleanliness and good hygiene practices such as hand washing.
- Nutrition: The importance of a balanced diet. ICCE students complete Nutrition Science.

Student Personal and Social Skills

We will encourage our students to form honest, balanced and faithful relationships.

We will foster an environment where students are able to express their feelings and opinions, listen to each other, ask pertinent questions, and justify their own views accordingly, while being sensitive to others.

Students will be inspired to discuss and debate and given the confidence to disagree, whilst being taught to respect the differing views of others.

Independent Learning and Individual Responsibilities

The ACE curriculum encourages independent learning and expects the students to be responsible for setting their own goals, working consistently, learning independently, scoring, and researching and preparing oral reports.

There is also an individual character development programme built into the PACE curriculum. See Appendix 1

Students are involved in self-assessment and peer group assessment; and the school utilises positive marking, with verbal or written comments.

During group classes, students may be given age-appropriate opportunities:

- to work without supervision and use their initiative to set up related projects, surveys and other activities;
- to research and deliver oral reports for Remembrance, Martin Luther King Day, Holocaust Memorial Day, Saints' Days, e-safety day and antibullying week;
- to set up pupil focus groups to inform school leaders and governors on curriculum and wider school matters;
- to take part in discussion and role-play in both English and French;
- to be involved in a range of problem solving activities;
- to prepare and present different tasks for different audiences;
- to perform plays, drama, sketches, and musical performances; (e.g. Christmas, Awards Ceremony);
- to participate in the annual European Student Convention (Seniors).

Teachers Support Student Learning by:

- using a range of good, relevant resources
- using current research in their lessons
- imparting high expectations to the students
- making good relationships with the students
- creating a stimulating atmosphere where students can learn at their best

- constructing groups that include and differentiate for students with different ages, abilities, and capacities with appropriate levels of teaching support
- providing a safe learning environment, with simple rules in place for discussions and questions
- using challenging questions
- thoroughly assessing learning informally (questions students ask and answer, engagement and response during class) and formally, when appropriate (through tests, written assignments, and student self-evaluations)

The School Leadership and Management give Support by:

- ensuring PSHE is well resourced
- providing good training
- performing regular checks on student progress
- conducting observations and evaluation of teaching and quality of learning
- distributing surveys to staff, students, parents and carers
- using gathered data to update plans for improvement and training needs.

Monitoring and Evaluation

Provision for PSHE is monitored and reviewed on a regular basis, and the Head teacher shall have oversight of this policy and monitor the provision of PSHE.

Policy Adopted by Trustees on:	16/11/2016
Policy Last Reviewed on:	15/02/2021
Policy Due for Review by:	30/10/2023

ACE Character Traits

The ACE curriculum has built-in character training as each PACE focuses on one of the character traits below. In addition the Literature and Creative Writing PACEs highlight character traits in a series of wise sayings from the Book of Proverbs.

Affectionate	Godly	Respectful
Appreciative	Gracious	Responsible
Attentive	Grateful	Reverent
Available	Happy	Righteous
Blessed	Holy	Secure
Cheerful	Honest	Self-controlled
Committed	Humble	Sincere
Compassionate	Integrity	Steadfast
Concerned	Joyful	Submissive
Confident	Just	Tactful
Considerate	Kind	Temperate
Consistent	Knowledgeable	Thorough
Content	Longsuffering	Thrifty
Cooperative	Loving	Tolerant
Courageous	Loyal	Trustworthy
Courteous	Meek	Truthful
Creative	Merciful	Understanding
Decisive	Modest	Virtuous
Deferent	Obedient	Wise
Dependable	Observant	Zealous
Determined	Optimistic	
Diligent	Orderly	
Discerning	Patient	
Discreet	Peaceful	
Efficient	Perseverant	
Equitable	Persuasive	
Fair	Prepared	
Faithful	Prudent	
Fearless	Punctual	
Flexible	Pure	
Forgiving	Purposeful	
Friendly	Ready	
Generous	Repentant	
Gentle	Resourceful	

