

Kings Langley School



PSHE EDUCATION

REVIEW DATE: NOVEMBER 2019

KINGS LANGLEY SCHOOL

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.

We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision

A Policy Title: PSHE EDUCATION

B Rationale:

This policy exists to provide a framework for supporting our stated aim of "ensuring the wellbeing and happiness of every individual in our community", to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

Our character development programme is embedded throughout the school and is taught both explicitly and implicitly within the PSHE programme. It combines our fundamental school aims, our character traits (stickability, self regulation and empathy) with other aspects such as British values; equality and diversity; social, moral, spiritual and cultural (SMSC); and the Penn-Resilience programme.

Our focus of students dealing with situations by reflecting on possible options and making reasoned choices (phronesis) allows them to consider their own values and attitudes, as well as explore the conflicting range of values and attitudes they encounter now and will do in the future.

C Purpose:

Personal Wellbeing

Personal identities

Learners are able to develop their stickability, self-regulation and empathy to enable them to:

- reflect on and evaluate their achievements and strengths in different areas of their lives
- recognise strong emotions and identify ways of managing these positively, using strategies delivered via the Year 7 Resilience programme
- recognise that external factors, such as relationships, achievements and setbacks, can affect emotional wellbeing, and identify how they can take this into account.
- understanding that self-esteem can change with personal circumstances associated with family and friendships, achievements and employment
- have a positive self-image
- understand how to use the internet and social media safely and positively
- make a positive contribution to the school community through the leadership programme or other avenues such as the different students councils

Healthy Lifestyles

Learners are encouraged to develop "phronesis", the ability to use good sense and make rational decisions to enable them to:

- identify characteristics of good health and how to stay physically, emotionally and mentally healthy
- make informed choices about their health and wellbeing and explain reasons for their choices
- demonstrate effective ways of resisting negative pressure, including peer pressure
- describe the main effects of, and laws relating to, alcohol, tobacco and other legal and illegal drugs.
- deal with growth and change as normal parts of growing up.
- understand the issues around sexual health, including sexually transmitted diseases, HIV/AIDS and contraception
- gain first aid knowledge and consider how to cope in an emergency (linked with PE and registration programme)

Risk

Learners are able to:

- describe the positive and negative impacts of risk-taking on their health and wellbeing
- assess and manage risks associated with personal lifestyle choices and situations, try new ideas and face challenges safely.
- appreciate that pressure can be used positively or negatively to influence others in situations involving risk

Relationships

Learners are able develop their empathy, encouraging them to see situations when "standing in someone else's shoes" which enables them to:

- identify the importance of having a variety of social and personal relationships and how these can impact on their lives and wellbeing
- be confident in making choices that safeguard the safety and wellbeing of themselves and others
- understand the nature and importance of marriage and stable relationships to parenthood and family life
- discuss ways that relationships might change over time and demonstrate how to negotiate within relationships.
- understand that relationships can cause strong feelings and emotions

Equality, Diversity and Citizenship

Learners develop civic virtues such as citizenship, tolerance and open-mindedness which allows them to:

- describe differences and diversity and demonstrate respect and empathy towards others who live their lives differently from them
- challenge prejudice and discrimination in an appropriate manner
- understand the dangers of radicalisation and extremism and recognise grooming techniques
- apply British values appropriately and become good citizens
- develop a keen awareness and understanding of democracy, government and how laws are made and upheld in the UK and beyond
- understand the natures of rule and laws and the justice system, including the role of the police and the operation of the courts and tribunals in the UK and beyond
- demonstrate recognition of the achievements, strengths and worth of others

Economic wellbeing and financial capability

Career

Learners are able to:

- aspire to the highest level and challenge themselves to fulfil their true potential
- demonstrate an understanding of the concept of 'career' and understand how their choices will shape their future options
- recognise their own strengths, achievements and weaknesses and evaluate how these might inform future choices in learning and work
- understand some of the qualities, attitudes and skills needed for employability
- meet and talk to people from the world of work and further education

Capability

Learners are able develop their intellectual and performance virtues such as reason and judgement, honesty and respect which enables them to:

- explore what it means to be enterprising
- demonstrate a range of enterprise skills, attitudes and qualities
- explain a range of financial terms and products and describe different ways to manage their money and personal finances
- assess their needs, interests, skills, attitudes and aspirations in relation to options for learning and work and make creative and realistic plans for transition into key stage 4
- use information sources to explore options and choices for learning and work
- demonstrate capability as critical consumers of goods and services.

Risk

Learners are able to:

- explain the positive and negative aspects of risk-taking in relation to economic issues and financial and career choices
- assess and manage risks relating to financial, enterprise and career choices, and learn from mistakes.

Economic understanding

Learners are able to:

- demonstrate an understanding of the economic and business environment, including how and why different businesses operate, and of different types of work, including employment, self-employment and voluntary work
- demonstrate and apply understanding of economic ideas
- explain a range of basic economic and business terms.
- understand income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent