

The Lotus Academy Trust



Supporting children to find opportunities in every difficulty

The Damara School



Specialist SEMH Independent School

Personal, Social, Health and Economic Education (PSHE)

Approved by: Trust Board

Initial Ratification: 31 August 2019

Review: October 2020, Sept2023, Sep 2024, Feb 2026, Sep 2026

Next review due by: September 2027

Vision, aims and ethos

Our vision is to provide every pupil with safe, rewarding, personalised education and support to improve their life chances, prepare them for life and the world of work. Using therapeutic and holistic approaches to learning, our commitment is to develop new and existing skills and abilities, increase knowledge and strengthen understanding. Through mindfulness strategies, the core skill of resilience is developed, thus enabling each pupil to cope with the pressures of education and life and reach their full academic, social, emotional and spiritual potential. This commitment to our pupils is made possible through the strong partnerships we build with our families and other professionals. At The Damara School, PSHE is promoted on three 'levels' where we:

- explicitly teach about an issue: lessons offer factual information
- explicitly teach how to manage an issue: lessons develop the strategies, language and skills pupils will need to manage the situations or 'moments' in which they encounter an issue
- underpin the topic-specific learning: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning

The PSHE curriculum is designed to encourage respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010. The school takes into account of (amongst other things) the ages of pupils and their learning abilities and will deliver the curriculum appropriately. If there were some occurrence or event involving one or more of the protected characteristics which became an issue amongst the pupils, the school will help pupils understand the issues, and ensure they respect all those with those characteristics.

The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

- a. age
- b. disability
- c. gender reassignment
- d. marriage and civil partnership
- e. pregnancy and maternity
- f. race
- g. religion or belief
- h. sex
- i. sexual orientation

As every pupil has at least some characteristics which are included in this list (for example, age and sex), the PSHE curriculum **will not**:

- a. encourage pupils to see those of particular races or religions as being inferior in any way
- b. suggest to male pupils that women and girls should be treated with less respect than males or that a woman's role is subservient to that of a man - or vice versa
- c. teach that disabled people deserve less equal treatment, for example because of sins they are said to have committed in previous lives
- d. encourage pupils to believe that women who are pregnant without being married should be punished or not respected

Relationships, Sex and Health Education (RSHE)

This policy covers Personal, Social and Health Education (PSHE) at The Damara School. We have a separate, statutory, Relationships, Sex and Health Education (RSHE) policy which sets out our approach to teaching relationships education, sex education and health education in line with statutory requirements.

The RSHE policy should be read in conjunction with this PSHE policy, as both subjects complement each other in supporting our pupils' personal development and wellbeing. Our RSHE policy is available on the school website and copies can be requested from the school office.

Personal Effectiveness

We teach and support the pupil to demonstrate:

1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
3. Resilience (including self-motivation, perseverance and adaptability)
4. Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
6. Self-organisation (including time management)
7. Strategies for identifying and accessing appropriate help and support
8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
9. Recalling and applying knowledge creatively and in new situations
10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Interpersonal and social effectiveness

We teach and support the pupil to demonstrate:

1. Empathy and compassion (including impact on decision-making and behaviour)
2. Respect for others' right to their own beliefs, values and opinions
3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
4. Skills for employability, including
 - Active listening and communication (including assertiveness skills)
 - Team working
 - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)

- Leadership skills
- Presentation skills

5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)

6. Recognising, evaluating and utilising strategies for managing influence

7. Valuing and respecting diversity

8. Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing risk and decision-making

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others

2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

4. Assessing the validity and reliability of information

5. Identify links between values and beliefs, decisions and actions

6. Making decisions

Monitoring

Senior Leaders and Trustees will conduct termly audits to corroborate and triangulate different types of evidence to build an accurate picture of PSHE provision within the school. Evidence will be captured through a range of tools: the school's ethos and aims, staff, pupil and parent voice as well as data captured on the school's recording systems.

This policy will be reviewed by the Deputy Head annually. At every review, the policy will be approved by the Trust board.