



THE VINE CHRISTIAN SCHOOL  
Independent School - Ages 3 to 18

# Personal, Social and Health Education Policy

VCS/PSHE Policy/2021

19 August 2021



## About This Document

<b>Annual Policy Period</b>	2021 - 2022
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<b>Next Policy Review</b>	September 2022

## History

<b>Version</b>	<b>Date</b>	<b>Name</b>	<b>Description</b>
0.1	Sep - 18	René Esterhuizen, Clerk to Trustees	First release. DRAFT
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## 1. Introduction

- 1.1. This procedure describes the Personal, Social and Health Education Policy for The Vine Christian School.

## 2. Our Policy

- 2.1. 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.
- 2.2. 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 students' spiritual, moral, social, and cultural (SMSC) development, to their behaviour and safety (including safeguarding). It promotes students' wellbeing and develops the qualities and attributes students need to thrive as individuals, family members and members of society.
- 2.3. PSHE within a Biblical framework equips students 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 students to build their confidence, resilience, and self-esteem, identify and manage risk, make informed choices, and understand what influences their decisions. Developing Christ-like character and an understanding of their personal identity, together with self-management and communication skills, and the ability to work with others, will help students to form and maintain good relationships, develop the essential skills for future employability, and better enjoy and manage their lives.
- 2.4. 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 students, 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. Students 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.



- 2.5. 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.
- 2.6. Students are encouraged to see the need for good manners, 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 discipline policy includes clear guidelines which reflect this.

### 3. Planning of the Curriculum

- 3.1. In planning the curriculum, Supervisors at The Vine Christian School provide:
  - i. A clear, consistent framework of values in which to work, supported and agreed by all.
  - ii. Supportive relationships between supervisor and child, child and child.
  - iii. A learning centre climate which encourages all children to explore, and encourages a high level of interest and interaction, oral participation, and expression of each student's opinion.
  - iv. Opportunities for development outside the classroom situation through responsibilities, extra-curricular activities, and educational visits.

### 4. Student Development

- 4.1. At each stage of the student's development, appropriate learning which develops these skills and the knowledge, understanding and wisdom to apply them takes place through the individualised PACE curriculum and group classes 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; 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 in the lives of both staff and students but promotes personal growth in every area. Lifelong Learning is modelled and valued.
- 4.2. Thus, through a variety of learning experiences, The Vine Christian School helps each child:
  - i. Learn to think and act for themselves.
  - ii. Acquire personal qualities, values, and character.



- iii. Know themselves better and think well of themselves.
  - iv. Value and respect themselves and others, as well as their belongings.
  - v. Develop good communication skills.
  - vi. Develop social skills such as sharing, cooperation, and working together as a team.
  - vii. Value and respect living things and the environment.
  - viii. Develop confidence and independence.
  - ix. Take their place in a wide range of roles in preparation for adult life.
- 4.3. We provide opportunities for personal and social development through a variety of strategies for individual, peer group, and collaborative group work.
- 4.4. 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. 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.
- 4.5. The Vine Christian School helps each child to develop the skills, attitudes, and character that enable students to develop spiritually, morally, socially, and culturally for e.g., personal thinking skills, decision-making and communication skills, valuing themselves and others, being respectful, tactful, and compassionate, etc.
- 4.6. In addition to the PSHE woven into the PACE 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 students and use this as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below.

## 5. Programme of Study

- 5.1. The PSHE Association Programme of Study covers all ages and is based on three core themes within which there is a broad overlap and flexibility:
- i. Health and Wellbeing
  - ii. Relationships
  - iii. Living in the Wider World
- 5.2. The overarching aim for PSHE education is to provide students with:
- i. Accurate and relevant knowledge.
  - ii. Opportunities to turn that knowledge into personal understanding.



- iii. Opportunities to explore, clarify, and if necessary, challenge, their own and others' values, attitudes, beliefs, rights, and responsibilities.
- iv. The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

## 6. Overarching Concepts

### 6.1. **Identity:**

- i. Their personal qualities, attitudes, skills, attributes and achievements and what influences these.

### 6.2. **Relationships:**

- i. Including different types and in different settings.

### 6.3. **A healthy (including physically, emotionally, and socially) balanced lifestyle:**

- i. Including within relationships, work-life, exercise, and rest, spending, and saving and diet.

### 6.4. **Risk**

- i. (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)

### 6.5. **Diversity and equality**

- i. (In all its forms)

### 6.6. **Rights**

- i. (Including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).

### 6.7. **Change**

- i. (As something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).

### 6.8. **Power**

- i. (How it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes).

### 6.9. **Career**

- i. (Including enterprise, employability, and economic understanding).

## 7. Student Personal and Social Skills

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



- 7.2. 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.
- 7.3. Students will be inspired to discuss and debate and given the confidence to disagree, whilst being taught to respect the differing views of others.

## 8. Student Contribution within the School

- 8.1. Students are expected to contribute fully to the life of the school.

## 9. Independent Learning and Individual Responsibilities

- 9.1. The ACE curriculum encourages independent learning and expects the students to be responsible for setting their own goals, working consistently, learning independently, scoring, and writing oral reports.
- 9.2. There is also an individual character development programme within the PACE curriculum.
- 9.3. Students are involved in self-assessment and the school utilises positive marking, with verbal or written comments.
- 9.4. Our curriculum encourages students to:
  - i. Work without supervision and use their initiative to set up related projects, surveys, and other activities.
  - ii. Set up websites to raise awareness and gather opinions about social and environmental issues affecting young people in the local area.
  - iii. Research and deliver assemblies during Black History month, National Marriage Week, Fair Trade Fortnight, Saints' days, anti-bullying week.
  - iv. Set up pupil focus groups to inform school leaders and governors on curriculum and wider school matters.
  - v. Are involved in a range of problem-solving activities.
  - vi. Prepare and present different tasks for different audiences.
  - vii. Perform play, drama, sketches, and musical performances; (e.g., Winter banquet and Awards Ceremony)
  - viii. Participate in the annual European Student Convention (Seniors)
- 9.5. Teacher support Learning by:
  - i. Using a range of good, relevant resources.
  - ii. Using current research in their lessons.
  - iii. Imparting high expectations to the students.





- iv. Making good relationships with the students.
  - v. Creating a stimulating atmosphere where students can learn at their best.
  - vi. Constructing groups lessons for students with different abilities, with various levels of teaching support.
  - vii. Providing a safe learning environment, with simple rules in place for discussions and questions.
  - viii. Using challenging questions.
  - ix. Thoroughly assess learning through tests, written assignments, and student self-evaluations.
- 9.6. The School Leadership and Management give Support by:
- i. Ensuring PSHE is well resourced.
  - ii. Providing good training.
  - iii. Performing regular checks on student progress.
  - iv. Conducting observations and evaluation of teaching and quality of learning
  - v. Distributing surveys to staff, students, parents, and carers.
  - vi. Using gathered data to update plans for improvement and training needs.

## 10. Monitoring and Evaluation

- 10.1. Provision for PSHE is monitored and reviewed on a regular basis, and the Headteacher will have oversight of this policy and monitor the provision of PSHE within the school.



## 11. Key Dates for The Plan

Priority	Date	Action
-	-	None at this time.

## 12. General

This document has been reviewed and signed as follows:

Headteacher	Signed	Date	Print name

  

Governor	Signed	Date	Print name