



Personal, Social and Health Education Policy

2019-20

Statement

Personal, Social and Health Education at Hollygirt School is an integral part of the curriculum in both the Junior and Senior School and the general pastoral framework.

All pupils are recognised as individuals and we aim to identify and satisfy the physical, social, emotional, moral and spiritual needs of each pupil.

Throughout the Personal, Social and Health Education course, pupils are helped to understand their own needs and are encouraged to understand the needs of others, so that they can evaluate opinions and lifestyles different from their own, being confident of their own role and position in society.

The Personal, Social and Health Education course therefore aims to provide the framework for pupils to develop their personal and social skills, so that they emerge as confident members of society.

This policy applies to all pupils at Hollygirt School.

Aims

- To encourage the intellectual and moral growth of each pupil in all aspects of school life.
- To provide pupils with the help to gain the knowledge necessary to make informed choices later in life, on personal and moral issues.
- To encourage a sense of self-respect, self-responsibility and self-discipline.
- To equip each pupil with the skills and abilities needed in adult life, particularly in the areas of work, personal finance, health and wellbeing.
- To develop a sense of community and their role in it, through the world of work and work experience.
- To encourage understanding of aspects of citizenship and fundamental British values.
- To develop tolerance and harmony between those who are different in any way culturally.
- To encourage respect for other people having particular regard for those with protected characteristics (Equality Act 2010)
- To develop the full potential of each pupil.

The implementation of these aims can be seen in the Schemes of Work in the Junior/Senior School and across the curriculum, in form time and Year 7 and 11 Conference Days. The PSHE programme in the Senior School is called the 'Issues' programme.

Religious Studies

Introduction

Hollygirt School adopts the principles of the Christian faith, its values and standards of personal conduct, but it welcomes pupils of other faiths, who play an important part in the school community. Although the school adopts a Christian framework of values this is a non-denominational stance and respect is shown to all religious viewpoints and the fact that

many pupils do not come from a faith background. We aim to give each child the opportunity to reflect upon their views and the beliefs of others in their personal search for meaning and purpose.

Aims

It is recognised that every pupil has a spiritual dimension and is therefore on a journey of discovery. The school's Religious Studies course aims to achieve the following according to the maturity of the child:

- To promote an enquiring, critical and sympathetic approach to the study of religion, in both its personal and corporate expression.
- To introduce pupils to the varied nature of religion, and to the ways in which this is reflected in experience, belief and practice.
- To help pupils to identify and explore questions about the meaning of life, and to examine how the major religions respond to these ultimate questions.
- To encourage pupils to reflect on religious responses to moral issues, and to consider their own views, whether these are religious or not.
- To develop skills of enquiry and response in analysis, expression, reflection, evaluation and application, through the use of distinctive language, listening and empathy.
- To enhance and help the delivery of the school's aims.
- To facilitate opportunities for pupils to develop their sense of identity and self-worth through reflection.
- To encourage an atmosphere of co-operation and tolerance through the study of a variety of beliefs and to promote consideration of the views of others.

Withdrawal

All pupils are encouraged to participate in Religious Studies and the school's religious life but where parents wish to withdraw their child the following arrangements apply:

- Pupils not participating in the lesson will remain in the classroom but otherwise occupied.
- Pupils should bring work or reading from their own religious organisation or where this does not apply they should bring suitable reading material.

Religious Studies and Spiritual Development

At Hollygirt, Religious Studies makes a central contribution to a pupil's spiritual development.

The following aspects of spiritual development are included in the syllabus:

- The development of beliefs - informed by the study of the teachings of Christianity and other religions and philosophies.
- A sense of awe, wonder and mystery and feelings of transcendence - encouraged through experiences to which the pupils have access and developed through discussion.
- The search for meaning and purpose - encouraged by pupils having opportunities to ask questions and informed through the study of religions.
- Self-knowledge - the development of self-knowledge and self-respect is not specific to Religious Studies. However pupils are encouraged to be aware of these in the school, religions and the wider world.
- Creativity - pupils are given opportunities to express their innermost thoughts through a variety of media.
- Feelings and emotions - pupils are encouraged to regard feelings and emotions as valid human responses and are presented with resources which evoke feelings as well as an intellectual appraisal. They are encouraged to consider the balance between feeling and thinking.

Moral, Social and Cultural Development

Together with Spiritual Development, these three dimensions are present in the Religious Studies programme at Hollygirt. The pupils are given opportunities to learn, consider, respond and reflect on the issues in various ways. Morality refers

to attitudes and motives in relation to others and to moral ideals or absolutes including God, consideration of a variety of approaches to morality, and the ability to reflect rationally on ethical issues.

Religious Studies contributes to issues of multi culturalism, minorities, human rights and responsibilities, conflict and reconciliation. It has much to say about politics, society and family life. It introduces pupils to many of the greatest artistic, musical and dramatic productions in history, giving the values by which societies live and thereby contributing to their social and cultural development.

A Whole Person

The following attitudes and skills are fostered through the Religious Studies course as well as in the ethos of the life of the school and in other subjects in the curriculum.

- a sense of awe and wonder and respect for the world
- confidence in their own sense of identity
- a respect for, and a readiness to learn from, the aspirations of others
- a willingness to recognise the variety of religious responses, including a respect for the practice and non-practice of religion
- a willingness to tolerate uncertainty and to acknowledge ambiguity of practice
- a readiness to discuss religious issues openly and to accept diversity of practice
- an understanding of the implications of commitment

Other Relevant Documents

- Pastoral Policy
- Sex Education Policy
- Issues Scheme of Work
- SMSC Policy
- Safeguarding Policy

Charities

The overall aim of the Charities Policy is to encourage a caring attitude and sense of social responsibility among the school community, and to broaden pupils' horizons.

Charitable activity at Hollygirt School falls into three categories:

1. The selection of charities to support is made by students. Harvest Festival collections go to the chosen external appeal (alternate local and international).
2. From time to time other charitable activities are supported when in the opinion of the Headmistress neither parents nor pupils are likely to be overburdened. Support may be given in a variety of ways. Examples might include a display on a notice board to increase awareness; sponsored events, cake sales etc. a one-off collection when there has been a disaster or participation in a national day.
3. The Junior School has established a number of charitable links that raise the younger pupils' awareness at particular times of the year.

Unchanged August 2019