



CLAREMONT HIGH SCHOOL ACADEMY

Policy: Personal,
Social and Health
Education (PSHE)

Legal Status:

Statutory

Updated:

March 2017

Adopted: March 2017

Next Review: 2018

Responsible SLT:

DAB



Notes:

Links to RSE Policy

Links to Safeguarding Policy

Links to Drugs Policy

Based on the DfE Guidelines

Developmental Process

Status of Policy: Final

Date of Policy: July 2014

Date for Review: March 2017

The member of staff responsible for overseeing and reviewing this policy is Adam Skordi

Location and Dissemination

This policy document is freely available on request to the entire school community. The policy is referred to in the school prospectus as well as in relevant areas of the curriculum. A copy of the policy can be found in central resources and on the school website.

The national context for PSHE education

The Education Reform Act 1988 requires all schools to provide a broad and balanced curriculum that:

- promotes the spiritual, moral, social and cultural development of young people at the school and of society
- prepares young people for the opportunities, responsibilities and experiences of adult life

'Every Child Matters' requires the following outcomes for our young people

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

Schools have a statutory duty to safeguard children and promote young people's wellbeing.

PSHEe and safeguarding:



PSHE education is a key component in our schools approach to safeguarding in the curriculum. Through work on topics such as relationships and consent the programme provides pupils with the knowledge, language, skills and strategies to protect themselves, to protect their peers and if necessary to access help for themselves and others.

PSHEe and behaviour:

PSHE education is a key component in our school's approach to the management of behaviour. Work on topics such as rights, responsibilities, equality, healthy relationships and abuse and the development of skills including listening and effective team working contribute to an effective learning environment.

As our school is a place of learning and our intention is to create independent young people, it is essential that we provide the learning to enable our students to take increasing responsibility for these outcomes.

The Claremont curriculum has 4 aims for all children to become, appropriate to their age and ability:

- Confident and articulate young people
- Reflective and emotionally intelligent
- Empowered to seek help/advice for themselves and others
- Responsible members of the Claremont and wider community

The provision of a comprehensive, developmental PSHE education programme, supported by a curriculum that provides opportunities for personal and social development, set within a 'healthy school' that models supportive behaviours and offers opportunities for young people to practise personal and social skills and make real decisions about their lifestyle, is central to our school's response to these requirements.

The purpose and school context for PSHE education

Our school's overarching mission statement is "to prepare our students to realise their full potential". As a school we recognise that this is only possible if they are safe and able to make safe decisions. PSHE education is vital in preparing and enabling our students to make and enact these decisions.

Underpinning our teaching of PSHE education is the belief that we should foster the Academy values; excellence, perseverance, enjoyment, respect and aspiration.

PSHE education is central to the development of the young people in our school. The planned programme is designed to help them manage the difficult moral, social, economic and health-related issues that arise in their lives and in society. It also helps them to develop the knowledge, understanding, values, language, skills and strategies they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

The provision of a comprehensive PSHE education programme is central to achieving our school's own aims and objectives and mission statement. PSHE education provides learning that makes an essential contribution to:



- Reducing or removing barriers to learning – by providing learning that promotes positive relationships and thus supports young people in reaching their full potential
- Developing the key concepts, knowledge and understanding, language, skills and strategies that enable young people to make positive lifestyle choices, now and in their future
- Developing the key concepts and skills that both support academic learning (for example, team working that encourages more effective group enquiry) and transcend it (for example, building resilience and developing entrepreneurial skills), and that are essential to employability in a rapid changing global economy

The values and ethos of the school will not only be made explicit in PSHE education, they will at times be shaped by what happens in PSHE education. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our young people.

The PSHE education programme is embedded within the wider learning offered by the school to ensure that young people have positive relationships with adults, and feel valued, and that those who are most vulnerable are identified and supported.

The school provides opportunities for young people to make real decisions about their lives, to take part in activities that stimulate adult choices, and where they can demonstrate their ability to take responsibility for their decisions.

Equality and Diversity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching pedagogy will take into account the ability, age, readiness and cultural backgrounds of the young people to ensure that all can access the full PSHE education provision.

We promote social learning and expect our students to show a high regard for the needs of others. PSHE education is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

Every young person in Key Stages 3 and 4 has access to the full PSHE education provision, they have 1 hour timetabled per fortnight. Parents have the right to withdraw their children from relationships and sex education which is not part of the statutory national curriculum.

Note: Please also refer to the SEN policy.

The key principles that underpin our PSHE education provision

Our PSHE education programme recognises that young people will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme



that reflects both the universal and unique needs of our students. We liaise with Local professional agencies to enable us to prioritise learning within our programme and to ensure it is relevant.

We provide PSHE education through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach.

Creating a safe and supportive learning environment

The PSHE education programme is taught within a safe and supportive learning environment, where young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, reflect on opinions, and put what they have learned into practice in their own lives.

The PSHE education programme is just one part of what the school does to help young people develop the knowledge, skills attitudes and understandings they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities, the schools commitment to providing 'Healthy Schools' climate and culture, and the pastoral system. These are detailed in the overview of whole school PSHE education delivery.

The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is responsibility of all staff, in partnership with families and the wider community. Where appropriate, the school encourages their involvement in the programme.

The purpose of each lesson is made clear and learning experiences meet the needs of all young people in class. The PSHE education programme offers a wide variety of teaching and learning styles, with an emphasis on active and participative learning and the teacher as facilitator.

Any information provided is realistic and relevant, and reinforces positive social norms. Learning takes a positive approach that does not attempt to induce shock or guilt, and focuses on what young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Young people are encouraged to take responsibility for their own learning and to record their own progress. PSHE education encourages young people to reflect on their learning and the progress they have made, and transfer what they have learned to say and do from school subject to another and from school to their lives in the wider community.

The use of visitors to classroom



Visitors to the classroom enrich the PSHE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned development programme and the teacher is always present to manage the learning.

Visitors are resources to enable learning, and are not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit.

Pupils with additional educational needs

As far as is appropriate, young people with special educational needs follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one to one basis.

It is the school's policy not to withdraw young people with special educational needs from PSHE education to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

Scope

During key stages 3 and 4 young people will follow the national curriculum programmes of study tailored to our students' needs and reflecting current concerns. They will learn about Health and Wellbeing, Relationships, and Living in the Wider World.

The programme develops the key concepts of:

- Identity
- Resilience
- Managing Change
- Power (within social contexts such as peer-pressure)
- Rights, Responsibility and Consent
- Diversity and Equality
- Risk management
- Health (mental, physical and emotional) and Balanced lifestyles
- Relationships (including; friendships, romantic, familial)
- Career (including academic choices, enterprise and economic understanding)

It further develops and rehearses:

- Intrapersonal skills required for self-management
- Interpersonal skills required for positive relationships
- Enquiry skills

During key stages 3 and 4 personal, social, health and economic education brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability. There are two non-statutory programmes of study at key stages 3 and 4: personal well-being, economic well-being and financial capability. The programmes of study are based on the every child matters outcomes and build on the existing frame works and guidelines in these areas.



Education for economic well-being and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Personal well-being helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contribution to their families, schools, and communicate their qualities, skills and attitude, they build knowledge, confidence and self-esteem and make the most of their abilities.

As part of the personal well-being work the programme covers personal safety. Within this, the programme covers the theme of relationships and abuse. The following topics will be covered in this theme:

- Female Genital Mutilation
- Domestic Violence
- Child Exploitation
- Arranged Marriage
- Forced Marriage

Young people are vulnerable to these criminal activities. The programme will help young people understand their rights and know how to seek help if they believe that they or their friends are at risk.

Monitoring and evaluating

The PSHE education coordinator will monitor the planning, teaching and learning of PSHE education regularly. Planning will be monitored termly, and observations of teaching will take place in accordance with the schools monitoring cycle. Feedback will be given to teachers. The schemes of work and policy will also be reviewed according to the review cycle.

Assessment, recording and reporting

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme.

Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and set personal goals and agree strategies to reach them. The process of assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

We will assess pupil's learning through; in class question and answer, discussion, group work, peer assessment, self assessment and marking. Pupil's learning is assessed as Working Toward, On Target, or Exceeding Target. These are defined based on the progression framework and with respect to the individual pupil's starting point.

Key Principles and Teaching Methodology



The PSHE education programme will be taught through a range of teaching methods these are outlined in the Teaching and Learning policy. Our PSHE education programme recognises that young people will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students.

We will ensure that sessions including those on risky behaviours, remain positive in tone by setting clear expectations at the beginning of the year and reinforcing them before each of these topics. Behaviour will also be managed according to the Behaviour for Learning policy.

We will ensure cross-curricular learning by keeping an up-to-date overview of whole school delivery and liaising with both senior curriculum and senior pastoral teams. Working closely with key subjects to ensure cross-curricular learning is explicit. Deep Learning Day activities will be run by joint departments to ensure links are strong.

Topics covered and broadly when

Across Key Stage 3 and 4 Identity and Resilience underpin all PSHE education learning. Below are the outlined key concepts and topics for each year group. These are flexible and will be adjusted based on dialogue with all stakeholders. An example of the format is open conversation, parents' evening, letters home etc. The programme is also reviewed bi-annually by the PSHE Association advisors.

During year 7, pupils will develop the key concepts of managing change, power (including peer pressure), rights, responsibility and consent, health, relationships, and career.

They will do this through learning about personal and community values, the concept of success, friendship, role models, balanced lifestyles, female genital mutilation and, physical and emotional changes during puberty.

During year 8, pupils will develop the key concepts of power (including peer pressure), rights, responsibility and consent, diversity and equality, risk management, health, relationships, and career.

They will do this through learning about social dilemmas and responsibility, group behaviour, social expectations, peer pressure, STDs, social media, contraception, consent, personal finance, mental health and illness, alcohol and smoking.

During year 9, pupils will develop the key concepts of power (including peer pressure), rights, responsibility and consent, diversity and equality, risk management, relationships, and career.

They will do this through learning about career values, community pressure, domestic violence, exploitation in young people, consent, STDs, contraception, and legal/illegal highs.

During year 10, pupils will develop the key concepts of rights, responsibility and consent, diversity and equality, discrimination, risk management, health, relationships, and career.



They will do this through learning about gender expectations, balance in relationships, STDs, contraception, consent, worldwide political systems, human rights, homophobia, racism, sexism, ageism, mental health and illness, and study skills.

During year 11, pupils will develop the key concepts of managing change, rights, responsibility and consent, diversity and equality, risk management, health, relationships, and career.

They will do this through learning about arranged marriage, forced marriage, honour killing, personal finance, gender equality, contraception, risks associated with drugs and alcohol, late puberty, stress management and job interview skills.

The programme is delivered by a core group of staff who have received additional training in this area.

Stakeholder consultation on policy

- Pupils are consulted via the school council
- Governors are consulted through policy review
- Trustees are consulted through policy review
- Parents have ready access to the policy and are invited to feedback directly to the school
- Staff have ready access to the policy and are encouraged to feedback directly to the school

Confidentiality

Due to nature of the topics covered in the PSHE education programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Link to other policies

Other school policies contribute to the personal, social and emotional development of pupils:

- Relationships and sex education (RSE)
- anti-bullying
- drug
- safeguarding
- food
- equality targets