

SPALDING HIGH SCHOOL



PERSONAL, SOCIAL, HEALTH & ECONOMIC (PSHE) EDUCATION POLICY

HEADMISTRESS:	Mrs M K Anderson
PSHE COORDINATOR:	Mrs T Waldron
PD COORDINATOR:	Mrs D Bushell
SCHOOL CAREERS COORDINATORS:	Mrs L O'Brien (KS3&4) Mrs D Bushell (KS5)
RS & CITIZENSHIP HEAD OF DEPT:	Ms L MacArthur
ASSISTANT HEAD TEACHER: (Students & Community)	Mrs L Ray
DEPUTY HEAD:	Mrs T Waldron
LINK GOVERNOR:	Mrs L Hebblewhite
DATE AGREED:	March 2016
REVIEW FREQUENCY:	Bi-annual

Executive Summary:

This policy sets out the regulations and school procedures for Personal, Social Health & Economic Education. This policy has been written in to ensure compliance to the Department for Education requirement that all schools teach PSHE as proposed within the National Curriculum. In addition it is to outline our comprehensive and developmental programme of content and delivery for Years 7 – 13.

Related Policies:

Child Protection/Safeguarding	June 2018
Relationship & Sex Education Policy	June 2016
Careers Policy	March 2016
Equal Opportunities/Inclusion	March 2014
Managing Drug Related Incidents	Currently under review
Behavior for Learning Policy	June 2018
SMSC & BV Policy	June 2018

Chair of Governors

Date

Headmistress

Date

SECTION 1: Introduction.

- 1.1 At Spalding High School, we agree with the Department for Education that Personal, Social, Health and Economic Education is ***“an important and necessary part of all pupils’ education”***. To this end we deliver our PSHE programme as part of the core curriculum to every pupil and student from Year 7 to Year 13.
- 1.2 Our PSHE Education and Personal Development curriculums are designed to give pupils and students the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.
- 1.3 In Key Stages 3 and 4 we include our Careers Education programme (Careers Policy 2016) and so our lessons are called PSHCE lessons with the ‘C’ representing Careers. In Key Stage 5 our PSHE programme is known as Personal Development and Careers is delivered via separate Careers lessons. Relationship and Sex education (RSE Policy 2016) and Drugs Education are also fundamental elements of our programmes of study.
- 1.4 Citizenship is largely delivered via our Religious Studies programme which is a compulsory part of the Standard Core Curriculum. Some elements of Citizenship studies are not delivered via RS and are within our PSHCE programme instead.
- 1.5 All staff with responsibilities in these key curriculum areas liaise and work closely to ensure seamless and comprehensive delivery of the programmes of study. They are all within the remit of our Deputy Head (whole school pastoral oversight) and Assistant Head Teacher (Student & Community) who also has strategic responsibility for Safeguarding, Social, Moral, Spiritual & Cultural education, Enrichment and Achievement and British Values.
- 1.6 In 2015 all of our programmes of study and schemes of work for these key curriculum areas were revised and tailored to provide a comprehensive and developmental programme for all pupils/students Year 7 to Year 13. Key personnel, pastoral staff, form tutors and student feedback all played an important role in creating our new curriculum and although we are proud of our new programme it is reviewed annually.
- 1.7 In 2015 we also introduced a static lesson as part of the curriculum for the formal delivery of our PSHCE lessons in KS3 and KS4. A static lesson continues to exist in KS5 and now the whole school has PSHCE or PD at the same time. Delivery is via one 50 minute lesson once per two-week cycle and delivered in the main part by Form Tutors but visiting speakers, organisations and “experts” are also a very important part of our programme.
- 1.8 We believe that the quality of our provision in these areas are reflected by and a cornerstone of, our ethos and beliefs as a school. These are not bolt-on curriculum initiatives but are values represented in everything that we stand for as a school and community.

Section 2: Aims:

2.1 At Spalding High School we aim to give our pupils/students opportunities to:

- Take and share responsibility
- Feel positive about themselves
- Take part in discussions in a supportive atmosphere
- Make real and informed choices and decisions about their own lifestyle
- Meet and talk to people
- Develop good personal relationships
- Consider social, ethical and moral dilemmas

- Recognise and respect the diverse world in which we live
- Find information and advice
- Prepare for change
- Develop effective organisational skills
- Engender a positive, self-motivated attitude towards life

We do this because we believe in the fundamental value of these experiences.

- 2.2 At Spalding High School all of our pupils/students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and local communities. In so doing, every pupil/student learns to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and learn to understand how they are developing personally and socially, tackling many issues that will prepare them well for adulthood.
- 2.3 Pupils & students also find out about main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.
- 2.4 They learn to understand and respect our common humanity; diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.
- 2.5 Programmes of study can be found in appendices 1 – 7. Our programmes are tailored to the needs of our pupils/students and aim to support the diversity of our School's cultures, faiths and family backgrounds and respond quickly and appropriately to current issues or needs.

Section 3: Teaching and learning:

- 3.1 A variety of teaching strategies are used to develop relevant skills and knowledge through:
- Developing discussion
 - Thinking through debate
 - Working in groups
 - Investigation
 - Role play
 - Participation
 - Learning with simulations
 - Reflection
- 3.2 Staff are aware that views of some of the issues covered within our programmes of study may be sensitive or controversial. However, whilst personal views are respected, all topics are taught without bias. If staff feel inexperienced or unable to deliver a topic effectively then more experienced colleagues will assist.
- 3.3 Topics are presented using a variety of views and beliefs so that pupils/students are able to form their own informed opinions but also to respect others that may have different views. Extreme views in any form, on any topic will always be challenged and monitored carefully.

Section 4: Resources:

- 4.1 Resources are provided by the PSHE Coordinator and in collaboration with other key staff and are regularly reviewed for age and content suitability.

Section 5: Community Based Agencies:

- 5.1 Outside speakers are encouraged where it is felt their expertise will add to the pupils' & students' learning experience.

Section 6: Monitoring and Evaluation:

- 6.1 A sample of Form Tutors and pupils/students evaluate each lesson to allow regular feedback to the PSHE Coordinator. The programmes of study are evaluated and reviewed at the end of each academic year.

Section 7: Assessment, Recording and Reporting:

- 7.1 Pupils are involved in self-monitoring using reviews and action plans. These are organised as part of our Records of Achievement scheme.

Section 8: Confidentiality:

- 8.1 As a general rule, a pupil/student's confidentiality is maintained unless there is a safeguarding issue. If this is the case then the School's Safeguarding and Child Protection policies must be followed and the Designated Safeguarding Lead (DSL) informed immediately.
- 8.2 The pupil/student will be informed that confidentiality is being breached and the reasons why. They will be supported throughout this process.

Section 9: Dissemination.

This policy is available on the School website. If parents would like a paper copy of this policy they should contact the school reception by telephone or via enquiries@spaldinghigh.lincs.sch.uk There may be a small charge to cover printing/copying costs.

Appendices 1-7

- Appendix 1: Programme of Study Year 7
- Appendix 2: Programme of Study Year 8
- Appendix 3: Programme of Study Year 9
- Appendix 4: Programme of Study Year 10
- Appendix 5: Programme of Study Year 11
- Appendix 6: Programme of Study Year 12
- Appendix 7: Programme of Study Year 13

NB – These Programmes of Study are reviewed and updated during the course of the year and may be subject to minor changes based on the availability of speakers and external agencies.