



# **Pedmore High School**

## **Personal Social Health and Economic PSHE Policy March 2022**

The PSHE policy will be used by:

- teachers/form tutors, who will look to it to guide their lesson planning and to put boundaries around the issues they can explore with children and young people and the range of ways in which these can be explored. This is important for both guiding teachers and protecting them.
- Parents, who will look to see both the PSHE curriculum content and values that the school is promoting.
- Other professionals such as visiting speakers, who will want and need to know the aims, objectives and values that the school has in relation to its PSHE programme, agreed teaching methodologies and boundaries for their work in school.

### **Other school policy links**

The PSHE policy is part of a suite of policies that include safeguarding/child protection, Prevent, Peer on Peer abuse and Online Safety (this list is not exhaustive). Links made between these policies demonstrate a commitment to equality or diversity, this runs through the life of the school rather than being viewed as a 'topic' to be covered in PSHE alone.

### **Cross-curricular considerations**

PSHE learning is linked to other subjects in the curriculum. For example, students may learn about the biology of reproduction or the effects of drugs on people's bodies through the science curriculum, but PSHE gives them the opportunity to consider what this knowledge and understanding means to them, and to develop the skills and strategies they will need to apply this knowledge in their present and future lives. Other linked subjects include citizenship, religious education, ICT and some aspects of literacy.

### **Legislative requirements**

Any policy must work for our school, but it is important to make sure that it meets the needs of our students. Currently under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and
- prepares students at the school for the opportunities, responsibilities and experiences of later life.

The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of students at the school'. New government guidelines require all LA-funded

schools to teach relationships education at primary school, relationships and sex education at secondary school and health education in all state-funded schools.

### **Policy content and rationale**

This policy was produced by Louise Stanton through consultation with the school, school governors and parents.

This policy covers our school's approach to ensuring our students are equipped with age appropriate information, to enable them to make positive decisions to ensure healthy related behaviour is developed.

We define PSHE as an integral subject within our students lives. It allows them to develop the knowledge and skills to manage their own life, both in the present and future. It can support students in understanding how to stay healthy, safe and prepared for life and work.

PSHE is a subject that can develop many skills and attributes within our students. We endeavour to guide our students' to be proud of themselves- in who they are, their achievements and thrive in society, as a family member and as individuals. Developing skills such as teamwork, communication, resilience, grit and determination. PSHE can also contribute to a student's academic potential. Within our school, PSHE helps promote students spiritual, moral, cultural, mental and physical development.

We view the partnership of home and school as vital in providing the context to ensure our curriculum is tailored to our students' needs.

Our school's overarching aims for our students are to ensure they Aspire, Persevere and Succeed.

We ensure PSHE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by regularly reviewing the lessons and content delivered to our students, by means of student questionnaires, teacher feedback via observation and verbal discussions and liaising closely with the SENCo.

We ensure PSHE fosters gender and LGBTQ+ equality by delivering lessons in an environment where respect for individuals, their opinions and ideas are well received, whilst underpinning the knowledge of gender and LGBTQ+ equality through lessons taught.

Consultation and involvement of students in PSHE is crucial if teaching is to meet their needs and address the issues they are facing. Involvement of students also means that teachers can find out what students think of existing provision to enable them to better evaluate it. The level of consultation and involvement of students will be different depending on their age and level or maturity.

Students have been involved in the creation of this policy through a student survey approach.

### **Policy availability**

Parents and carers will be informed about the policy through means of email system and also located on our school website.

If you require this policy in paper format or in a different language please contact Mrs Stanton through reception.

### **Policy aims and objectives**

The PSHE policy reflects on the school's vision, values and ethos.

#### **Pedmore Vision, Value & Ethos**

1. Constantly raise every student's achievements by providing a positive learning environment which develops an enquiring mind and a love of learning.
2. Provide an inspiring and structured curriculum which personalises every student's learning needs.
3. Support our students to develop individual and social responsibility, as well as moral purpose, and to actively participate in local, national and international community issues with confidence.
4. Provide equal opportunities for each student through a personalised and targeted learning programme.
5. Develop positive links with parents and our local community.
6. Create an atmosphere of trust and safety, within a calm and purposeful environment, in which everyone can learn.
7. Implement clear and consistent expectations for behaviour and learning.
8. Encourage staff to be collectively ambitious for Pedmore and to fulfil their roles effectively through continuous professional development.

Our core purpose is to provide high-quality learning opportunities in a happy and secure environment, in order to offer ambitious life opportunities for our students. Hence, learning is at the heart of everything we do. We recognize that everyone is different, with different learning styles, gifts and talents. We seek to recognise these in our planning of the curriculum, lessons and extra-curricular activities. We want our students to leave Pedmore with the best possible academic qualifications and a love of learning that will remain with them for life.

## **Creating a safe and supportive learning environment**

PSHE education works within students' real-life experiences, therefore it is essential to establish a safe learning environment. We will create a safe and supportive learning environment by setting clear 'ground rules', the use of distancing techniques and adhere to the confidentiality policy that is understood by all (adults and children). In the course of PSHE education lessons, students may indicate in some way that they are vulnerable or 'at risk'. We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support by following the schools safeguarding policy.

## **Entitlement and equality of opportunity**

We promote the needs and interests of all students, irrespective of gender, culture, ability or personal circumstance by ensuring classroom practice and pedagogy considers students' ability, age, readiness, cultural backgrounds and those with English as a second language, and will be adjusted to enable all students to access the learning.

It is not part of our school's policy to withdraw students with special educational needs from PSHE education to catch up on other national curriculum subjects, these aspects of personal and social development are as important to all students as their academic achievement.

We recognise the right for all students to have access to PSHE education learning which meets their needs. We will ensure that SEND students receive access to PSHE curriculum through additional lessons of support.

## **Intended outcomes**

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Students need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

## **Learning and teaching:**

### **Planning**

During Key Stage 3, students will:

build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and

challenges of life. Students learn to manage diverse relationships, financial capacity, their online lives, the increasing influence of peers, the media and false news.

During Key Stage 4, students will:

deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Teachers are careful to ensure that they do not set up polarising debates in PSHE lessons. It is essential that lessons are sensitive to a range of views but the school must ensure that students always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights. This will include clear, impartial information in relation to matters such as forced-marriage, female genital mutilation and abortion.

### **Assessment**

Assessment in PSHE lessons is an ongoing process. Assessment will take the form of Baseline Assessment, Assessment of Learning and Assessment of Learning. Assessment will allow teachers to gain an understanding of their students' learning and understanding. Here are some examples of assessment that will be evident in PSHE lessons:

Questioning, discussion, brainstorming, 'graffiti wall', questionnaire, explain to an alien, sort cards, role play, hot seating, storyboards, continuum, responding to a scenario, quiz, presentations, giving advice to fictional characters, cold and hot writes, self-assessment, peer assessment.

### **Timetabling**

At Pedmore we allocate 1 lesson of curriculum time per week to PSHE education. PSHE is most effectively taught through a 'spiral programme'. This means organising learning into a series of recurring themes, each lasting approximately half a term, which students experience every year and knowledge is built upon year on year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected 'issues'. An example of a theme might be 'Health and wellbeing', which offers a context for developing the key concept of 'a healthy lifestyle' and the key skills of 'critical reflection', 'decision-making' and 'managing risk'. The context might be healthy and balanced eating in Year 7, and body image and eating disorders in Year 9 through which the key concepts are expanded and the key transferable skills rehearsed and developed. Our provision is further enriched by external agencies.

### **Teaching responsibility and staff training**

The programme will be led by PSHE co-ordinator.  
It will be taught by form tutors.

It will be supported by Heads of Year and Senior Leadership Team.

Teachers responsible for teaching PSHE will receive training.

We will use external contributors in the following circumstances such as high-profile topics, such as Child Sexual Exploitation.

Visitors to the classroom can bring their expertise or personal stories to enrich student's learning. However, the teacher will always manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors will be part of a planned, developmental programme. Teachers will always be present to manage the learning, and to ensure that it is safe.

### **Confidentiality and handling disclosures**

Due to the nature of PSHE education, students' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and students are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

We will set appropriate ground rules at the start of every lesson. If a student makes a disclosure we will follow the schools safeguarding policy.

### **Responding to students' questions**

It is important that students feel able to ask any questions that they wish and that their questions are valued. Where necessary, teachers will need time to provide the most appropriate response to any questions posed. If the question raises potential safeguarding concerns, the teacher will raise their concern by way of following the safeguarding policy.

We will allow students to raise anonymous questions by way of an anonymous box. Staff can then respond to these questions in a timely manner.

If a safeguarding issue is raised by an anonymous question we will carry out appropriate investigations to ascertain where the safeguarding concern has come from.

### **Links to other school policies and area of the curriculum**

The following whole-school policies support PSHE education policy and vice versa such as:

- Anti- Bullying policy
- Online safety policy
- Prevent policy
- Relationships and Sex Education (RSE)
- Safeguarding Child protection policy

Learning in PSHE classes complements the learning in many other subjects across the school such as: Science, English, Mathematics, History, RE and PE.

### **Involving parents and carers**

PSHE is strongest when there is communication and collaboration between school and home. Parents will be informed about the policy through sharing via our email system and on our webpage. We are committed to working with parents and carers, by ensuring that they are fully aware of what is being taught and provide the Programme of Study and Scheme of Work on the school's website, with links to supportive web material, local and national helplines, should parents and/or students require it.

As part of our whole school approach to PSHE, there will be a consultation period to review the PSHE policy. Parents are also invited to view the materials and resources we use in lesson, should they require.

Governors will be informed of the PSHE policy and curriculum through governor meetings held termly where necessary.

Student voice will be used to review and tailor our PSHE programme to match the different needs of students. Student voice will be presented periodically over the academic year.

### **PSHE policy review date**

As part of effective PSHE provision, the PSHE policy should be reviewed at least every 2 years.

This policy will be reviewed in September 2023.

It will be reviewed by the current PSHE lead.

This will ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance.