

052 PSHCE Education

Responsibility: CT
Date: November 2017
Next Review: November 2019

1. Introduction

- 1.1 The health, well being, emotional and intellectual maturity of all pupils is at the core of our school's mission. Clearly the healthy and happy development of young people is also a partnership, notably with parents, who hold the prime responsibility for their children. We also work with local health professionals, the Local Authority and many others to deliver the best learning and environment that we can.
- 1.2 PSHCE education is the school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- 1.3 PSHCE is mostly taught as a specific, discrete curriculum subject, which covers a number of different aspects of learning. Pupils' personal and social development involves a much wider experience than lessons. This development is influenced at school by the environment, atmosphere, attitudes and other policies of the school. All staff (and children) impact on PSHCE, and not simply the specialist staff who teach discrete lessons. This policy, and the curriculum content of PSHCE, must be seen in conjunction with a variety of other aspects of school life.

2. The Aims of Personal, Social, Health and Citizenship Education

- 2.1 The main aim of PSHCE is to promote the spiritual, moral, cultural, mental and physical development of all pupils. This reflects our school's aims and the objective of the national curriculum for a broad and balanced curriculum; one which prepares all pupils at the school for the opportunities, responsibilities and experiences of later life. More specifically, we base our PSHCE delivery on official national and local guidance. These objectives indicate that a school:
 - Raises pupils' confidence and self-esteem by reminding pupils and teachers of the importance of respecting everyone as an individual and appreciating effort;
 - Offers an especially supportive climate for learning;
 - Provides a foundation for acquiring the skills needed to learn and grow up at ease with oneself;
 - Increases pupil motivation and deepens their understanding through providing relevant opportunities for 'real-life' learning;
 - Improves pupils' ability to reflect on and become responsible for their own learning and future choices at post 16
 - Reduces the chances that pupils' education will be interrupted or impaired, for example, by the fear of bullying.
- 2.2 We aim to reflect these six strands in our PSHCE education:

- Relationships: developing and maintaining positive and healthy relationships of all kinds, including friendships; recognising and dealing with unhealthy relationships (including bullying); understanding how to communicate effectively and confidently within relationships. Relationships and Sex education will form a core aspect of a broader PSHCE programme
- Health: healthy lifestyles; healthy eating and exercise; mental and emotional health and wellbeing; drug, alcohol and tobacco education
- Risk: assessing and managing risks and opportunities such as making independent choices and recognising and responding to peer pressure; personal safety on and offline, including on social media
- Economic wellbeing: budgeting, saving, pressures and influences on spending and risks associated with gambling and other financial choices
- Career choices: enterprise skills, different career pathways
- Employability: key skills needed to succeed in the workplace; preparation for the world of work

3. The needs of Pupils

- 3.1 The PSCHE programme is tailored to the age, physical and emotional maturity, gender and the cultural and social needs of our pupils.
- 3.2 We aim to consult with pupils about its content, sometimes informally, and sometimes through a more formal audit, questionnaire or focus group. We also regularly evaluate teaching and learning, again either informally, or through a more formal evaluation process.
- 3.3 Our planning also reflects the contemporary issues and needs that will engage a young person as they grow up in our current social context.
- 3.4 Styles of teaching and the planning of varying activities also reflect the differing needs of pupils as outlined below.

4. Teaching and Learning – Content and Methodology

- 4.1 The PSHCE curriculum is part of the remit of the RPSE department. RPSE is normally taught for 3 hours per fortnight at Key Stage 3, 2 hours per fortnight in Year 10 and via three 'ACE' days in year 11. This time allocation includes core PSHCE and RE. The school aims for all teaching to be by specialist staff within the department.
- 4.2 Details of the content of the curriculum can be found on the school website. The PSHCE long term plan is revised by May of each year to take account of any new advice, priorities, evaluation or needs expressed through teachers, pupils or national and local agencies. Detailed schemes of work are held in the department.
- 4.3 The curriculum content is built on the learning objectives set out in the national curriculum, non-statutory and statutory guidance and local guidance and information (as well as the locally agreed syllabus for RE). Schemes of work ensure that content and aims ensure progression between years and key stages.
- 4.4 Pupils have different needs and different learning styles. We therefore plan a variety of activities and methodologies into lessons. Tasks are differentiated to cater for all abilities. We believe it is important that lessons should provide a positive, accepting and secure place for learning and development. As part of this we ensure all pupils agree and observe ground rules that enhance respect, acceptance, enquiry and the inclusion of all.
- 4.5 Examples of teaching activities that take into account different needs can be seen in the schemes of work.

5. Citizenship

- 5.1 An overview of citizenship is the responsibility of the RPSE department. It is the remit for all departments to support delivery and encourage citizenship skills. A number of departments are responsible for the delivery of specific units of work and for assessing pupil progress.

6. Budget

- 6.1 The school recognises the need for competent and creative PSHCE and includes a specific budget provision within the allocation for RPSE, as well as supporting other aspects of personal and social development through the school improvement plan and its budgetary implications. An example is the development of on site health care.

7. Continuous Professional Development

- 7.1 The school recognises and is committed to the professional development of its staff. It encourages and facilitates this, and supports staff undertaking PSHCE CPD and other aspects of training.

8. External Support and Partnership

- 8.1 The school works in partnership with a wide variety of people and agencies in support of both the PSHCE curriculum and the overall personal and social development of its pupils and staff.
- 8.2 Some topics include jointly planned and delivered lessons with our partners in the community, though a visitor is never seen as a substitute for the teacher.
- 8.3 Parents are a key part of our partnership, as outlined in the introduction to this policy. We are conscious that we all share responsibility for nurturing the attitudes and behaviour of young people. We endeavour to ensure good communication between the school and parents.

9. Monitoring and Evaluation

- 9.1 The provision of PSHCE is thoroughly audited from time to time and reviewed annually in May for September.
- 9.2 We also regularly evaluate specific provision, involving teachers and pupils as well as taking other advice (see 3.2).

10. Links with other Policies and Protocols

- 10.1 This policy links with the following school policies:
- Special educational needs 059
 - Sex and Relationship Education Policy 057
 - School behaviour 007
 - Health and safety 031
 - Equality 025
 - Safeguarding 053
 - Drug Education Policy 022