



PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION POLICY

JANUARY 2017

POLICY DETAILS

Date of policy: January 2017
Date of next review: January 2019

Member of staff responsible for overseeing that this policy is implemented and regularly reviewed:

Richard Garratt (Assistant Head) Louise Williams (PSHE Co-Ordinator)

Relationship to other policies

The PSHE policy provides a framework for all PSHE related policies in school, including:

- Relationships and Sex education
- Drug Education and the management of incidents in school
- Confidentiality
- Using outside visitors in school
- Safe-guarding / Child Protection
- Healthy eating
- Inclusion

These policies should be read in conjunction with this PSHE Education policy statement.

Aims

- To promote pupils' personal, social, emotional and physical health and economic development.
- To support this development with a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Objectives

In order to achieve our aims we will:

- have a strong school leadership team that puts a high value on the role PSHE Education plays in our school's development and well being.
- have a whole school approach to PSHE Education, that recognises the importance of pupils receiving consistent messages about key aspects of health and wellbeing
- have a planned and balanced delivery of PSHE Education that is well resourced, adapts to reflect the needs of the students and current media issues and develops reflexively along with the needs of the students
- assess, record and report on pupils' achievements through class teacher reports
- give pupils a voice through school council, questionnaires and reflexive review
- develop and encourage partnerships with parents, carers and our local community
- encourage staff professional development, health and welfare
- work with pupil support services to bring additional expertise to the curriculum and enable swift and easy referral where pupils need further support.

The PSHE Education curriculum

PSHE Education is the planned provision for emotional and social development. It will help children and young people develop a secure sense of identity and to function well in the world. PSHE Education includes three elements:

- The acquisition of accessible information that is relevant to children and young people's lives and experiences, maturity and understanding
- Exploration, clarification and the development of attitudes and values that support self-esteem and are positive to health and well-being
- Development of personal and social skills to enable positive emotional development and interaction with others as well as the ability to make positive health choices and actively participate in society.

PSHE Education is central to achieving the aims of the national curriculum. PSHE Education addresses and links the five Every Child Matters outcomes, and helps to demonstrate how a school is meeting the requirements to achieve them. The national curriculum offers a (currently) non-statutory framework for PSHE. However, following a review of Relationships and Sex Education in schools, the Government announced in October 2008 that comprehensive Relationships and Sex Education will be made compulsory as a part of a statutory PSHE Education curriculum in the future.

The PSHE Framework is delivered through four strands at key stage 3&5

Pupils should

- Develop confidence and responsibility and make the most of their ability
- Prepare to play an active role as citizens and for responsibilities later in life
- Develop a healthy, safer lifestyle
- Develop with good relationships and respect differences between people

There is ongoing evaluation and monitoring of the programme for PSHE Education at our school. Long term plans for PSHE Education are available from the PSHE Co-ordinator.

The Qualifications and Curriculum Authority (QCA) produced end of key stage statements for PSHE in 2005. These provide guidance on what is expected to be learned at every key stage. These statements are used in our school to support curriculum planning and assessment of pupil progress.

For more information about the non-statutory framework for PSHE visit http://www.qca.org.uk/qca_7124.aspx (National Curriculum Online).

New National Curriculum

A new **secondary** school curriculum was introduced in September 2013 which extends PSHE to include British values.

Approaches to teaching and learning

Everyone learns in different ways and has different learning styles, but all learn best when we feel safe and affirmed, motivated and actively involved. The school promotes the use of a range of teaching and learning styles such as:

- Group work – a key opportunity to practice social development
- Active learning – doing, reflecting, learning and applying
- Working independently – reflecting on personal needs and goals

- Self-Reflexive assessment – to monitor individual progress

Assessment, recording and reporting

Assessment within PSHE Education consists of both summative and formative assessment.

The three types of assessment we plan into PSHE Education are:

- Pupil self – assessment: displays, posters, draw and write
- Peer group assessment: oral feedback and student presentations
- Teacher assessment: teacher observations, learning walks and reviewing written work.

Monitoring, evaluation and review of the curriculum

Following OFSTED recommendations (2002), the monitoring and evaluation of PSHE Education is carried out thoroughly using a range of evidence. Pupils' learning and progress is recorded to ensure they receive their full entitlement to education.

The PSHE Education curriculum and its delivery are monitored by the PSHE Education Co-ordinator with the support of the Science Co-ordinator and School Nurse using the following methods:

- Lesson observations and feedback to teachers
- Looking at samples of pupils' work
- Teachers making regular comments on the scheme of work/lesson plans
- Monitoring curriculum plans weekly, mid-term and termly, with feedback to teachers
- Feedback from curriculum co-ordinators, heads of year, class teachers and pupils about what has been covered
- PSHE/RSE/Drug Education as a regular agenda item at tutor group meetings and relevant departmental meetings

Approaches to evaluation include:

- Participatory activities at the end of lessons or units of work
- Questionnaires at the end of units or as part of an end of year review
- Feedback from pupils and teachers about particular aspects of the RSE curriculum, e.g. external contributors, theatre-in-education, peer education
- Comparison with the baseline of pupils' existing knowledge, understanding and skills.

Through this approach training needs are identified to ensure the programme remains relevant to the needs of the pupils.

Management of the policy

This policy will be reviewed every 2 years. The review will be led by the PSHE Education Co-ordinator and supported by governors and the senior leadership team. The effectiveness of the policy will be assessed against the extent to which there is evidence that the aims and objectives have been achieved.

Further information

For further information about current initiatives and resources to support PSHE Education visit:

www.warwickshirehealthyschools.com

www.healthyschools.gov.uk

www.pshe-association.org.uk