



## **PSHE Policy**

### **Author**

Assistant Headteacher

### **Version**

1.1

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### **Adopted by the Full Governing Body**

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### **Next Review**

July 2019

To be read in conjunction with the Sex and Relationship Education Policy, Safeguarding - Child Protection Policy, Teaching and Learning Policy, Curriculum Policy and Anti-bullying Policy.

## RATIONALE FOR PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

- Personal, Social and Health Education is integral to the wellbeing of learners at Coombe Wood School (CWS). At its core is not only the quality of the PSHE curriculum across the age ranges taught but all aspects of life in school. The aim of this policy is to permeate throughout the life of every student taught in school.
- Although the National Curriculum does not require PSHE to be taught, at CWS it is planned and delivered to incorporate our core aims, values and vision for every student in terms of them taking on healthy and meaningful roles in society.
- PSHE is delivered to all year groups through weekly one hour lessons, tutor time and assemblies as well as throughout the curriculum where relevant. Pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood.
- PSHE gives pupils opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops pupils' wellbeing and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

## AIMS AND OBJECTIVES

Through a variety of learning experiences both direct and indirect CWS helps each and every student:

- Think and act for him/her self
- Acquire and develop personal qualities and values
- Take his/her place in a wide range of roles in preparation for adult life
- Develop confidence and independence within the school community
- Value and respect him/herself and think well of him/herself
- Develop social skills and model positive behaviour
- Be able to share and cooperate
- Become empowered to participate in school life as active citizens
- Be equipped to confidently take up a meaningful and active role in society beyond school

## MODES OF DELIVERY

PSHE cannot always be confined to specific timetabled time. However, at CWS the following delivery methods are used:

- Direct teaching via timetabled lessons in PSHE
- Teaching PSHE through and in other subjects/curriculum areas. E.g. Science, Drama, PPE, Headteachers period and English
- Through PSHE activities and school events
- Through assemblies, pastoral care and guidance

In school, 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 the school and the wider community. In particular, the House system and the many activities arranged within the Houses support an inclusive, participatory ethos. Links between the house system aims to enable students to:

- value others and feel valued
- respect others and be respected
- work as a team and understand the principles of sportsmanship
- be independent and interdependent
- behave responsibly and be disciplined
- have a concern for justice and uphold the rights of others
- understand the consequences of their actions
- treat others the way they would like to be treated.

## **PSHE APPROACH TO TEACHING AND LEARNING**

CWS follows three themes – each term is dedicated to one of these:

- Core Theme 1: Health and wellbeing
- Core Theme 2: Relationships
- Core Theme 3: Living in the wider world: economic wellbeing, careers and the world of work

In addition to the principles outlined in the teaching and learning policy, the PSHE curriculum also expects that:

- Learning is designed to allow pupils to draw on their own experiences, providing a place to demonstrate knowledge and skills with the application of ground rules
- Time is given to classes to reflect and apply their learning where appropriate
- Attention is given to developing a safe, secure and welcoming classroom climate through establishing the room as a safe space through collectively agreed ground rules. This means pupils can self-regulate, participating and agreeing on what is acceptable and appropriate to discuss
- Furthermore, this process of ground rule establishment also enables all pupils present to contribute and participate in their learning, developing skills of responsibility, leadership and an opportunity to challenge constructively those pupils who do not conform to the ground rules as well as allow an opportunity for restorative practice
- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel
- No one (teacher or student) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness
- Pupils should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions

before the next session, and will choose not to respond to any questions which are inappropriate

- If a verbal question is too personal the teacher should remind the student of the ground rules
- If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis
- Teachers should not be drawn into providing more information than is appropriate to the age of the student
- If a teacher is concerned that a student is at risk of abuse the Head Teacher should be informed and the usual child protection procedures followed

Some of the following are used as examples of teaching methods/approaches to deliver the PSHE curriculum:

- High order questioning skills/Bloom's Taxonomy
- Establishment of ground rules
- Working together/team workers
- Role play
- Information gathering and sharing
- Teacher led discussion/paired work
- Problem solving
- The use of Empathy and Sympathy-evaluation
- Working with feelings and imagination
- Reflection, review and evaluation
- School Council

Many of these approaches to PSHE are intrinsically linked to the CWS core aims, values and visions coupled with the use of secondary SEAL (managing feelings, empathy and social skills).

## **ASSESSMENT IN PSHE**

There are two broad areas for assessment:

- Student's knowledge and understanding, for example, information on health, understanding of procedures including health and safety
- How well pupils can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships

## **USE OF COMMUNITY BASED AGENCIES**

A growing number of community based agencies, including the police, drugs services, theatre in education groups, peer education projects and youth services are actively involved in PSHE in schools. Visitors will follow the standard safeguarding procedures and their input is reviewed and evaluated by the PSHE Curriculum Leader / any other staff linked to the visitor.