

OUSEDALE SCHOOL

PSHE POLICY

1.0 Introduction

- 1.1 This policy covers Personal, Social and Health Education (PSHE) and citizenship taught to students at Key Stage 3 and 4. The curriculum is based on the non-statutory guidelines published for Personal, Social and Health Education 2007. It is used to establish coherence and consistency, and to promote curriculum continuity and progression in students' learning.
- 1.2 The programme also supports the aim for our students to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing through financial guidance and careers advice to ensure students are prepared for life beyond Ousedale.
- 1.3 There is a clear programme of study identifying topics to be covered with each year group, but from time to time events which occur outside school, locally, nationally and internationally will be incorporated into lessons to reflect the needs of our students.
- 1.4 All teachers at Ousedale will contribute to the personal and social development of students at the school; in their role as Form Tutor; a subject teacher and in the way in which they interact with each student.

2.0 Aims

- 2.1 The aims of the PSHE curriculum are to enable young people to become:
 - successful learners who enjoy learning, make progress and achieve;
 - confident individuals who are able to live safe, healthy and fulfilling lives;
 - responsible citizens who make a positive contribution to society.
- 2.2 PSHE is a fundamental and integral part of our school curriculum and has equal value within discrete elements and complements the academic components of the curriculum in underpinning the "Aims of the School".
- 2.3 PSHE supports the values expressed in the code of conduct and principles outlined in the school development plan.
- 2.4 The promotion of British values and the prevent agenda will be integrated throughout the teaching and learning to ensure tolerance, equality, democracy and the rule of law are upheld.
- 2.5 The teaching of Citizenship will provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, it will foster students' keen awareness and understanding of democracy, government and how laws are made and upheld. It will equip students with the skills and

knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.

3.0 Students

- 3.1 All students will have the same entitlement to the identified programme of PSHE.
- 3.2 School trips, residential, extra-curricular activities such as sports, drama and music clubs also provide opportunities for students to enhance their social skills and learn how to work together in teams. All Year 7 students will spend a day with their form tutor and tutor group as part of their induction programme. In addition, year 7 will have a discrete wellbeing lesson.

4.0 Responsibilities

- 4.1 Personal, Social and Health Education Co-ordinator is responsible for co-ordinating the main school PSHE programme and the annual citizenship impact morning.
- 4.2 The Director of Wellbeing oversees the work of the Personal, Social and Health Education Co-ordinator, meeting once a term to discuss and review the programme.
- 4.3 Pastoral and Academic Leaders (PALs) actively support the work of the PSHE co-ordinator and will contribute to the monitoring and evaluation of the programme.
- 4.4 All members of the teaching staff are involved in personal, social and health development. The year 7 and 8 programme will be delivered by tutors to their tutor group. The year 9-11 programme could be delivered by specialist teams to smaller groups of students; this could allow the creation of single sex groups when appropriate.
- 4.5 The promotion of personal, social and health development, and where appropriate the teaching of PSHE, is seen as an integral part of being a teacher. At interview, applicants for teaching posts are informed that they will be expected to demonstrate a clear commitment to this policy.
- 4.6 Staff will be supported in the delivery of PSHE through in-service training as well as by guidance from the PSHE co-ordinator, S/PALs and middle leaders.

5.0 Scheme of work

- 5.1 The PSHE co-ordinator will base the scheme of work, where appropriate, on the statutory content already outlined in the National Curriculum and the basic school curriculum. It will cover a number of key concepts:
- personal identities;
 - physical activity and diet for a healthy lifestyles;
 - understanding of risk (to themselves and others) and with the knowledge and skills necessary to make safe and informed decisions;
 - drugs education;
 - sex and relationships;
 - diversity;
 - careers and financial education.
 - the environment

- positive wellbeing
- knowledge of the political system
- global issues

5.2 There are also essential skills and processes that students need to learn to make progress. These are: critical reflection, decision making, developing relationships and working with others.

5.3 Teachers use a variety of teaching and learning styles to deliver PSHE lessons. Where outside speakers are used the PSHE co-ordinator will meet with them prior to the event to discuss the format and resources. All speakers are asked to complete an evaluation form.

5.4 The PSHE co-ordinator ensures resources used:

- are broad and balanced;
- are factually accurate and up-to-date;
- include case studies, simulations and drama;
- identify sources of help and support;
- are free from stereotyping and bias in terms of gender, race, class, sexual orientation, ability and disability.

6.0 Evaluation and Monitoring

6.1 The Personal, Social and Health Development Co-ordinator and Pastoral & Academic Leaders will evaluate the quality of teaching and learning.

6.2 Pastoral Leadership team (PLT) and the PSHE co-ordinator will be involved in specific methods of obtaining feedback such as questionnaires, guided discussion with students and the Student Council.

6.3 The Learning & Curriculum Committee, on behalf of the Governing Body, will review the policy every three years.

7.0 Other Policies

7.1 This policy should be read alongside:

- Aims of the School
- Careers Education Information and Guidance
- Child Protection
- Curriculum
- Drugs and Medicines Education
- Equal Opportunities
- Sex and Relationships

Approved by Learning & Curriculum committee – January 2019
 Ratified by Full Governing Body – April 2019
 Date of Next Review – January 2022