

# Personal, Social, Health Education (PSHE) Policy

(Draft – Subject to Approval)

Theale Green School



Approved by:

[Name]

Date: [Date]

Last reviewed on:

[Date]

Next review due by:

[Date]

# Contents

- 1. Rationale ..... 2
- 2. Aims of the PSHE Programme..... 3
- 3. The Context of the PSHE Curriculum ..... 3
- 4. Pastoral Care and Guidance ..... 5
- 5. Delivery – Who and How? ..... 5
- 6. Answering Difficult Questions ..... 6
- 7. Assessment..... 7
- 8. Review..... 7

---

## 1. Rationale

This policy covers our school’s approach to personal, social, health and economic (PSHE) education. It was produced through consultation with staff and students. Consultation took the form of student voice through anonymous questionnaires, student voice with external visitors e.g. Governors and curriculum audits. There are clear links to other school policies including safeguarding, drugs, anti-bullying and RSE.

At Theale Green School we understand that personal, social, health and economic (PSHE) is of paramount importance to our student’s development and futures. The relationship between the PSHE curriculum, whole school curriculum, pastoral system and school ethos is key to our students becoming responsible, active citizens in the future. The PSHE programme aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking.

The national curriculum states, ‘all schools should make provision for personal, social, health and economic education drawing on good practice’ and our PSHE curriculum supports the schools aims to provide a rich, broad and balance learning experience for all students. The Department for Education published statutory guidance for Health Education, Relationships Education and RSE in June 2019. Our PSHE curriculum covers the broad areas identified which are relevant to and concern young people today through the overlapping themes of:

- mental health and wellbeing
- physical health (including healthy lifestyles and first aid)
- learning about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships).
- living in the wider world
- citizenship

Alongside the overarching themes identified, our PSHE curriculum responds to individual and changing needs of our students, these identified through surveys and student voice e.g. keeping safe on social media, RSE and future destinations.

## 2. Aims of the PSHE Programme

- To enable all students to develop as fully as possible their interest, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged
- To allow students to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions.
- To experience enjoyment of learning so that they may be encouraged to take advantage of educational opportunities later in life.
- To develop appropriate skills in literacy and numeracy.
- To develop programmes of study and experiences which will enhance student's self-respect and confidence and encourage them to take responsibility for themselves and their actions.
- To provide students with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work.
- To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment.
- To equip students for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers.
- To encourage appreciation of, and concern for, the environment.
- To develop interests and skills that will continue to give personal satisfaction in the use of leisure time.
- To establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate.
- To develop a curriculum which enhances student's knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social and moral issues.
- To provide students with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture or ability.
- To enable students to make informed choices when considering the development of a healthy and safer lifestyle.
- To give students the confidence to discuss difficult issues by encouraging non-judgemental participation by students and staff.

## 3. The Context of the PSHE Curriculum

PSHE at Theale Green is not just confined to a specific timetabled time, it is delivered within a whole school approach which includes:

- Discrete curriculum time delivered by – form tutors, specialist teams, guest speakers and other staff.
- Teaching PSHE through and in other subject/curriculum areas.
- Through PSHE activities and school focus days or event.
- Through pastoral care and guidance

### 3.1 Discrete Curriculum Time

We allocated curriculum time to PSHE education. Our PSHE education takes place as follows:

- One hour per fortnight at Key Stage 3 and 4
- One hour per week at Key Stage 5, with additional time during enrichment

Our provision is further enriched by formal assemblies and the tutorial programme. For example, assemblies on anti-bullying and safeguarding. Every week there is a 'Thought for the Week' and one tutor time is spent discussing the thought and its link to the FBV.

At Key Stage 3, PSHE education acknowledges and addresses the changes that learners are experiencing, beginning with transition into secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4 and 5 PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. There is an emphasis in Key Stage 5 on exam strategies, target setting, preparing for university, further study or the world of work.

### 3.2 PSHE Through Other Subject/Curriculum Areas

Our PSHE education provision is mapped and planned effectively to ensure it is embedded throughout of curriculum, allows for progression, is age appropriate and responds to developments in technology and the world.

Provision for some aspects of PSHE is made through other subject areas including Ethics and Philosophy. Additionally, other curriculum subjects have opportunities to make links with the PSHE Framework through their programme of study.

<b>Subject</b>	<b>Links</b>
English	Skills in enquiry and communication, use of resources, discussion and presentation of arguments, texts with personal, health and relationship issues.
Maths	Aspects of financial capability
Science	Teaching and learning on health, drugs (including medicines), sex education and safety.
Design and Technology including Food	Health, safety and hygiene issues, the consideration of social, moral and cultural dilemmas associated with the global environmental impact of products.
IT	Finding ICT based information, handling data, e-mail for communication and exchange of ideas, social media and e-safety.
Business	Developing students' understanding of the world of work and their role as consumers and aspects of financial capability; looking at the ethical nature of businesses, balance profit against morals; impact of employment legislation
History	Ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity including Britishness & Democracy.
Modern Foreign Languages	Implications of sustainable development for students' own life, study of cultural differences, skills of geographical enquiry including communication.
Music	Making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and expression.
Art	Respect of the differences between people through an investigation of artists, craftspeople and designers from Europe and the rest of the world.
Physical Education	Teaching and learning about health, safety and fitness, development of co-operation and commitment, teamwork. Inter school competition.
Ethics and Philosophy	Religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

### 3.3 PSHE Activities and School

At Theale Green School students in all key stages will have the opportunity to have PSHE delivered through focused events and activities. This will sometimes be determined by the availability of outside agency and external funding offered.

Aspects covered will include sex education, smoking, alcohol, drugs awareness as well as careers, enterprise and work-related learning. Examples of activities include:

<b>Year Group</b>	<b>Activity</b>
Key Stage 3	<ul style="list-style-type: none"> <li>• Trading Standards – Drugs and Alcohol Awareness Talks</li> <li>• Solomon Theatre Company – Last Orders Performance</li> <li>• Police – The Law, Social Media and Drugs Assemblies</li> </ul>
10 and 11	<ul style="list-style-type: none"> <li>• The Police and Crime Commissioner Funded Performance – County Lines</li> <li>• British Rail – Railway Safety Assembly</li> </ul>
Sixth Form	<ul style="list-style-type: none"> <li>• EPIC Risk Management (Online Gambling)</li> <li>• Breast Cancer – Coppafeel Campaign talk</li> <li>• Question time</li> </ul>

Students have access to a range of services and activities which are designed to support their personal, social, health and emotional wellbeing and motivate them to achieve their full potential. Students may self-refer to these services and activities or may be referred by a member of staff.

#### **4. Pastoral Care and Guidance**

Theale Green School's pastoral system is divided into key stage, each with a pastoral mentor. Each key stage is divided into year groups with between 3 and 5 tutor groups with a tutor. This is overseen by the Assistant Headteacher PDBW. Each year group has an assembly at least once a fortnight which will focus on the school ethos and values, PSHE issues and current events in the wider world.

The school offers a range of external and internal support including ELSA, youth worker mentoring, counselling and coaching. These all support the development of a student's mental health and social skills.

The school is divided into four houses: Hunt, Benyon, Piper and Scott, all named after famous people from the local area. All students and staff belong to a house which are overseen by a Head of House (staff) and their House Captains (sixth formers). One day a week is set aside for house assemblies or quizzes. Each house will participate in house competition throughout the year and this will incorporate sports, quizzes and talent shows. At the end of each term Heads of House will hold an assembly to celebrate students' achievements across the curriculum, extra-curricular programme and school values. Our students are very proud of their house allegiance, and this is shown by wearing their house tie, and accumulating house points to contribute towards the house competition.

#### **5. Delivery – Who and How?**

The PSHE programme is led by the Assistant Headteacher PDBW. It will be taught by form tutors, specialist teachers and other teachers. Teachers responsible for teaching PSHE will receive training through the school CPD programme, regular meetings, attendance at guest speaker sessions and one to one support.

Aspects of PSHE can be delivered by staff during lessons and specifically by outside agencies who are specialists in their particular field. The specialists include Health Professionals, Police, Fire Brigade, Politicians, Magistrates, Theatre Groups and services aimed at young people e.g. the Edge. When using external speakers to deliver aspects of our PSHE programme we will ensure:

- The content is appropriate to our students' prior knowledge and understanding
- The content is appropriate to the needs of our students
- The content is age appropriate
- That students are appropriately safeguarded
- Students and parents have warning of visitors through announcements in lesson/tutor and a communication home.
- Students have the opportunity to ask questions.

All lessons will follow the principles set out in the Theale Green Teaching and Learning policy and will use a variety of teaching methods during a lesson and unit. All staff are encouraged to use a variety of flexible, active learning methods:

- Stating what is to be learnt and what the teacher is looking for.
- Good questioning skills
- Ground rules
- Opportunity to work in groups, as a whole class and independently.
- Discussion
- Understanding another point of view
- Debate
- Reflection, review and evaluation

- Role play
- Voting
- Case studies
- Video and access to technology

Every effort will be made by all staff to include all student in every lesson regardless of ability. Teachers will use a variety of techniques to include all student and every effort will be made to adapt each lesson to include students with differing learning styles. All students will be encouraged to 'think hard.'

## 6. Answering Difficult Questions

It is important to encourage students to ask questions, but this requires the teacher to feel confident to handle the questions raised. Teachers will not be expected to draw upon their personal experiences and should be careful of pushing their own beliefs. The following guidance is given to all PSHE teachers to support them managing this aspect of PSHE teaching safely:

- Have an 'ask it basket' / anonymous question box available before, during and after the lesson, so students can ask a question at any time. If you are concerned about a question, ask anyone whose question has not been answered to come and see you privately.
- Be conscious of the message you give the rest of the group when responding to a question. You may be certain that a question has been put to you to embarrass you or put you on the spot but a dismissive answer could dissuade others from asking genuine questions.

When faced with a tricky question:

- Thank them for the question and check you have understood what they are asking and what they think the answer is.
- Give a factual, age-appropriate answer when you can.
- Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later. Be prepared with a response such as 'That's a really interesting question and it deserves a good answer – let me have a think about it (for a minute) / (and get back to you later).
- Consider whether you need to consult senior colleagues. What is the school policy? Is there a potential safeguarding issue?

We will ensure that sessions, including those on risky behaviours, remain positive in tone by avoiding the use of shock or scare tactics and using distancing techniques.

Using distancing techniques such as stories, scenarios, clips from TV programmes or case studies can provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions. This allows students to engage more objectively with the lesson content. The following or similar questions can be used to support distanced discussion:

- What is happening to them?
- Why might this be happening?
- How are they feeling? What are they thinking?
- What do other people think of them?
- Who could help them?
- What would you tell them to do if they asked for help?
- What could you say or do to persuade them to act differently?

Every lesson will include information about different sources of help for young people – both within and beyond school. Students will be provided with opportunities to develop their skills to seek advice

and articulate their concerns by explaining how to access help and what is likely to happen if they seek support from different services.

## **7. Assessment**

PSHE education needs to consider students starting points. Students will have some existing knowledge, skills, understanding, beliefs and misconceptions relating to many aspects of PSHE education. They will have been exposed to parental, family, peer, school, media and community views on different issues and they will be aware of a range of related attitudes and values. Finding out a student's starting point is crucial to ensuring that learning about the issue is pitched appropriately, particularly to tackle any misconceptions held among the group. These can be explored by using baseline assessment activities such as:

- Individual, small group or whole class mind-mapping
- Graffiti sheets
- Draw and write
- Using photographs or pictures as a stimulus for a brainstorm
- A round, where each student in turn contributes something they know about the topic.
- Quizzes
- Attitude continuums
- Storyboards to illustrate current strategies for managing a given situation

Assessment will take place in the classroom as appropriate to the task being undertaken. In oral work or role play this may be simply by an observation of the learning outcome. In some cases, there may be written evidence. Self and peer assessment will actively be encouraged, and students will be allowed time to reflect on their progress and achievement.

## **8. Review**

This policy will be considered annually and formally reviewed every three years by the Assistant Headteacher PDBW in consultation with the Governors, Headteacher and Leadership Team, Heads of Department, Designated Safeguarding Lead and Pastoral Team.