



Haslingden High School and Sixth Form

Personal, Social, Health & Enterprise Education (PSHEE) Policy

Basic information

This policy covers our school's approach to the development of individual potential in all students. It was produced by the PSHEE coordinator, through consultation with staff, Senior Leadership Team and School Governors.

Parents and carers will be informed about the policy through the school website.

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Overall school aims and objectives

Our school's overarching aims and objectives is for the PSHEE programme to contribute to the achievement of all five broad school aims. Specifically, it assists in the process of promoting the social, emotional, spiritual, moral, cultural, intellectual and physical development of all students and to prepare them for the opportunities, responsibilities and experiences of adult life. PSHEE fulfils a central role in supporting the SMSC agenda.

What values will we promote?

Our programme promotes the values of establishing informed and active involvement in family, school, social, economic and civic life and to ensure that each student as s/he progresses from KS3 to KS4 and beyond visits and revisits each of the core themes:

1. *Health and Well-Being*
2. *Relationships*
3. *Living in the wider world: economic well-being, careers and the world of work*

How will we ensure the curriculum is balanced?

While promoting the values above, we will ensure that students are offered a balanced programme with the purposes:

1. To ensure the school's statutory and legal obligations are met (especially with regards to Sex and Relationships Education and Drugs Education).
2. To reflect the school's overall ethos – to produce well-informed, well-balanced, responsible and caring members of the community.
3. To underpin and reinforce other school policies and guidelines, including those regarding Behaviour, Equal Opportunities, Confidentiality, Child Protection and SEN.

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by teaching PSHEE in such a manner as to encourage students to have due regard to moral considerations, especially in 'sensitive' areas such as SRE. SRE and Drugs Education will follow the school's agreed policies on these matters. (See attached SRE Policy.)

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support.

Any information provided is realistic and relevant, and reinforces positive social norms. Learning takes a positive approach that does not attempt to induce shock or guilt, and focuses on what young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

All material, videos and other resources used in PSHEE will be appropriate to the students and carefully chosen. Parents may view these upon request.

SEND, inclusion, equality and diversity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by taking into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by and will use PSHE education as a vehicle to address diversity issues and to ensure equality for all.

We will ensure that equality obligations are fulfilled with regards to strands disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

We will **"make appropriate provision to overcome barriers to learning and ensure students with SEN have full access to [PSHEE]. This will be co-ordinated by the SENCO and Line Manager and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for."** (SEN Policy)

Key Principles

Our programme aims:

- To deliver knowledge to students, encourage their understanding, develop their skills and enhance their abilities relevant to these areas.
- To encourage the development of personal qualities and attitudes in students. This will promote social responsibility and moral values.
- To use data available locally and nationally to underpin a particular topic and its relevance within the school community.

Key intended learning outcomes

The learning outcomes of our programme will be that students will be:

Working Towards

- Identifying some of their personal skills; identifying simple targets and planning to help them make progress
- (with comprehensive support and guidance) recognising the significance of their main experiences and achievements in relation to future plans
- (with comprehensive support and guidance) using this to inform their personal statement

Working At

- Recognising and analysing their personal skills in order to explain which they enjoy using and which are likely to be advantageous at work.
- (with minimal guidance) assessing the significance of their experiences and achievements in relation to their future plans
- (with minimal guidance) using this assessment to inform their personal statement

Working Beyond

- Showing well-developed career ideas, based on realist thinking about the links between their personal skills and interests and the demands of particular occupations
- Using an independent and thorough assessment of the significance of their experiences to inform future choices in education, training and employment
- Independently producing a personal statement, in which a critical evaluation of their experiences and achievements is clearly related to their future plans.

Timetabling

Timetabling PSHE education

1. The school will promote a high profile for PSHEE.
 - At KS3 a weekly 50-minute period is timetabled for all students.
 - At KS4 a series of 5 separate 'drop-down' days will be planned at mutually convenient times within the school calendar. These will be allocated before the commencement of the school year and any changes to these will be through staff consultation.
2. The PSHEE Co-ordinator co-ordinates the management of PSHEE in the school.
3. Teachers delivering PSHEE lessons will be offered training as part of the in-school CPD.
4. Teachers will report on students' progress in PSHEE in each interim report.

Planning

The programme will be led by the PSHEE Co-ordinator – Mrs R. Kate Sieg-Hogg.

At KS3 it will be taught by a range of members of staff. Where possible this will be the class form tutor to build upon the special relationship which exists between student and form tutor so that together, through PSHEE lessons they can enhance personal development and monitor progress.

At KS4 the 'drop-down' days will be delivered either by the class form tutor or the teacher who would normally be teaching that year group on the particular day and period. This will change depending on the nature of the topic for the day however, it will be made clear in the school timetable which sessions are **tutor-led** and which are **teacher-led**.

All staff delivering PSHEE will follow the agreed lesson plans for the year.

The school will support members of staff delivering PSHE to access appropriate CPD by offering training on various aspects of PSHEE.

Use of external agencies

We will use external contributors in the following circumstances:

- Signposting for external agencies and sources of support, e.g. the school nurse
- Delivery of more subject specific advice and guidance, e.g. study and revision skills
- Reinforcement of key messages by reputable agencies, e.g. Teenage Cancer Trust
- The teaching of accredited courses requiring qualified staff, e.g. Heart Start

We will ensure external contributors' input is part of a planned programme which it enhances by using a wide range of teaching and learning strategies.

Any outside speakers used in PSHEE will be DBS checked. Teachers will be present during all presentations, regardless of the size of the group. Parents / carers will be informed and given the opportunity to withdraw their children from any such talks

Key Principles and Teaching Methods

The programme will be taught through a range of teaching methods, including various co-operative learning techniques.

We will ensure learning 'starts from where pupils are' by a through baseline assessment which will have the aim to establish an understanding of existing knowledge and skills.

We will seek to understand pupils' prior knowledge by through assessment for learning which will have the aim to promote learning with opportunities to reflect on what's been learnt and determine what needs to be learnt.

Through assessment of learning we will summarise achievement at the end of a piece of learning, collecting information to confirm attainment.

The purpose of each lesson is made clear and learning experiences meet the needs of all young people in class. The PSHEE programme offers a wide variety of teaching and learning styles, with an emphasis on active and participative learning and the teacher as facilitator.

We will ensure that sessions including those on risky behaviours, remain positive in tone by setting clear expectations at the beginning of the year and reinforcing them before each of these topics.

Behaviour will also be managed according to the Behaviour for Learning policy.

We will ensure cross-curricular learning by keeping an up-to-date overview of whole school delivery and liaising with both senior curriculum and senior pastoral teams. Working closely with key subjects to ensure cross-curricular learning is explicit.

"Effective teachers in PSHE education are reflective practitioners and see themselves on an experiential cycle of learning, together with their pupils. This attitude transforms the classroom experience for both adults and pupils alike. PSHE education is concerned not only with knowledge but also the development of life skills and personal values and these are relevant for all, whatever their age.

Successful teaching is characterised by four factors (OFSTED Annual Report 2008-09 HMCI).

- **The application of good subject knowledge**
- **Clear directions that provide the right pace and high expectations for all learners**
- **Skilful questioning and opportunities for independent and exploratory learning to develop learners' understanding**
- **The effective use of assessment for learning"**

(National PSHE Programme)

Topics covered and broadly when

During Key Stage 3 students will cover (presented in order of delivery across the year):

Year 7

- Healthy Lifestyles
- Rights and Responsibilities of Relationships
- Personal Identities – Puberty
- Safe Internet Use
- Basic First Aid
- Citizenship Campaign
- Diversity – Human Rights
- Managing Money

Year 8

- Diversity – Living with a disability
- Personal Identities – Relationships
- Safe Internet Use
- Options and Careers
- Healthy Lifestyles
- Environmental Pollution
- Child Exploitation

Year 9

- Diversity and Climate Change
- The Real Game
- Safe Internet Use
- Risks – Substance Misuse
- Relationships and Expectations
- Living with Cancer
- Body Image

During Key Stage 4 students will cover (presented in order of delivery across the year):

Year 10

1. Law and Order (teacher led)
2. Healthy Relationships (tutor led)
3. Every Action has Consequences (tutor led)
4. Healthy Lifestyles (teacher led)
5. Enterprise Day (Lionheart Challenge)
6. Careers Preparation Day – including Mock Interviews (tutor led)

Year 11

1. Personal Finance (teacher led)
2. Sexual Relationships (tutor led)
3. Substance Misuse (tutor led carousel)
4. Road Safety (teacher led)
5. Revision Skills Day (outside agency)

This is subject to change at the discretion of the PSHEE Co-ordinator.

Assessment

Both students and staff will record and assess their PSHEE lessons as an on-going process.

A system of self-assessment, peer assessment and tutor assessment will be established which will contribute to both formative and summative assessment. The purpose of assessment in PSHEE is:

1. To monitor our provision.
2. To give us, the learners and parents feedback about their progress and how their learning might be improved.
3. To provide tracking data for the school.
4. To improve learning and increase learners' motivation.
5. To help learners to reflect on and identify what they have learnt.
6. To allow others to see the impact PSHE education is having for learners and on whole-school outcomes.

Assessment of PSHEE will be in-line with the school's marking policy for subjects being taught once per week.

How will pupils' questions be answered?

The PSHE education programme is taught within a safe and supportive learning environment, where young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, reflect on opinions, and put what they have learned into practice in their own lives.

Careers Education Information and Guidance

All students will receive their own personal Record of Achievement file at the start of Year 11 which students will compile independently.

Links to other policies

This policy supports/complements the following policies:

- SRE Policy
- SEN Policy
- Child Protection Policy

Learning in PSHE classes will link to/complement learning in a variety of subjects. This are indicated to students on the front of their work books.

Confidentiality

“Haslingden High School is committed to safeguarding and promoting the welfare of children and young people and takes its statutory duties and responsibilities in this context very seriously. We fully expect everyone working in or on behalf of the school to share our commitment. Annual safeguarding training for all staff is an integral part of the school’s CPD programme”

Due to nature of the topics covered in the PSHE education programme, all teachers are made aware of the school’s guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to students.

Involvement of stakeholders

We are committed to working with parents and carers. We will make parents aware of the content of PSHEE lessons at Parent’s Evenings, PTFA meetings, PSHEE evening and by letter as necessary.

- Pupils are consulted via the school council
- Governors are consulted through policy review
- Parents have ready access to the policy and are invited to feedback directly to the school
- Staff have ready access to the policy and are encouraged to feedback directly to the school

Contribution to school life

Opportunities to take responsibilities include:

- Participation in assemblies
- Form Representative
- School Council
- Charity Club / Day / Activities
- School Prefects
- Accelerated Reading Programme

Opportunities to participate include:

- Drama productions
- Variety of clubs
- Variety of residential trips

Opportunities to be rewarded include:

- House Points
- Star of the Week Coffee Mornings
- Achiever of the Term
- Commendation Assemblies
- Citizen of the Year Awards