

Carr Hill School Personal, Social, Health and Economic Education Policy

Introduction – why we need a PSHEE Education Policy

There is an increasing concern nationally about promoting social inclusion and reducing health inequalities, with particular concerns about children and young peoples' mental health; alcohol and substance abuse; rates of teenage pregnancy; sexually transmitted infections; bullying in schools; and improving school standards. Schools have a clear role to play in addressing these concerns. Increasing evidence shows (Rivers and others 1999) that a whole school approach to PSHE contributes to school improvement and the promotion of health and well-being.

Development and dissemination

This policy is based on a draft policy provided by Warwickshire Healthy Schools. It has then been amended to suit our school following consultation with staff, governors, pupils and parents. This process was led by the PSHE Education Co-ordinator and has involved questionnaires; class discussions, staff discussion, governor discussions and PSHE ambassador discussions.

The policy will be shared with all interested parties both in the school and in the wider community and applies to all. All staff members and Governors receive a copy of the PSHE Education policy. Hard copies are available from the school office on request from parents. An electronic version is available on the school website for parents and prospective parents as well as other interested parties.

Relationship to other policies

The PSHE policy provides a framework for all PSHE related policies/procedures 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 of the policy:

To promote pupils' personal, social, emotional and economic development

To further this development within a supportive school ethos and mission statement, 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.

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 and recorded on pupils' achievements
- Give pupils a voice through PSHE ambassadors and pupil voice questionnaires in PSHE lessons
- Develop and encourage partnerships with parents, carers and our local community
- Encourage the professional development, health and welfare of staff
- 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 (Personal Development) 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:

- i) The acquisition of accessible information that is relevant to children and young people's lives and experiences, maturity and understanding
- ii) Exploration, clarification and the development of attitudes and values that support self-esteem and are positive to health and well-being
- iii) 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 all four key stages: Pupils should:

- Develop confidence and responsibility and make the most of their ability
- Prepare to play an active role as citizens
- 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 pupil progress.

For more information about the non-statutory framework for PSHE visit the DfE website. A scheme of work plan for all years of delivery of PSHE at Carr Hill contains the detailed content.

New National Curriculum

A new **secondary** school curriculum was introduced in September 2008 which extends PSHE to include economic wellbeing and financial capability. Both economic wellbeing and financial capability are delivered as part of this extended PSHE curriculum at Carr Hill.

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

Assessment, recording and reporting

Assessment within PSHE Education consists of formative assessment.

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

- Pupil self – assessment: check-lists, displays, portfolios, draw and write
- Peer group assessment: oral feedback, posters and presentations
- Teacher assessment: teacher observations, reviewing written work, end of unit tasks/tests

Monitoring, evaluation and review of the curriculum

Following OFSTED recommendations, 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 (this may also involve a school nurse, mentors, college leaders and care leaders etc.) 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, class teachers and pupils (including PSHE Ambassadors) about what has been covered.

Approaches to evaluation include:

- Participatory activities at the end of lessons or units of work
- Questionnaires Pupil Voice Survey's at the end of units.
- Feedback from pupils and teachers about particular aspects of the PDC curriculum, e.g. external contributors, inspirational speakers, theatre-in-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 Personal Development Leader 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.healthyschools.gov.uk
www.pshe-association.org.uk

Policy details

Date of policy: September 2015

Date of next review: September 2017

Review to involve: Alex Jordinson (Deputy Head), Nick Beale (Personal Development Leader),
Governors.

Members of staff responsible for overseeing that this policy is implemented and regularly
reviewed: Alex Jordinson (Deputy Head) and Nick Beale (Personal Development Leader)

Signature (Chair of governors):

Signature (Chair of PCS Committee)

Ian Marquis

Linda Nulty