



Personal, Social, Health, Citizenship & Economic Education (PSHE) Policy

Governing Body Sub-committee

Name: Curriculum and Performance

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Full Governing Body

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Why do we teach PSHE?

The most recent framework of the National Curriculum for secondary schools in England (December 2014) states that 'All schools should make provision for Personal, Social, Health and Economic Education (PSE), drawing on good practice.' Furthermore, both Citizenship and Sex and Relationship Education are statutory at Key Stages 3 and 4. Similarly, the teaching of Religious Education remains statutory across Key Stages 1 to 5.

At Belper School and Sixth Form Centre we fully recognise the importance of Personal, Social, Health, Citizenship and Economic Education (PSHE), both as a discrete subject and as an approach to learning and teaching. Indeed, we believe that PSHE underpins the broader curriculum and recognise it as a vehicle for promoting the spiritual, moral, social and cultural values crucial to preparing students for life in modern Britain and for teaching and promoting British Values.

PSHE lessons and tutor inputs offer a planned programme of learning through which our students acquire the skills, knowledge and understanding required to manage their lives now and in the future. The programme also aims to develop the qualities and attributes students need to lead confident, healthy, independent lives and to become informed, active and responsible citizens

Through PSHE 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 communities. In doing so they learn to recognise their own self-worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially.

As part of Citizenship education, students learn how society is organised and governed. We ensure that they experience the process of democracy in school through the Year Council, School Council and opportunities to participate in wider democratic processes such as shadow local and national elections. Students are encouraged to consider their self-knowledge in the context of wider society and their place in the world of work via opportunities to participate in various forms of work-related learning. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. In summary, this policy promotes practices within the school which reinforce our vision and core values.

Our PSHE programme is adaptive and responsive to local and national issues. New resources for tutors to use in tutor time alongside those produced for PSHE enhance the education our students receive. This adaptive approach gives us the opportunity to focus on key national issues such as sexual harassment and abuse, and provide a platform for a consistent whole school approach.

What is PSHE?

Spiritual, moral, social and cultural education (SMSC) underpins PSHE and is a key vehicle for teaching and promoting British Values. PSHE includes:

- relationships and sex education
- physical and mental health and wellbeing
- Citizenship
- Keeping safe, personally and on-line
- work related learning
- economic and financial literacy
- drug education
- Religious Education (RE)

RSE is an essential and compulsory element of our PSHE curriculum. For more information on this refer to our RSE policy.

At Belper School and Sixth Form Centre we share the stated aims of the PSHE Association, namely to provide students with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self esteem, and empathy

These aims dovetail with the Equalities Act of 2010 and the Prevent Strategy.

In line with statutory requirements, a summary of the key topics covered in PSHE is displayed on the School's website. However, as new and unpredictable developments and challenges emerge, learning opportunities are embraced within the programme of study for each key stage, as a context through which to develop the concepts, skills and values set out below.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, gender, emotions and relationships
- Understanding what sexual harassment and abuse is. Develop a clear understanding how to respond to it by not accepting it, challenging it and reporting it.
- Learning about a safe and healthy lifestyle based on accurate information
- Learning about safeguarding, including on-line
- Learning about seeking appropriate help and advice
- Learning about the nature and impact of immediate, local and global economic and social inter-dependence and environmental sustainability
- Learning about their community and the society of which they are a part
- Learning about how our society is structured and functions
- Developing the knowledge, skills and personal values to reflect on current affairs
- Developing students' understanding of rules, laws, government and the electoral process
- Developing students' knowledge and understanding of economic issues and the workplace
- Understanding and appreciating the wide range of cultural influences that have shaped students' own heritage and that of others
- Understanding and appreciating the range of different cultures within school and further afield as an essential element of students' preparation for life in modern Britain
- Understanding and celebrating diversity
- Learning about how to study effectively

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning to apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Engaging with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Learning the value of family life, stable and loving relationships for the nurture of children
- Learning the value of respect, love and care in all relationships
- Learning the value of respect for all, by all regardless of race, colour, sexuality, age, ability, or belief
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making, including a variety of career pathways
- Learning to respect and value difference and diversity
- Having structured opportunities for the exploration of personal attitudes and values
- Exploring attitudes and values towards drugs, drug use and drug users
- Exploring economic issues and use of money and resources
- Learning to reflect on, express and justify students' own opinions and beliefs about religion and religious, philosophical, moral and spiritual questions

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Learning to manage change and transition at key points in life
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Learning to make informed choices
- Understanding rights and responsibilities of the individual and society
- Exploring the risks and consequences of students' own and others' actions and choices
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse
- Developing inter-personal skills
- Developing a sense of belonging
- Having opportunities to develop a positive self-image
- Reflecting on themselves, others and the world around them
- Learning about playing a positive and active role as citizens, for example by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Learning about how to manage personal finance
- Developing a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Developing the use of imagination and creativity in students' learning

How PSHE is provided

A spiral programme managed by the Heads of Year, ensures learning is revisited, reinforced and extended in age and stage appropriate contexts

The RE programme at KS4 and 5 is managed by the head of humanities and delivered by the RE department

Through other curriculum areas, delivering aspects of spiritual, moral, social and cultural education

Assemblies and Tutor time

Pastoral support (including external agencies and mentoring) for students who experience difficulties and for vulnerable students, for example those who attract the Pupil Premium 6. By the provision of appropriate information through leaflets and books

Delivery in response to incidents or local, national and global issues

Visitors, Theatre in Education

Work related learning experiences and opportunities

Trips/special events and other enrichment opportunities

Teaching methods and resources

PSHE is taught both as a discrete subject and through other appropriate cross-curricular links. All students receive weekly, timetabled PSHE lessons delivered by their tutor(s). Continuity and progression are generated through the adoption of a whole school approach to the planning and delivery, covering knowledge, skills and understanding. The programmes of study and medium term plans for each year group contain clear objectives and differentiated learning outcomes, which are shared with the students by their tutors, who are responsible for planning individual lessons. Heads of Year are responsible for providing tutors with appropriate resources, including the booking of visitors and specialist rooms.

Heads of Year collaborate over the content of PSHE. They use statutory guidance to inform their planning of Citizenship and relationship and sex education and refer to advisory documents provided by the PSHE Association. In planning work related learning (WRL), they also collaborate with the Careers' Co-ordinator and the Work Experience Co-ordinator. The Head of Faculty for Humanities is currently responsible for leading and managing the delivery of RE at KS4 and KS5 by the two RE teachers.

PSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or student) should be expected to answer a personal question
- No one should be forced to take part in a discussion

PSHE takes place within mixed sex classes or, on occasions, single gender groups as deemed appropriate and relevant with the student's usual class tutor. Visitors such as the school community nurse or theatre in education groups supplement the PSHE curriculum during planned events. A teacher other than the usual tutor may teach PSHE to the class on occasion, to deliver a particular specialist aspect of the course such as RE at KS4 and KS5.

In most cases teachers will attempt to answer students' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the Head of Year for advice and support.

Teachers will also follow the following guidance in their delivery of Relationships and Sex Education:

- Teachers will establish clear parameters about what is appropriate or inappropriate in a whole class setting.
- If a student's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal the teacher should remind the students of the ground rules.
- Teachers will set the tone by speaking in a matter of fact way and ensuring that students discuss issues in a way that encourages positive participation.
- Students may have the opportunities to write down questions anonymously and post them in a class question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons.

Equal Opportunities

The school's programme of study for PSHE is designed to ensure that all students have full and equal access and accords with the Equalities Act of 2010.

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment. Teaching will take into account the ability, age-readiness and cultural background of students in order that all students can access the PSHE curriculum. We expect our students to show a high regard for the needs of others as encompassed in our school values. We will use PSHE education as a vehicle to address diversity and equality for all.

Students may have varying needs regarding PSHE depending on their circumstances and background. The school strongly believes that all students should have access to PSHE that is relevant to their particular needs and that both content and delivery should be differentiated accordingly.

The school also recognises the need for extra, targeted work with vulnerable students, for example those who attract the Pupil Premium.

Assessment and Recording

We believe that effective monitoring of progress and self-evaluation is an important and integral part of all aspects of the school curriculum.

We do not assess students in all areas of the PSHE programme, however, opportunities for students to reflect on their progress are identified. It is inappropriate to assess students' values. In some cases, it will be possible to observe and assess how students apply their knowledge, skills and understanding in simulated or real experiences. There are opportunities to record learning and progress in different ways.

To this end:

- Teachers will use clear lesson-based learning objectives against which to monitor progress and record short-term activities and work done
- Programmes of study will include longer term approaches that allow for reflective self and student evaluation set against personal and individual growth targets and future career plans
- Schemes of work will include opportunities for reflection, evaluation and as appropriate formal methods of monitoring progress
- Our yearly tutor report for students will refer to progress made within PSHE

Monitoring and Evaluation

The PSHE programme is regularly evaluated by the Heads of Year and the SLT link for PSHE and Careers Co-ordinator, both through fortnightly Head of Year meetings and during 'gained time' in the summer term. PSHE is discussed at calendared pastoral meetings and the views of teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. Heads of Year meet with other professionals and attend relevant courses as appropriate. Pastoral meetings are then used to cascade training and share resources.

Students' views on PSHE are also discussed during half-termly Year Council meetings and used to improve and refresh the programme.