



DEYES HIGH SCHOOL



Personal, Social and Health Education

PURPOSE

The purpose of this policy is to provide a cohesive framework for Personal, Social and Health Education.

AIMS

The aim of personal, social and health education is to develop the potential of all students at Deyes High School and to empower them, through the whole curriculum, to take responsibility for their lifestyle now and in preparation for future learning and decision making.

OBJECTIVES

- The development of a positive self concept.
- The development of personal skills and understanding to support positive relationships.
- To enable students to manage their physical and social environments
- The development of decision making skills
- To gain understanding and handle knowledge relevant to personal, social and health behaviour.
- To enable students to explore attitudes and values and develop their own value framework.

Key Factors

- At the heart of policy and practice is student entitlement and student well being
- The need to recognise that the whole curriculum is the setting for PSHE. All interactions in the school setting contribute to the learning experience.
- Teaching methods for PSHE are crucial; methods which support active and personal learning are essential.

Organisation

PSHE is organised as part of the management of students in the classroom, as an element within the formal taught curriculum, the informal curriculum and extra curricular activities.

A spiral approach to formal curriculum planning will revisit key topics in greater breadth and depth. This will be matched by the progression in the nature of the tasks and the quality of student participation.

The taught PSHE curriculum is delivered, together with aspects of Citizenship and the Careers Education Programme, in one timetabled lesson each fortnight.

The PSHE curriculum is planned by the PSHE coordinator in consultation with the KS Directors and the PDMs. It is delivered by Form Tutors whose work is sometimes enhanced by planned input from external agencies or visiting speakers. Each Year from 7-13 has a planned programme of study using a variety of resources.

Parents/carers are regularly kept informed about aspects of the taught curriculum through the School website, letters, Newsletters and Parental Workshops. Further information can also be obtained from Key Stage Directors, PDMs and the PSHE Co-ordinator.

Aspects of the curriculum; level of participation, use of resources materials, learning outcomes and tasks are regularly monitored and evaluated to inform future planning. Views of teachers and students together with observations and examination of students' work provide evidence for this evaluation

Values

PSHE is underpinned by values that reflect the school's Charter of Values. Values are examined within the curriculum to enable students to understand each other's values and attitudes and to gain understanding and clarification about their own.

Curriculum Approaches

The methods of teaching Personal, Social and Health Education are crucial and teachers should adapt the lesson plans provided to ensure differentiation is in place. Students need to participate in order for the curriculum to have relevance and meaning. Therefore teachers will use approaches in which students are active, that enable students to share their feelings, their knowledge, their opinions and are able to listen to others and understand what others think, feel and do.

The teacher's role:

- to be non judgmental
- to empathise
- to encourage
- to challenge
- to respond sensitively to students' backgrounds and experiences.
- to start with students' understandings

not to

- investigate a student's lifestyle
- put students on the spot.

Issues

Students' questions in PSHE will be dealt with, as in any other lessons, in an honest and sensitive manner appropriate to the student's level of understanding, religious and cultural background.

Evaluation and Assessment

Assessment and evaluation is the shared responsibility of the PSHE coordinator, key stage directors, PDMs and form tutors. Assessment will be developed as appropriate to assess each student's progress and attainment.

- Student self assessment – this will enable the student to reflect on their learning experiences and what these mean to his/her understanding, beliefs and behaviours and to others around him/her.
- The assessment of curriculum experiences outside the classroom in support of students' personal and social development.
- The assessment of each student's progress and attainment in Key Stages 3 and 4 against the QCA levels.

Parents

The link to parents, carers, family and home is an important consideration for PSHE. In its approaches the school will seek to ensure that students or staff do not make judgmental responses which imply that a child's family, background, culture and beliefs are not valued.

The parent, child and school partnership will be developed through

- Awareness sessions to develop parents' understanding and support of social/health issues.
- Activities to promote understanding and support of curriculum approaches.
- Work with parents to support their children's school activities.

There needs to be recognition by staff and parents that students will not always choose to involve their parents in curriculum work and that this needs to be respected.

Community

Curriculum practice needs to take account of the needs of students through an understanding of the local community in which decisions are taken and attitudes influenced.

The communities in the school and outside the school will also need to be understood by young people and will clearly be an essential element of the PSHE curriculum.

Visitors and Outside speakers

The PSHE programme is enhanced by the services of external speakers and agencies both inside and outside the classroom. Such contributions are always properly planned experiences, in line with QCA guidelines, and are regularly reviewed and monitored to inform future practice.

Co-ordination

This policy reflects the main aims of the school and will provide a framework for related policies such as Sex and Drug Education, Anti-bullying, Child Protection, and Inclusion. It will also be supportive of behaviour related policies and contribute to the co-ordination of policies related to adults such as the school Anti-Smoking policy and Health and Safety.

As this is a policy to co-ordinate a whole number of curriculum and whole school issues this is reflected in the co-ordinator's position and remit in school.

Staff Development

The need for staff training and development is ongoing. Priorities will be identified annually and will form part of the PSHE improvement plan.

Monitoring and Review

This policy will be monitored and reviewed annually in line with the School's self review policy.

Documentation Consulted:

Ofsted framework

DFEE guidance – Drug Education 4/95, Child Protection 10/95, LEA Guidance

National Curriculum 2009 PSHE