



PARK HIGH SCHOOL

PSHCEe Policy

Personal, Social, Health, Citizenship and Economic education Policy

UPDATED	October 2019
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DOCUMENT OWNERS	C&A
VERSION No	1
NEXT REVIEW	October 2020
REVIEWED BY	C&A

This policy covers our school's approach to PSHCEe. It was produced by the Head of PSHCEe in consultation with the Senior Leadership Team and the Governors. It will be reviewed in a year's time.

Location and dissemination:

The policy is included in the PSHCEe staff handbook and is kept on the school T.drive available to all staff. A full updated policy is available on the school website.

The national context for PSHCEe education:

The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that:

- Promotes the spiritual, moral, social and cultural development of young people at the school and of society.
- Prepares young people for the opportunities, responsibilities and experiences of adult life

PSHCEe is an essential aspect of this provision, along with requirements for a school to fulfil its responsibilities to progress pupils' Spiritual, Moral, Social and Cultural development (SMSC) and to ensure they are properly safeguarded, in line with Ofsted's Section 5 inspections. Whilst non-statutory "all schools should teach PSHCEE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum" (DfE guidance PSHE Education, 2019). On the first March 2017, the government laid an amendment to the Children and Social Work Bill which makes Relationships and Sex Education statutory in all schools from September 2019. Subject to the outcomes of a consultation, PSHCEE could also become statutory in all schools. Citizenship is part of the National Curriculum and there are statutory programmes of study and attainment targets for citizenship at key stage three and four.

In December 2017 a new evidence review by Pro Bono Economics highlighted 'very strong evidence' that high quality PSHCEe learning 'has a positive impact on academic attainment' particularly if they come from socio-economically disadvantaged backgrounds. It does this by developing skills and attributes such as confidence and positive risk-taking, which enable young people to excel. The independent review – produced by expert economists from a number of Government departments, volunteering through Pro Bono Economics – examined national and international evidence. Its aim was to determine the degree to which PSHCEe's impact on students' health – both physical and mental – and behaviour might lead to greater academic attainment and improved life chances in adulthood. The review covered over 1200 studies and revealed that PSHCEe programmes are effective in developing social and emotional skills, supporting emotional wellbeing, improving physical health, and tackling bullying. The evidence then links these positive outcomes to improved academic attainment: by helping young people to be healthier, happier and safer, PSHCEe enables them to do better in school.

The purpose and school context for PSHCEe education

PSHCE contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. The curriculum encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

The Park High PSHCEe curriculum is thus a programme of learning through which our students acquire the knowledge, understanding and skills they need to live healthy, safe, productive, capable, responsible and balanced lives now and in the future. As part of a whole-school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It is central to achieving our school's own aims, objectives and mission statement by:

- Reducing or removing barriers to learning by helping to support young people in reaching their full potential and through the development of key concepts and skills that support academic learning such as team work and resilience

- Developing key concepts, knowledge, understanding, language, skills and strategies that enable young people to make positive lifestyle choices now and in the future

Equal opportunities

We promote the needs and interests of all pupils. Teaching pedagogy will take into account the ability, age, readiness, faith and cultural background of all young people to ensure that all can access and feel included in the PSHCEe provision. This includes those with English as a second language. This education is an important vehicle for helping to educate our young people in the importance of showing high regard for the needs of others and for ensuring equal opportunities for all.

As far as it is appropriate, young people with special educational needs follow the same PSHCEe education programme as all other students. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one-to-one basis.

Key principles of effective PSHCEe provision:

Our PSHCEe programme recognises that young people will bring prior learning and real life experiences to their learning. Our provision builds on these, providing a curriculum that reflects both the universal and unique needs of our students.

This PSHCEe curriculum is drawn from the PSHCEE Education Programme of Study also incorporating key concepts of citizenship. The Programme of Study can be found here: <https://www.PSHCEe-association.org.uk/curriculum-and-resources/resources/programme-study-PSHCEe-education-key-stages-1%E2%80%935>. It is also informed by local Child and Maternal Public health profiles (CHIMAT), the schools and students health education unit (SHEU), The National Survey of Sexual Attitudes and Lifestyles (NatSAL), staff, student and parent voice. It is also developed in liaison with local professional agencies. The content of the programme will be flexible according to identified need and current issues.

The PSHCEe curriculum is a spiral programme which means across the years it gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach relevant to the age, maturity and needs of the young people at Park High. The learning provided by the PSHCEe programme supports and is supported by other curriculum areas. The personal and social development of young people is the responsibility of all staff, in partnership with families and the wider community.

The specific content covered for each year group can be accessed on the website. Lower school PSHCEe provision can be found here under the relevant year group heading: <https://www.parkhighstanmore.org.uk/page/?title=PSHCEe&pid=434>

Sixth form provision can be found here: <https://www.parkhighstanmore.org.uk/page/?title=PSHCEe&pid=400>

Strategies to determine students' existing knowledge and needs are used including a baseline assessment at the beginning of each unit and lesson – these are constantly returned to monitor progress and to tailor learning accordingly. Assessment for learning strategies are used as part of whole school policy and help to track pupils' progress. Creative approaches are also used e.g. quizzes to assess knowledge; presentations; observations of group work; design of leaflets/cards; role play; repeated mind maps, and values continuum. Assessment methods will respond to the age and ability of the students. Summative assessment tasks are completed at the end of every PSHCEe unit in the form of a written piece, speaking and listening activity or Canvas quiz. Two of these written tasks are marked by tutors and formative diagnostic feedback provided with opportunities given in lessons for students to engage with this. Parents receive three Progress Check reports a year – this includes behaviour, engagement, home-learning and status information on PSHCEe. PSHCEe status data is informed by class contributions, home learning tasks, book work and end of unit assessment tasks. Each unit has learning outcomes which are organised into WT (working towards), WA (working at), and WB (working beyond) statements in relation to the knowledge and skills embedded in the scheme of learning. The learning outcomes, resources and assessment tasks can be accessed via Canvas.

Safe and supportive learning environment:

The PSHCEe programme is taught by form tutors using a variety of teaching styles. All staff are expected to establish and maintain ground rules to create a safe learning environment where young people can develop the confidence to ask questions, challenge the information they are offered and put what they

have learned into practice in their own lives. Interactive learning methods that support participation and encourage reflection are promoted including paired work, small group work, class discussion, questioning, drama, and distancing techniques e.g. scenarios, fiction, TV, DVDs. All 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.

Questions from students will be answered honestly using the adult's professional judgement either in class or in a 1:1, and with regard to the age and maturity of the individual. Question or worry boxes are used to allow staff to filter through questions prior to answering them.

Resources are carefully selected to meet the needs of our students and reflect our equal opportunities policy.

Outside speakers are invited to assist the delivery of PSHCEe where appropriate and will work within the principles of the school policy. They are not a substitute for a well-planned developmental programme but rather supporting resources to enable learning. A member of school staff will be present during these visits.

Safeguarding and confidentiality

Every member of staff has a copy of the Safeguarding /Child Protection Procedure and is guided by it. Staff attend regular training on safeguarding issues which is disseminated. Students must feel able to approach staff on confidential issues but all staff will follow the school's referral procedures which will be sensitively explained on the individual student's initial approach. Confidentiality is discussed with students when establishing ground rules in lessons. Staff cannot offer students or parents unconditional confidentiality. Any concerns must be referred to a designated child protection co-ordinator.

Monitoring and Evaluation

The PSHCEe programme will be monitored through the review of planning, lesson observations undertaken by the PSHCEe Co-ordinator / members of the Senior Leadership Team, discussion at year team meetings and pupil focus groups including the work of the PSHCEe student advisory body.

The implantation of this policy will also be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum.

The PSHCEe programme will be evaluated by the teachers and support staff, pupil evaluation at the end of each unit of work and through consultation with parents/carers. The PSHCEe Advisory body will also have a significant role in helping to shape the curriculum. The findings of the evaluation will be shared with staff and will inform the future planning and review of the provision.

Training

We update staff development and training. This includes guidance on changes in the law which may affect the teaching of PSHCEe and the handling of sensitive issues. CPD opportunities are given to staff through inset days, lunchtimes and afterschool and at tutor team meetings to help support them in their delivery of PSHCEe. Several members of staff have gained the National PSHCEE CPD accreditation from Roehampton University with RSE as a specialist module.

Student Withdrawal Procedure

In line with the *1996 Education Act*, parents/carers have the right to withdraw their children from Relationships and Sex education except those aspects which are part of National Curriculum science. Parents/carers wishing to withdraw their children from RSE lessons are asked to contact the PSHCEe lead to discuss the issues of concern. If parents/carers still wish to withdraw their child they will be asked to write to the Headteacher with further details. Students who are withdrawn will be given a supervised venue for private study and parents provided with material from the DfE to use with their child at home.

Links to other policies:

Other school policies contribute to the personal, social and emotional development of pupils and should be read in line with this policy. They can be found on the school website. These include:

- Healthy Relationships
- Anti-bullying

- Drugs education
- Safeguarding and Child protection

Involvement of parents and carers

We are committed to working with parents and carers. We will offer support by signposting the material and resources which will be used with students and are made accessible on Canvas. The website outlines the schemes of learning each year group receive. The Head of PSHCEe can be contacted at any time regarding PSHCEe provision. The website communicates to parents about their right to withdraw their children and the protocol for doing so.

This policy has been developed in consultation with students, staff, governors, parents/ carers.

The policy will be reviewed in October 2020