

## The Senior School PSHE Policy Key stages 3-5

### Aims for the school curriculum

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve
- The school curriculum should aim to promote pupil's spiritual, moral, social and cultural (SMSC) development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The two aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both these areas is essential to raising standards of all pupils.

### Rationale for PSHE

Personal Social and Health Education (PSHE) in Key stages 3-5 helps pupils to lead confident, healthy and responsible lives as individuals and members of society. Through work in lesson time and a wide range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. PSHE gives pupils opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops pupil's wellbeing and self esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career. PSHE at Key Stage 3 and 4 builds on pupil's own experiences and on work and on work at Key stages 1 and 2 and complements citizenship issues, such as public policy dilemmas related to health, law, and family.

### The framework for PSHE

The non-statutory guidelines consist of a framework for personal, social health and economic education for Key Stages 3 and 4. Students develop knowledge, skills and understanding in the following areas:

1. Developing confidence and responsibility and making the most of their abilities
2. Developing a healthy, safer lifestyle
3. Developing good relationships and respecting the differences between people

### The PSHE Curriculum

#### 1. Provision

PSHE cannot always be confined to specific timetabled time.

PSHE is delivered within a whole school approach, which includes:

- Discrete curriculum time delivered by form tutor, pastoral leaders, specialist teachers or visiting speakers. This is one whole teaching period once a month.
- Teaching PSHE through other curriculum areas.
- Through PSHE activities and school events
- Through assemblies/ themes of the week
- Through pastoral care and guidance

## 2. Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies
- High order questioning skills
- Climate building and ground rules
- Working together
- Values clarification
- Information gathering and sharing
- Consensus building
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle time
- School Council (preparatory activities)
- Drama and role- play
- Use of theatre in education
- Discussion and debate

## 3. Assessment

At the Senior School there are two broad areas for teacher assessment in PSHE:

- Pupil's knowledge and understanding, for example, information on health, understanding of procedures including health and safety
- How well pupils can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

## Roles and Responsibilities

The subject leader is responsible for:

- the overall planning, implementation and review of the programme
- meeting at least once a year with the subject leader of the Junior School for the effective promotion of PSHE
- raising awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- establish a shared view of best practice to which all pupils are entitled
- lead policy development
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- provide appropriate support and training for staff
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- carry out a continuous process of review and development of the programme as part of the cycle of the annual cycle of school improvement

## Confidentiality

At times during the PSHE programme, sensitive issues are discussed, including bullying, drugs and contraception. This will, it is hoped, help to create a level of trust between pupils and the teacher. Sensitive issues discussed in the classroom by pupils should remain confidential within the group. However, pupils must be made aware they cannot rely on this if they choose to make a disclosure. The setting of ground rules within each session, e.g. (RUBY)-Respect, Understand, Be Yourself should apply.

## Guidelines for staff

The PSHE programme of study is determined by the Pastoral Deputy Head in consultation with Heads of Year/Key Stage.

The PDH will ensure that all teachers/form tutors have an adequate, up-to-date knowledge of the aspects of PSHE that they teach.

Teachers are responsible for planning and delivering lessons that help pupils understand the issues being taught. Teaching resources and practical assistance in the planning and execution of lessons will be available from Heads of Year/Key Stage and PDH.

Form tutors will develop a positive PSHE working ethos in their form groups.

Teachers should ensure they give pupils sufficient opportunities to practice and develop interpersonal skills while exploring their thoughts and feelings, by including activities that require spoken communication.

Teachers should encourage pupils to accept responsibility for their learning, for example, by encouraging genuine open debate in class discussions and group work.

### **Monitoring, Evaluation and Review**

The policy will be evaluated and reviewed every three years by the Pastoral Deputy Head / Headteacher in consultation with Heads of Year/Key Sage.

An annual survey of the student body will seek the views of students.

### **Dissemination of the Policy**

This policy is available on the school website, on request to parents /guardians through the Headteacher.

### **Other relevant policies**

Teaching and learning

Anti-bullying policy

Safeguarding policy

Sex and Relationship Education

Date approved by  
governing body:

Date for review:  
September 2019