



PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) POLICY

Approved by: Governors

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ST CLEMENT'S HIGH SCHOOL PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) POLICY

Our aim is for every child to achieve, participate and belong at St Clement's High School.

This will be reflected in SRE (Sex and Relationships Education) provision by ensuring that all students have the opportunity to access SRE education appropriate to their need to equip them for adolescent and adult life in the modern world. At St Clement's this is referred to as PSHE and includes British Values.

In line with the statutory guidance that came into force in September 2019. Our PSHE programme is seen as vital to ensuring a rounded education; helping students prepare for a healthy adult life and to their ability to make a positive contribution to society.

1 Rationale

- 1.1 Personal, Social and Health Education (PSHE) at Year 7, 8, 9 & 10 endeavours to help students to lead confident, healthy and responsible lives as individuals and members of society.
- 1.2 Through work in lessons and a range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they may face as they approach adulthood.
- 1.3 PSHE gives students 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.
- 1.4 It also develops students' well-being 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.
- 1.5 PSHE promotes British Values and encourages St Clement's High School's core values of P.R.I.D.E.

2 Aims of the PSHE Programme

- 2.1 To enable all students to develop as fully as possible their interests, abilities and aptitudes.
- 2.2 To allow students to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions.

- 2.3 To experience and encourage an enjoyment of learning so that they may be encouraged to take advantage of educational opportunities later in life.
- 2.4 To develop appropriate skills in literacy and numeracy via weekly tutor time programme.
- 2.5 To develop programmes of study and experiences which will enhance student's self-respect and confidence and encourage them to take responsibility for themselves and their actions.
- 2.6 To provide students with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work.
- 2.7 To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment.
- 2.8 To equip students for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers.
- 2.9 To promote interests and skills that will continue to give personal satisfaction in the use of leisure time.
- 2.10 To establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate.
- 2.11 To develop a curriculum which enhances student's knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social, moral and political issues.
- 2.12 To provide students with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture or ability.
- 2.13 To enable students to make informed choices when considering the development of a healthy and safer lifestyle.
- 2.14 To give students the confidence to discuss difficult issues by encouraging non-judgemental participation by students and staff

3 The Context of the PSHE Curriculum

- 3.1 PSHE cannot be confined to a specific timetabled time and the schools core values should be discussed and promoted whenever the opportunity arises.

- 3.2 At St Clement's High School PSHE is delivered within a whole school approach which includes:
- Teaching PSHE through subject/curriculum areas.
 - Through PSHE activities and super learning days or one off special events.
 - Through pastoral care and guidance.

3.2.1 Discrete Curriculum Time

3.2.1.1 15 minutes per day is allocated to tutor time which includes delivery of some of the PSHE programme. Each year group has a learning journey that maps out what is covered and a daily routine for Tutors to follow.

3.2.1.2 Formal assemblies highlight moral, spiritual and topical issues that we want students to reflect upon.

3.2.1.3 Super Learning Day's provide a range of services and activities, often by outside agencies when available, which are designed to support students personal, social, health and emotional wellbeing and motivate them to achieve their full potential.

3.2.2 PHSE Through Other Subject/Curriculum Areas

3.2.2.1 PSHE provision at St Clement's High School is integrated into our student's wider curriculum experience; taking advantage of all opportunities to reinforce our values in every subject's lessons.

3.2.2.2 All students in years 7 and 8 receive Citizenship lessons, which include elements of PSHE. These are detailed in the Citizenship curriculum plan.

4 Pastoral Care and Guidance

4.1 St Clement's High School's pastoral system is organised in year teams. Each cohort has 5 form groups with a form tutor that stays with their tutor group for their time at the school. This is overseen by a Head of Year who in turn is supported by a Year Manager.

4.2 Additional support is provided by Springwood's Safeguarding Team, our Student Welfare Manager, and our Trust Deputy SENCO.

4.3 Each year group has an assembly once a week when space allows which will focus on PSHE issues.

4.4 We also operate a House system, Each form group will participate in inter form/year/house competition throughout the year including attendance, achievement points, subject and sports competitions, quizzes and dance/music/talent shows.

4.5 Reward activities will be organised by Key Stage Leads and the pastoral team.

- 4.6 At the end of each academic term and year, achievement assemblies are held to celebrate students' achievement across the whole curriculum.

5 **Implementation**

- 5.1 Aspects of PSHE will be delivered by staff during form and subject lessons and specifically by outside agencies who are specialists in their particular field. The specialists may include Health Professionals, Police, Armed Services, Fire Brigade, Politicians, Magistrates, Theatre Groups, local Young Peoples Services and successful past students from the school and sixth form.
- 5.2 Good teaching will use a variety of methods during lessons and across various units of work. All staff are encouraged to use a variety of flexible, active learning methods:
- Most importantly; establishing ground rules.
 - Good questioning skills.
 - Working together.
 - Understanding another point of view.
 - Reflection, review and evaluation.
 - Role play.
 - Discussion and debate.
 - Voting.
- 5.3 Every effort will be made by all staff to include all students in every lesson regardless of ability, sexuality, race or religious belief.

6 **Answering Difficult Questions**

- 6.1 Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE.
- 6.2 Teachers will follow St Clement's Safeguarding Policy and remind students that they cannot offer unconditional confidentiality and will report anything that they believe is necessary to keeping students safe to the schools designated safeguarding lead via CPOMS.
- 6.3 Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the lesson. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question will be dealt with at another time.
- 6.4 No teacher or student will be expected to answer personal questions.

6.5 No one will be forced to take part in a discussion. The meaning of words will be explained in a sensible and factual manner.

7 Assessment

7.1 Assessment will take place in the classroom as is appropriate to the task being undertaken. In oral work or role play this may be simply an observation of the learning outcome. In some cases there may be written evidence. Self and Peer assessment will be actively encouraged and students allowed time to reflect on their progress and achievement.

8 Review

8.1 This policy will be considered annually and formally reviewed every three years in consultation with the Governors, Headteacher, Heads of Department and Key Stage Achievement Leaders

8.2 Regular samples of pupil's opinions will be collected by and reported back to SLT.

Reviewed by:

Last Reviewed: November 2019

New Review Due: November 2022