

This Policy has been adopted and approved by Gippseswyk Community Educational Trust and has been adapted for use by Copleston High School.

PSHE POLICY	
Approved by GCET/Adapted by Copleston High School	1.9.2017
Reviewed/Amended	May 2021
Ratified by Copleston LGB	30.6.21
Date of next Review	Summer Term 2022
Responsible Officer	PSHE SLT Link – Mr Henry Palmer
Policy Number	CS16

GENERAL AIMS

The school values the contribution that it's teaching and non-teaching staff can play in the Personal Social Development (PSD) of the whole school community. This can be promoted by:

- All staff contributing to the pupils PSD
- Establishing a shared view of best practice to which all pupils are entitled
- Being flexible in order to meet the changing needs/priorities of individuals, the school and local community
- Providing appropriate support and training for staff
- Including visitors and outside agencies to support the planned curriculum
- Carrying out continuous monitoring and evaluation of the programme and review this in light of the school improvement plan

The school PSHE and Citizenship programmes cover the themes of health, relationships, citizenship, IAG (Information, Advice and Guidance), British Values and sustainable development. Certain units of Citizenship are delivered through PSHE lessons but other aspects through different areas of the curriculum.

The aim of the PSHE programme are set out in the National Curriculum as:

- All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education. Sex and relationship education (SRE) is an important part of PSHE education and is statutory in maintained secondary schools from September 2020. We have a separate SRE policy.

- Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

OBJECTIVES

- The PSHE programme is based on the county framework for PSHE which focuses on a skills based curriculum developing knowledge and understanding, personal and social skills and attitudes and values
- Through regular monitoring the programme aims to be responsive to the needs of individual pupils, parents, staff and the community.
- Give pupils opportunities to explore issues that allow them to make informed decisions that assist in the preparation for adult life.
- Pupils will be given the opportunity to revisit issues that have been missed, misunderstood, or need clarifying by encouraging pupil consultation at the end of each unit.

RESOURCES

All staff, pupils, parents and members of the community have a role to play in the PSD of pupils at Copleston High School.

A dedicated team deliver the PSHE programme via drop down days for year 10 and 11 and 60 minute lessons once a fortnight for year 7, 8 and 9.

All resources are provided staff to support them in their lesson planning. All Individual lessons and resources are stored on FROG/sharepoint.

PSHE is allocated a budget by the Principal. This is used to update resources, photocopying and purchase stationery. Resources are carefully selected to make sure that they are suitable for the age and maturity of the pupils.

TEACHING AND LEARNING

Within the planned curriculum a variety of teaching styles and methods are employed. These may include techniques such as discussion activities, problem solving, presentations and role-play. By using a range of techniques, pupil entitlement and access will be addressed more effectively. Members of the department are supported through regular emails with opportunities to share 'best practice' and discuss teaching and learning styles.

It is very important that teachers review the learning that has taken place and help the pupils to make connections between the work they are doing in PSHE and the areas of their lives in which they need to apply what they have learnt.

When covering sensitive issues in the classroom it is advisable that teachers and pupils set ground rules, these ensure that everyone feels comfortable in discussions, there is no pressure on anyone to disclose personal information and there is clarity with regard to confidentiality. It must be stressed that support is available to anyone who feels they need it and how to access that support. As a team we always direct students specifically to local sources of support and on regular occasions invite agencies into the school to offer guidance and advice.

There may be times in a lesson when covering sensitive issues where pupils make personal disclosures to the teacher or class. Most information within the context of the planned lesson can be kept confidential, but sometimes information may need to be passed on in the child's best interest, i.e. Safeguarding issues. In these cases, the school policy on child protection must be followed. Any incident that a member of staff is unsure about should be referred to the leader of learning or Designated Safeguarding Officer for further advice.

DIFFERENTIATION

It is acknowledged that there are pupils with varying levels of emotional, social and academic maturity. These need to be carefully considered when planning differentiated lessons. Through the PSHE framework and social inclusion all pupils should have access to the curriculum and staff can change and adapt lessons accordingly.

ASSESSMENT, RECORDING and REPORTING

PSHE will follow the whole school policy on assessment. Pupils will also have the opportunity for guided self-evaluation.

As with any learning process the assessment of students' personal, social and emotional development is important. It provides information which indicates students' progress and achievement and informs the development of the programme.

In Year 7 and 8 students will complete internal assessments after each unit. In all Key stages an emotional literacy assessment is completed at the start of each academic year to assess the students Self-awareness, Self-regulation, Motivation, Empathy and Social skills.

PLANNING, MONITORING and EVALUATION

The PSHE programme will be based around the national curriculum guidelines.

The HOD has responsibility for providing the long and medium term plans for PSHE It is the responsibility of PSHE teachers to plan their lessons. Monitoring and evaluation is ongoing through consultation with members of the department, peer observation and sharing of 'best practice' to monitor the effectiveness of the programme. Also end of lesson and end of unit pupil evaluation will be considered. This process will take place in PSHE department emails and meetings on a termly basis.

WORKING WITH PARENTS and FAMILIES

Parents and the school have joint responsibility in the personal social development and personal social education of children. There may be opportunities in the PSHE programme where parents can be involved in their child's learning.

PSHE, CITIZENSHIP and THE COMMUNITY

The school works closely with relevant outside agencies and charities. These people can make effective contributions to the planned curriculum and will be asked to support the education programme at appropriate times. Other visitors to the school will be invited in when appropriate and there will always be a member of staff present in the classroom with the visitor. Guest visiting guidelines will be adhered to at all times.

LINKS TO OTHER SCHOOL POLICIES

Other policies that link with the PSHE policy are child protection, SEN, behaviour, school assessment, and equal opportunities policies.