



PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE) POLICY

Stopsley High School is committed to safeguarding and promoting the welfare of young people and all staff and volunteers.

1 Rationale

- 1.1 Personal, Social and Health Education (PSHCE) at Key Stage 3 and 4 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, pupils 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 PSHCE 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 PSHCE at Key Stage 3 and 4 builds on the pupils own experiences and work covered in Key Stage 1 and 2. It also compliments Life lessons on the school curriculum covering areas such as issues in politics, the law, family, the environment, relationships, British Values, e-safety, self-awareness and the media.

2 Aims of the PSHCE Programme

- 2.1 To enable all pupils to develop as fully as possible their interests, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged.

- 2.2 To allow pupils to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions.
- 2.3 To experience enjoyment of learning so that they may be encouraged to take advantage of educational opportunities later in life.
- 2.4 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.
- 2.5 To provide pupils with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work.
- 2.6 To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment.
- 2.7 To equip pupils for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers.
- 2.8 To encourage appreciation of, and concern for, the environment.
- 2.9 To develop 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 schools relate.
- 2.11 To develop a curriculum which enhances pupil's knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social and moral 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 PSHCE Curriculum

- 3.1 PSHCE cannot always be confirmed to specific timetabled time.
- 3.2 At Stopsley High School PSHCE is delivered within a whole school approach which includes:
 - Discrete curriculum time (Learning 4 Life) delivered by specialist teams, form tutors and other staff.
 - Teaching PSHCE through and in other subject/curriculum areas.
 - Through PSHCE activities and school focus days or events.
 - Through pastoral care and guidance.

3.2.1. Discrete Curriculum Time

- 3.2.1.1 At Stopsley High School there is, at least 1 lesson per week (Learning for Life) focusing on Life related matters, including Careers Education and Guidance, Sex, Drugs and Alcohol Education, PREVENT and Financial Capability.

3.2.1.2 Formal Assemblies and Form Tutor time are used to deliver aspects of Learning for Life programme (e.g. Anti-Bullying).

3.2.2 PSHCE Through Other Subject/Curriculum Areas

3.2.2.1 Provision of some aspects of PSCHE is made through other subject areas including RS.

3.2.2.2 Additionally other curriculum subjects have opportunities to make links with the PSHCE Framework through their programme of study.

- English – skills in enquiry and communication, use of resources, discussion and presentation of arguments, texts with personal, health and relationship issues.
- Maths – aspects of financial capability.
- Science – teaching and learning on health, drugs (including medicines), sex education and safety.
- Design/Technology (including Food and Nutrition) – health, safety and hygiene issues, the consideration of social, moral and cultural dilemmas associated with the global environment impact of products.
- ICT – finding ICT based information, handling data, email for communication and exchange of ideas.
- Business – developing students' understanding of the world of work and their role as consumers and aspects of financial capability; looking at the ethical nature of businesses, balance profit against morals; impact of employment legislation.
- History – ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity including Democracy.
- Geography – implications of sustainable development for pupils' own life, study of cultural differences, skills of geographical enquiry including communication.
- Modern Foreign Languages – communication in the target language and learning about culture, customs and beliefs.
- Art and Design – respect of the differences between people through an investigation of artists, craftspeople and designers.
- Music – making the most of abilities and working with others when playing or singing.
- Physical Education – teaching and learning about health, safety and fitness, development of co-operation and commitment, teamwork.
- Religious Studies – religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

3.2.3 PSHCE Activities and School Events

3.2.3.1 At Stopsley High School, students timetabled at all Key Stages will have PSHCE delivered through Well Being days and single lessons during the course of the school year.

3.2.3.2 Aspects covered will include sex education, smoking, alcohol and drugs awareness (personal well-being) as well as careers, enterprise and work related learning. Please see overview.

3.2.3.3 Students have access to a range of services and activities which are designed to support their personal, social, health and emotional wellbeing and motivate them to achieve their full potential. Students may self-refer to these services and activities or may be referred by a member of staff. Outside agencies regularly host information sharing stalls during lunch times which all students have free access to.

4 Pastoral Care and Guidance

- 4.1 Stopsley High School's pastoral system is organised on a House basis. Each House has 10 form groups with a form tutor. This is overseen by a Head of House.
- 4.2 Each House has an assembly weekly which will focus on PSHCE issues. Friday is set aside each week for year based assemblies where issues such as examination information and work experience procedures are given.
- 4.3 Reward activities will be organised by the Senior Leadership Team through the use of SIMS.
- 4.4 At the end of each half term Achievement assemblies are held to celebrate pupils' achievement.

5 Delivery – Who and How?

- 5.1 Aspects of PSHCE could be delivered by staff during lessons and specifically by outside agencies who are specialist in their particular field. The Learn 4 Life curriculum is supplemented by sessions delivered by various internal initiatives under the re-engagement programme, and multiple external agencies such as The Luton and Dunstable Health Care Service, SMART, LAWC, MACK, EP and supported by the Luton Borough Council School Health and Educational Specialist.
- 5.2 Good teaching will use a variety of methods during lessons and across various units or work. All staff are encouraged to use a variety of flexible, active learning methods:
 - Stating what is to be learnt and what the teacher is looking for (Walt/Wilf).
 - Good questioning skills.
 - Ground rules.
 - 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. Teachers will use a variety of techniques to include all students and every effort will be made to adapt each lesson to include pupils with differing learning styles.

6 Answering Difficult Questions

- 6.1 Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHCE.
- 6.2 No teacher or student will be expected to answer personal questions.
- 6.3 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-assessment is actively encouraged, at the end of each unit, when students are 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 by the Inclusion Lead in consultation with the Governors, Headteacher, Heads of Department and Head of Houses.