

Queen Elizabeth High School

Personal, Social, Health and Economic (PSHE) Education Policy

Including Programme of Study

Aims for PSHE

- Promote the spiritual, moral, cultural, mental and physical development of students at the school and of society
- Prepare students at the school for the opportunities, responsibilities and experiences of later life
- Promote safeguarding and students' wellbeing, protecting them from harm

PSHE education is a planned programme of learning through which students acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes students need to thrive as individuals, family members and members of society.

PSHE addresses both students' direct experience and preparation for their future. A spiral programme ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts. PSHE meets students' needs and is tailored to local circumstances.

Programme of Study: The Core Themes of PSHE are

1. Health & Wellbeing

In Key Stages 3 and 4, students are taught:

- how to manage transition
- how to maintain physical, mental and emotional health and wellbeing including sexual health*
- about parenthood and the consequences of teenage pregnancy
- how to assess and manage risks to health and to stay, and keep others, safe
- how to identify and access help, advice and support
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health
- how to respond in an emergency including administering first aid
- the role and influence of the media on lifestyle

*sexual health is included within this core theme, however, it is also considered within the context of healthy relationships

2. Relationships

In Key Stages 3 and 4, students are taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters

- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss, including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support

3. Living in the Wider World

In Key Stages 3 and 4, students focus on 'economic wellbeing, careers and the world of work' and are taught:

- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

School Environment, Relationships and Ethos of the School

- At QEHS, we aim to promote a school environment which will foster the spiritual, moral, cultural, mental and physical development of students at the school and of society.

PSHE

- Aims to promote positive relationships between students and between students and staff.
- Seeks to achieve an atmosphere of mutual respect where working together and consideration for others are paramount and where all students have structured opportunities to participate in school life.

School Curriculum

Opportunities exist throughout the curriculum for promoting students' personal, social and emotional development.

- PSHE Curriculum provision
 - 1 hour lesson per week in year 9
 - 1 hour lesson per two week cycle in years 10 and 11
 - Elements of PSHE and citizenship are also taught through and in other subjects/curriculum areas. For example: Science, RE, English, Geography, Food, Technology, History and PE.
 - Through PSHE and citizenship activities and school events (Y9 PSHE Day).
- A PSHE team are responsible for teaching the PSHE and citizenship programme.

There is on-going evaluation and monitoring of the programme for PSHE and citizenship.

- Via departmental reviews.
- Students evaluate sessions each half-term and the PSHE scheme of work is updated annually.
- Areas for development are identified and addressed as part of the bi-annual review.
- Students complete questionnaires relating to specific issues. For example, students completed a safety questionnaire and CCTV cameras were installed in areas identified as being of concern to students.

Approaches to Teaching and Learning

To facilitate pupils learning in PSHE and citizenship:

- The purpose and objectives of each lesson are made clear
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class
- Learning experiences draw on pupils own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding
- Time is given for pupils to reflect, consolidate and apply their learning
- Pupils are encouraged to take responsibility for their own learning and to record their own progress
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met

- A range of teaching and learning strategies (paired, group work, discussion as appropriate) are used in delivering the programme.
- Resources include: DVD, websites and use of computer suites. Materials for sessions are available in an electronic format.
- Staff are encouraged to develop their skills in all areas of PSHE, through the use of specific training courses.
- Whole school CPD addresses training needs as they arise.
- Diane Harris, Senior Deputy Headteacher, also leads training on issues such as Child Protection.

The school leads the programme but outside visitors have a role. There is a school protocol for involving outside visitors.

- Outside visitors who contribute to the PSHE and citizenship programme:

Public Health school nurses – sex education
Teenage Cancer Trust
Police – local issues e.g. knife crime, online safety, Child Sexual Exploitation
Personal Finance e.g. Barclays life skills staff
Bereavement Counsellors
St John's Ambulance
NDAS (Northumberland Domestic Abuse Services)
Northumbria University Law Students

- All adults other than teachers working in the classroom are DBS checked and have a fully qualified member of staff in the classroom with them at all times.

There are guidelines for staff on confidentiality and handling sensitive and controversial issues in the following documents:

- Confidentiality Policy
- Relationships and Sex (RSE) Policy
- Child Protection Policy
- E-Safety Policy

Celebration of Achievement – Assessment, Recording and Reporting

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.

Students do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on students' self awareness and self esteem.

We do not formally assess students in all areas of the PSHE and citizenship programme. However, opportunities for students to reflect on their progress are identified. It is inappropriate to assess students' values.