

SPALDING HIGH SCHOOL



PERSONAL, SOCIAL, HEALTH & ECONOMIC (PSHE) EDUCATION POLICY

HEADMISTRESS:	Mrs M K Anderson
HEAD OF PSHE:	Mr R Hempsall
PD COORDINATOR:	Mrs F Haunch
SCHOOL CAREERS COORDINATORS:	Mrs L O'Brien Mrs D Bushell
RS & CITIZENSHIP HEAD OF DEPT:	Miss L McArthur
ASSISTANT HEAD TEACHER: (Students & Community)	Mrs L Ray
DEPUTY HEAD:	Mrs T Waldron
LINK GOVERNOR:	Mrs D Williams
DATE AGREED:	21st March 2022
REVIEW FREQUENCY:	Biennial

Executive Summary:

This policy sets out the regulations and school procedures for Personal, Social Health & Economic Education. This policy has been written to ensure compliance to the Department for Education requirement that all schools teach PSHE as proposed within the National Curriculum. In addition, it is to outline our comprehensive and developmental programme of content and delivery for Years 7 – 13.

Related Policies:

Child Protection/Safeguarding
Relationship & Sex Education Policy
Careers Policy
Equal Opportunities/Inclusion
Drugs Education and Incident Management Policy
Behaviour for Learning Policy
SMSC & BV Policy

Chair of Governors

Date

Headmistress

Date

SECTION 1: Introduction

- 1.1 At Spalding High School, we agree with the Department for Education that Personal, Social, Health and Economic Education is ***“an important and necessary part of all pupils’ education”***. To this end, we deliver our PSHE programme as part of the core curriculum to every pupil and student from Year 7 to Year 13.
- 1.2 Our PSHE Education (Years 7-11) and Personal Development (Years 12-13) curricula are designed to give pupils and students the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.
- 1.3 In Key Stages 3 and 4, we include our Careers Education programme (Careers Policy 2016) and so our lessons are called PSHCE lessons with the ‘C’ representing Careers. In Key Stage 5, our PSHE programme is known as Personal Development. Careers is delivered via separate Careers lessons. Relationship and Sex education (RSE Policy 2016) and Drugs Education are fundamental elements of our programmes of study across all three key stages.
- 1.4 At KS3 and KS4, Citizenship is largely delivered via our Religious Studies programme, which is a compulsory part of the Standard Core Curriculum. Some elements of Citizenship studies are not delivered via RS and are within our PSHCE programme instead.
- 1.5 All staff with responsibilities in these key curriculum areas liaise and work closely to ensure seamless and comprehensive delivery of the programmes of study. They are all within the remit of our Deputy Head (whole school pastoral oversight) and Assistant Head Teacher (Student & Community) who also has strategic responsibility for Safeguarding, Social, Moral, Spiritual & Cultural education, Enrichment and Achievement and British Values.
- 1.6 Delivery of PSHCE & PD is via one 50-minute lesson once per two-week cycle and delivered in the main part by Form Tutors but visiting speakers, organisations and “experts” are a very important part of our programme. From September 2022, the programme of study for Years 8-11 is being revised so that certain topics are delivered by Form Tutors and others by specialist teachers with more background in that specific topic. This is designed to ensure that particularly sensitive topics and topics where form tutors may feel they do not have the best subject knowledge are delivered in the most appropriate way for pupils.
- 1.7 We believe that the quality of our provision in these areas are reflected by and a cornerstone of, our ethos and beliefs as a school. These are not bolt-on curriculum initiatives but are values represented in everything that we stand for as a school and community. Aspects of other subjects reinforce many aspects of PSHE and Citizenship; this is most notable in RS, Biology, Mathematics and History but is also apparent in other parts of the curriculum too.

Section 2: Aims

- 2.1 At Spalding High School we aim to give our pupils/students opportunities to:
 - Take and share responsibility
 - Feel positive about themselves
 - Take part in discussions in a supportive atmosphere
 - Make real and informed choices and decisions about their own lifestyle
 - Meet and talk to people
 - Develop good personal relationships
 - Consider social, ethical and moral dilemmas
 - Recognise and respect the diverse world in which we live
 - Find information and advice
 - Prepare for change
 - Develop effective organisational skills
 - Engender a positive, self-motivated attitude towards life

We do this because we believe in the fundamental value of these experiences.

- 2.2 At Spalding High School, all of our pupils/students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and local communities. In so doing, every pupil/student learns to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and learn to understand how they are developing personally and socially, tackling many issues that will prepare them well for adulthood.
- 2.3 Pupils & students also find out about main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.
- 2.4 They learn to understand and respect our common humanity; diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.
- 2.5 Programmes of study can be found in Appendices 1 – 7. Our programmes are tailored to the needs of our pupils/students and aim to support the diversity of our School's cultures, faiths and family backgrounds and respond quickly and appropriately to current issues or needs.

Section 3: Teaching and learning

- 3.1 A variety of teaching strategies are used to develop relevant skills and knowledge through:
 - Developing discussion
 - Thinking through debate
 - Working in groups
 - Investigation
 - Role play
 - Participation
 - Learning with simulations
 - Reflection
 - Direct instruction and scaffolded tasks
- 3.2 Staff are aware that views of some of the issues covered within our programmes of study may be sensitive or controversial. However, whilst personal views are respected, all topics are taught without bias. Where relevant, legislation is referred to so that pupils are made clear on the legal position on topics and what is and is not legal under UK law. If staff feel inexperienced or unable to deliver a topic effectively then more experienced colleagues will assist. This has been further developed through changes to the PSHCE timetable for Years 8-11 that began in September 2022.
- 3.3 Topics are presented using a variety of views and beliefs so that pupils/students are able to form their own informed opinions but also to respect others that may have different views. Extreme views in any form, on any topic will always be challenged and monitored carefully.

Section 4: Resources

- 4.1 Resources are provided by the Head of PSHE and in collaboration with other key staff and are regularly reviewed for age and content suitability. Staff are provided with resources either in physical or electronic form in good time ahead of the lesson in order to plan effectively for the specific group they are teaching.

Section 5: Community Based Agencies

- 5.1 Outside speakers are encouraged where it is felt their expertise will add to the pupils & students learning experience. Use of outside speakers is considered in relation to the school's COVID risk assessments as necessary.

Section 6: Monitoring and Evaluation

- 6.1 Staff evaluate each PSHCE lesson and feedback is provided to the Head of PSHE to Quality Assure the curriculum. As of September 2021, PSHCE evaluations are completed via Microsoft Teams and any issues flagged to the Head of PSHE or Head of Careers. Programmes of study are evaluated and reviewed at the end of each academic year to ensure provision is of high quality and relevant to the needs of learners.

Section 7: Assessment, Recording and Reporting

- 7.1 For certain topics, from September 2021 knowledge recall quizzes have been introduced to allow pupils to assess their learning and to identify any common misconceptions. This is being gradually rolled out across the curriculum, especially in KS3. Staff also consider pupil progress as part of their evaluations (see 6.1)

Section 8: Confidentiality

- 8.1 As a rule, a pupil/student's confidentiality is maintained unless there is a safeguarding issue. If this is the case then the School's Safeguarding and Child Protection policies must be followed and the Designated Safeguarding Lead (DSL), or their deputy, informed immediately.
- 8.2 The pupil/student will be informed that confidentiality is being breached and the reasons why. They will be supported throughout this process as per the school safeguarding policy.

Section 9: Dissemination

- 9.1 This policy is available on the School website. If parents would like a paper copy of this policy they should contact the school reception by telephone or via enquiries@spaldinghigh.lincs.sch.uk There may be a small charge to cover printing/copying costs.

Appendices 1-7

- Appendix 1: Programme of Study Year 7
- Appendix 2: Programme of Study Year 8
- Appendix 3: Programme of Study Year 9
- Appendix 4: Programme of Study Year 10
- Appendix 5: Programme of Study Year 11
- Appendix 6: Programme of Study Year 12
- Appendix 7: Programme of Study Year 13

NB: These Programmes of Study are reviewed and updated during the course of the year and may be subject to minor changes, especially to the order of lessons, based on the availability of speakers and external agencies.