

# PSHE POLICY

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## AIMS

This policy covers the PSHE delivery in Stanley High School. It covers Key Stage 3 and 4. This policy covers our school's approach to PSHE. It was produced by Mr J Lock, Assistant Headteacher. It will be reviewed by the governing body.

This policy is available on the school website and in hard copies to all new staff. The policy will be available to parents and carers through the website.

The overarching aim for PSHE education is to provide pupils with:

Accurate and relevant knowledge, and opportunities to turn that knowledge into personal understanding

Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Each theme has suggested content intended to start a debate rather than being definitive. It should be considered alongside our schools' assessment of pupil need.

Because PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all is important. We aim to create a safe and supportive learning environment by delivering PSHE, sometimes with emotive and sensitive topics at the heart of the lesson, during tutor times (see tutor time grid). We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support through our rigorous referral procedure to Mrs E Fraser-Orr and/or the pastoral care team depending on the nature of the referral. Staff are trained in this area annually. In the course of PSHE education sessions with their teacher, pupils may indicate that they are vulnerable or 'at risk'. It is important to note that staff training in safeguarding/child protection is paramount to ensure clarity about what is required in such circumstances.

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude

Teaching PSHE will take into account the ability, age, readiness and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access the PSHE education provision. Parents do have a right to withdraw their children from non-statutory elements of the sex education (those parts not within the national curriculum science programmes of study) and for this reason letters to parents/carers are distributed for these PSHE units. In the event that a parent/carer requests their child is to be withdrawn, the teacher will inform Mr J Lock (PSHE Coordinator) and alternative work and environment is provided for that child.

We promote social learning and expect our pupils to show a high regard for the needs of others by working in pairs/groups/class discussions. During Enrichment days, students work within tutor groups not by academic ability banding.

We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by training staff, when necessary and to provide quality resources for teachers to deliver consistently.

## OVERARCHING CONCEPTS OF PSHE AT KEY STAGE 3 AND 4

Anti-bullying  
Careers Education  
Drugs, Alcohol and Tobacco Education  
Economic Wellbeing and Financial Capability  
Emotional Wellbeing and Mental Health  
Healthy Lifestyles  
Media & Digital Literacy  
Relationships and Sex Education  
Safety (including Physical and Online Safety)

Learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

PSHE education also makes a major contribution to the statutory responsibilities on schools to:

- promote children and young people's wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education and guidance, and Sex and Relationships Education.

## RATIONALE FOR PSHE EDUCATION

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem, and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms.

The world is full of complex and sometimes conflicting values. Personal wellbeing helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively, and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Education for economic wellbeing and financial capability improves motivation and progression by helping students see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps students to aim high. Students build a positive and realistic

view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

## **WHAT ARE THE OVERALL AIMS AND OBJECTIVES FOR PSHE AT STANLEY HIGH SCHOOL?**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and community. In doing so, pupils learn to recognize their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## **OUR VISION AND VALUES**

The PSHE programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable our pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

As a school, we recognise that PSHE has a significant part to play in preparing children and young people to deal effectively with the pressures and challenges that growing up in the 21st century presents in our own community and in the UK.

## THE PSHE CURRICULUM

PSHE is timetabled weekly in discreet lessons in Year 7 & 8, one lesson per fortnight in Year 9, and through Tutor Time in Years 10 & 11. It is taught as modules of work which are progressive over years 7 to 11. To deliver content to Year 10 & 11, and to reinforce the curriculum provision, the AHT responsible for PSHE has developed Enrichment Days to support the learning of pupils.

Topics of study include:

1. Self-awareness
  2. Challenging the bullies and keeping safe in an advanced technological society
  3. Social and interpersonal skills
  4. Study skills and time management
  5. Health education including alcohol, drugs and sex education
  6. Careers education, including option choices at transition points
  7. Environmental awareness
  8. Citizenship, including democracy
  9. Diversity and Equality
  10. Domestic violence
- Enrichment Days for years 7 to 11 reinforce the curriculum provision and are published in the calendar. These are delivered by professionals in the field/area of study and by internal staff.
  - Through Enrichment Days and activities from Y7 – 11 developing the values of enterprise and employability skills
  - Through form activities and assemblies on a termly basis which further enhances the work of personal development and well-being;
  - Through our rewards and achievement policy which rewards students for:
    - 100% attendance and 100% punctuality
    - Attitude to Learning
    - Exam runner
    - Going the extra mile
    - Prefect
    - Excellent Uniform
    - Excellent use of Planner
    - Excellent homework
    - Primary day helper
    - Progress and effort
    - Open evening
    - Charity event
    - After school/lunch club

- Positive attitude to learning
  - Kindness/consideration/courtesy to others
  - Progress in lessons
- 
- The residential experiences in Year 7, and during trips/visits, make an important contribution to the pupils' personal, social, emotional and citizenship development.
  - Through visits to Poland, France, Iceland sharing their cultural experiences with pupils; also ski trips and RE day trips.
  - Assemblies support the delivery of PSHE and Citizenship through planned themes and are used to launch specific themes.
  - Through the leadership programme developing students as young leaders in a number of subjects, as prefects, sporting ambassadors, and school council.
  - Through mentoring and peer mentoring within school and within local primaries.
  - As part of all staff panel interview process

## STUDENT VOICE

Pupil personal development and well-being is at the heart of all we do. Student voice forms the core of the pastoral work. Pupils are consulted at every opportunity through:

- The School Council
- The Prefect System
- The Peer Mentoring programme
- In discussion in form time
- Through Curriculum Area Leaders/subject reviews
- In structured meetings with the Headteacher

## PARENTAL INVOLVEMENT

The school believes that it is important to have the support of parents and the wider community for PSHE programme. Parents are given the opportunity to find out about and discuss the school's programme through:

- Parents' evenings;
- Parents' awareness sessions;
- Information leaflets/displays;
- Parent newsletters each term

## VISITING SPEAKERS

Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the PSHE programme. Their input is carefully planned and monitored so as to fit into and complement

the programme. Staff are always present during these sessions and remain responsible for the delivery of the PSHE programme.

Visiting speakers from business and the local community are involved in enrichment days e.g. year 8 and 9 enterprise events, Year 10 Employability Skills, Year 11 Mock Interviews, and involve a vast range of expertise from local and national companies.

## ASSESSMENT, RECORDING AND REPORTING

Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Assessment should encompass teacher, peer and self-assessment. Progress in PSHE education should be recorded and reported. **This is being covered in Stanley High School with the data captures at Key Stage 3 and 4 using the PSHE Association format of Working Towards/Working At/Working beyond. This is recorded each session by students and termly by staff.**

At present the school collates a range of assessment techniques which include:

- Students' self-assessment throughout all units (Working towards/working at/working beyond)
- Termly teacher assessments (Working towards/working at/working beyond)
- Questionnaires and student interviews – monitoring and evaluation timetable for 2017-18

The principles of assessment for learning underpin our policy and practice. We aim to improve learning by providing effective feedback to students, actively involving students in their own learning, adjusting teaching to take account of the results of assessment, recognising the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning and students being able to assess themselves and understand how to improve.

Clearly defined learning outcomes based on the National Curriculum programme of study for PSHE education assist the assessment process. Teachers are encouraged to collect evidence of learning to make a judgement about students' progress. This evidence includes:

- Mind-mapping
- Display of a community action project
- Presentations
- Observations of a group discussion or group task
- Photographs, films
- Role play
- Campaigning letters, emails or press releases
- Silent debate – where students write down their arguments/opinions
- Written evidence and extended writing

## **TRAINING AND SUPPORT FOR STAFF**

Staff benefit from PSHE training in order to enhance their PSHE delivery skills. INSET is provided annually for all staff on Child Protection and all new staff follow a published programme of activities to induct them into school life. PSHE network meetings and Healthy Schools meetings are attended by relevant staff with responsibility for these areas. PSHE advisers and Healthy Schools co-ordinators attend regular meetings with relevant staff when updates are required.

## **INCLUSION**

The guidance contained in this policy will assist the Stanley High School community in ensuring good quality teaching and learning, create an entitlement for all young people and a reference point to support the use of outside speakers and visitors. Our school policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality. This is to ensure that PSHE education is provided for in a sensitive and non judgemental way that will enable all young people, staff and the wider community to feel valued and included in effective policy and practices.

## **ANSWERING DIFFICULT QUESTIONS**

Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE education co-ordinator concerned. Support is given from trained staff when schemes of work are introduced and students have the opportunity for an 'open question' service in PSHE schemes that are particularly sensitive. Staff know where to ask for guidance if necessary.

## **TEACHING SENSITIVE AND CONTROVERSIAL ISSUES**

Sensitive and controversial issues are certain to arise in learning from real-life experiences. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views.

Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

## **CONFIDENTIALITY**

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made.

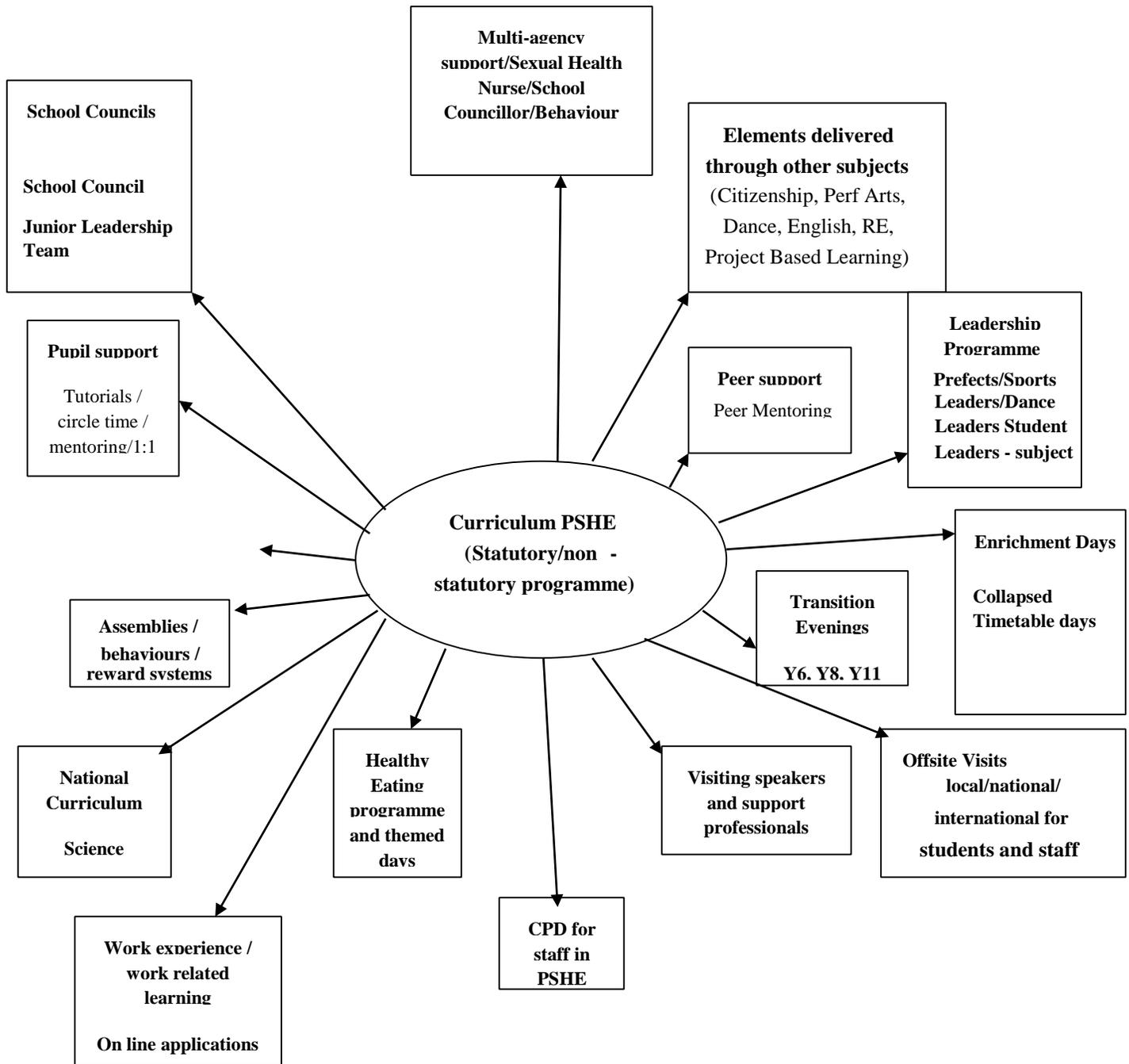
It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- the seriousness of the situation and the degree of harm that the student may be experiencing
- the student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

An underlying principle in supporting students in our school is that all students are listened to sensitively and objectively.

Although the school cannot guarantee confidentiality students will be informed of national and local help lines, if appropriate, where confidentiality can be maintained.



## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL – SMSC**

The school actively promotes SMSC development through the curriculum and through the additional provision, outside the school day, in clubs, recreational activities, educational visits, residential experiences and links with other schools nationally and internationally.

### **SPIRITUAL DEVELOPMENT**

Through the school curriculum, school ethos, and assemblies we aim to enable students to:

- Acquire personal beliefs and values and articulate them confidently;
- Ask deep questions about life and death, reflect on these and come to conclusions about what gives meaning to life;
- Develop and reflect on their feelings and emotions;
- Articulate their responses to beauty, love, pain and suffering.
- Be able to empathise with, and develop an understanding of, different faiths and cultures.

There are a number of elements in the school curriculum that foster the spiritual development of students. The focus on oracy enables students to express themselves and encourages personal opinion to be shared confidently in the classroom and in public areas. Students and teachers should value, and show tolerance, for the opinions of others.

The school ethos encourages students and all members of the school community to be considerate and thoughtful towards others. Within the classroom, students are expected to demonstrate appropriate conduct when other students contribute to sensitive group discussions. This involves opportunities for the sharing of emotions and feelings.

Open questions are used by all staff in the classroom to indicate to students that they have a role to play in making informed decisions about their own views.

Presentations, group work and enquiry based learning are used as teaching and learning tools, where views can be shared, explored and appreciated.

Assemblies, which follow specific themes, provides time for focus on deep questions about the purpose of life and personal contribution to the community. Local organisations support the school in the delivery of themed assemblies.

Opportunities to embrace aspects of everyday life and relate study to the outside world, are available to all students through enterprise events – activities, Work Experience and Work-Related Learning.

Subjects of national and international interest, often highlighted in the media, are drawn into study to allow guided consideration and response to a wide range of global issues.

## **MORAL DEVELOPMENT**

Through the school curriculum, school ethos, assemblies, peer mentoring, restorative justice and development of the role of Leadership, we aim to enable students to:

- Gain knowledge and understanding of what is right and wrong;
- Explore how they should behave (what they hold as right and wrong, why they do so, how they should act as a result);
- Gain an understanding of the values the school supports and values the school rejects;
- Develop their own set of moral standards and values and articulate these confidently;
- Develop the skills of analysis, investigation and decision-making in order to make their own moral judgements.

The school has established clear guidelines and high expectations for students. They are clear about what is right and wrong in terms of their conduct in school and the local community. The links between attitudes, values and behaviour are reinforced through the rewards and sanctions systems. The Citizenship and Relationship/Sex Education curriculum play a vital role in decisions and presenting positive role models. The assembly themes relate directly to the school values, which are promoted throughout the school in Year assemblies. Behaviour Management, within the school, positively reinforces personal morality and the values of the school and society.

The school has the benefit of Pastoral Support Workers, First Aid officer, Academic Mentors, Sexual Health Nurse, Director of Behaviour and Attendance, Examinations Officer, Attendance officer, EWO, Police Community Support Officer (PCSO), Speech and Language Therapist, Youth Worker, Career Connect adviser, who work closely with students, staff and parents/carers. This strong liaison assists in the reinforcement of positive value systems and gives some support to prepare pupils for life beyond school.

Personal morality is discussed within the context of Form time. The positive reinforcement of the values held by the school is constantly reinforced when staff deal with incidents and disputes in school and incidents that occur outside school.

## **PERSONAL AND SOCIAL DEVELOPMENT**

Through the curriculum, enrichment programme, school ethos, assemblies and other extra-curricular activities, the school aims to enable students to:

- Develop the skills and personal qualities that are required to live and function effectively as an active citizen in society (an emphasis is placed on trust and teamwork, communication skills, personal relationships, co-operation, taking initiative and leadership skills);
- Gain knowledge and understanding of the ways in which different societies function;
- Actively participate in school/community activities and decision-making.

There is an expectation that the environment of the school site will be enhanced through the use of interesting and stimulating displays. The school grounds have been created to enable students to enjoy, and respect, their surroundings. Picnic areas and benches allow students to relax and interact socially at break and lunch times.

The Home-School Partnership Agreement is given to each new student at Stanley High School and it is explained clearly by the Form Tutor and by the Headteacher in the Induction Evening. The Agreement is included in Student Planners to remind them of the expectations held about conduct and behaviour. This is intended to emphasise individual responsibility and to ensure that students understand that they take responsibility for the success of their own education.

The School's Council is an important way in which student representatives make a contribution to the operation of the school. The agendas, minutes of meetings and photographs of representatives are displayed on the main school notice board. In this way students become aware of their responsibility, as a citizen of the school, to contribute to groups that have an input into decisions about the running of the school.

Students also represent the school in a number of other ways, such as 'Aspire to HE' activities, Further Education taster days and Work Experience placements; acting as guides for visitors to the school; taking on roles of responsibility as prefects and Head Boy and Head Girl, acting as buddies for new students and front of house responsibilities.

Throughout the school year there are many opportunities where students are encouraged to participate in activities where they will need to make decisions, work with others and help other people. These types of events include visits to other schools, charity fund raising, School Council, representing the school in the enormous range of sporting fixtures, The Summer Arts Festival where art work is displayed and discussed with the public and displayed in the local library. Students are involved in the interview process for all teaching staff. Students have many opportunities to look after visitors, including as guides for local primaries in sporting activities and curriculum days, as well as during open day/evening events.

Fundraising and charity work have become an important part of life at Stanley High School and students contribute to the organisation of events and show support for activities aimed at raising money for others locally, nationally and internationally such as Children in Needs, Sport Relief, Macmillan Cancer and the local food bank. Each year students and staff select the charities they wish to support and wherever possible students visit the venues they have supported.

## **CULTURAL DEVELOPMENT**

Through the school curriculum, school ethos, assemblies, extra-curricular activities and school visits and journeys, the school aims to enable students to:

- Increase their understanding of the beliefs and customs which lead to identity and cohesion in groups and societies;
- Deepen their understanding of their own cultural roots;
- Deepen their responses and broaden their perspectives (through such things as music, art, dance, literature, and science, in order to gain a greater knowledge of human achievements);
- Develop and strengthen their cultural interests and develop new interests;
- Increase their understanding of how cultures grow and change over time and how they maintain, interpret and re-shape their cultural influence;
- Understand the school commitment to valuing and celebrating cultural and linguistic diversity and to actively oppose any forms of prejudice and discrimination.

School assembly themes reflect the valuing of individuals and their cultures as well as providing a focal point for the different religions and secular celebrations and festivals that occur throughout the school calendar.

There are numerous opportunities for all students to experience other cultures and traditions through school visits and journeys to countries such as France, Spain, Austria, Poland and Iceland.

A range of cultural visits are arranged during the year e.g. Musical/dance productions, Ski trips abroad, Visits to Cathedrals and Synagogue.