

Personal, Social, Health and Economic (PSHE) education POLICY

Last Reviewed/Updated: 15.08.2018

Next Review/Update: 15.08.2019

1. Aim

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

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 their school and communities. In doing so they learn to recognise 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.

They 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.

2. Objectives/student learning Outcomes:

The PSHE/CITIZENSHIP programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable 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

3. Pupil Consultation:

- It is useful for pupils to be consulted on their own personal, social and citizenship development. In lessons, students will be asked about what sort of person they would like to be by the time they leave Regent College; what qualities, skills, attitudes, values are important to them as people?
- This will be developed further by asking students how they feel the college could support them with this and what initiatives could implement to support them e.g. friendship/peer mentoring systems

4. *Organisation of PSHE Programme*

PSHE (and all its strands) is timetabled weekly for each year group of compulsory aged students. It is also taught through cross-curricular opportunities, form time and themed assemblies.

In addition, there will be enrichment activities to support the curriculum with PHSE activity days.

5. *Content of the PSHE Programme*

The content of the PHSE programme is found within the PHSE Programme of study. Over the academic year, there will be a specific theme for each half-term. The key concepts include:

1. Personal - Identities, Healthy Life Styles, Risk, Relationships, Diversity
2. Drugs – Prescription and over-the-counter medicines, alcohol, tobacco, solvents, cannabis, poppers, ecstasy, steroids, cocaine, magic mushrooms.
3. Sex and Relationships Education (SRE) – Sexual risk taking, types of contraception, teenage pregnancy, parenting, abortion, HIV, Aids & other STDs.

In addition, the Key Processes include:

1. Critical Reflection, Decision
2. Making & Managing Risk
3. Developing self, relationships & working with others

6. *Parental Involvement:*

The college believes that it is important to have the support of parents and the wider community for the PSHE/Citizenship programme. Parents are/will be given the opportunity to find out about and discuss the schools' programme through (including opting out of the SRE programme)

- parent meeting at enrolment
- parents' evenings with teachers
- involvement in policy and curriculum development

7. *External Contributors:*

The college will enlist the help and expertise from external contributors from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the PSHE/Citizenship programme whenever possible.

8. *Methods of approach:*

A variety of teaching and learning strategies will be used to deliver PSHE/Citizenship which take into account students' age, development, understanding, religious & cultural backgrounds and needs. Students will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective PSHE/Citizenship lessons will involve a high level of interaction where each student has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and use first-hand learning to achieve positive ends

9. Monitoring and evaluation:

The PSHE programme will be monitored by the Head Teacher.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Student and teacher evaluation of the content and learning processes
- staff meetings to review and share experience

10. Assessment

Assessment will be in-line with QCA Guidance on Assessment, Recording and Reporting and link to the end of Key Stage Statements for PSHE and Citizenship.

11. Links with other policies

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate

- Sex and Relationships Education
- Drug and Alcohol Education
- Teaching and Learning
- Equal Opportunities
- Child Protection

12. Training and support for staff:

All staff benefit from PSHE/Citizenship training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.