



Pendle Community High School & College

Personal and Social Health Education Policy

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Personal Social Health and Economic Education (PSHE). The policy draws together National Curriculum guidelines and statutory requirements for Key Stages 3 and, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values.

The policy seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Scheme(s) of Work for PSHE which sets out in detail what our learners in different Key Stages of different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the T Drive. A copy of this policy is also available to parents via the website.

Aims

At Pendle Community High School & College PSHE promotes SMSC development, enabling learners to become more self-confident, responsible and independent, within their own parameters. It also helps to give learners the knowledge, skills and understanding they need to lead healthy lives and to become informed, active, responsible citizens. Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the best of their ability, to the life of the school and the community. This is achieved through a variety of aims including:

- To ensure that learners will work at a level appropriate to their ability using a variety of suitable materials within their Key Stage or from an earlier one if deemed appropriate.
- To understand that as individuals, we depend on family, school and society.
- To use appropriate behaviour, according to the situation.
- To relate positively to others.
- To exercise personal responsibility and initiative.
- To enable learners to value, respect and be proud of their own cultural background and understand the traditions of other cultures.
- To recognise and challenge stereotypes and discrimination.
- For learners to develop a sense of personal worth.
- To foster learner's appreciation of the significance, awe and wonder of life.



Pendle Community High School & College

Personal and Social Health Education Policy

- To be able to understand the difference between right and wrong.
- To encourage learners to engage in a healthy lifestyle.
- To support learners 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
- To promote learners attitudes to adopting ways of keeping physically and emotionally safe.
- To inspire learners in ways to offer basic emergency help
- To understand and recognise the risks or negative relationships including all forms of bullying and abuse including those on line.
- Staff should also be aware of their general responsibility for safeguarding students when using online or digital devices as outline in the Online Safety Policy.!
- How to respond to these relationships and ask for help
- To inspire learner to respect themselves, value equality and to be a productive member of a diverse community
- For the learner to recognise how money plays an important part in people's lives, about where money comes from. The value of keeping it safe and managing it effectively.
- To recognise how the media TV, Newspapers, Magazines famous celebrities can influence the choices that they may make.
- To understand the concept of consent in a variety of contexts (including in sexual relationships)

The approach to the subject at PCHS & C is to provide a safe and supportive learning environment where learners can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives. It provides a basis where information is realistic and relevant and aims to reinforce positive social standards. It is recognised that the PSHE Programme of Study is just one part of what happens at PCHS & C. PSHE is embedded across the curriculum and through the positive pastoral relationships which develop the knowledge, skills, attitudes and understanding so each learner has opportunities to achieve their individual potential.

Time Allocation / Cross-Curricular Links

The subject of PSHE is allocated the appropriate amount of time, taking into account NC guidance, to provide all learners with a broad and balanced curriculum which is appropriate for their needs. For some learners the breadth and balance of the curriculum is addressed through personalised timetables.

This subject affords opportunities to link to other curriculum areas such as:

- **Literacy** (e.g. Speaking and listening to each other, sharing own experiences and opinions. Recording information for external accreditation, writing poems around the topic. Reading instructions on packages. Reading and following directions on prescriptions.)



Pendle Community High School & College

Personal and Social Health Education Policy

- **Numeracy** (e.g. Recognising coins and the uses of money. Sequencing bottles through alcohol percentages, number songs related to counting, numbers sequencing forwards and backwards. Role play banks and shops, exchanging coins for items. Classifying drugs into Class A, B,C. Looking at the cost of setting up homes adding up money amounts, looking at the financial implications of having a baby.
Look at betting odds / chances of winning, play chocolate lottery over a term to demonstrate odds of winning Sequence stages of development from conception to birth over the 9 month)
- **Digital Literacy** (e.g. Creating a power point presentation linked to discrimination / smoking/alcohol. Independent research exploring topics. Looking at how the media influences lifestyles. Using the iPad / camera to record work. Interactive webinar First Aid with St John's Ambulance)
- **Cooking & Nutrition** (e.g. Healthy eating, identifying healthy / unhealthy foods. Planning healthy lunch boxes, comparing different foods and packaging.)
- **Geography** (e.g. Exploring a new school environment, using maps to find rooms. Sun safety awareness and dangers. Exploring what to do in case of fire – fire escape routes.)
- **Art** (e.g. Creating a packaging or product using different media, designing posters to promote health and safety)
- **Vocational Education** (e.g. Exploring a career choice that matches their own strengths, Healthy lifestyles exploring reasons why personal hygiene is important.)
- **History** (e.g. Life cycles, family trees. Role play and biography of Rosa Parks. Women's rights – suffragettes. Changes of roles over the years.)
- **Science** (e.g. Life cycles, human reproduction, puberty, pregnancy, care of the environment, nutrition.)
- **RE** (e.g. Exploring different cultures, beliefs and how prejudice, discrimination and bullying can effect a person.)
- **Physical Development** (e.g. The effect that exercise has initially on the body. Importance of showering after exercise.)

Meeting the needs of all independent and support learners within PSHE

Using this personal approach, teachers can devise activities in all areas of PSHE, which are planned specifically at the appropriate level of need and ability for all learners, which also allows learning outcomes, recording and assessment to be directly linked to learning objectives. (Refer to **Appendix 1: Teaching & Learning Guidance**)



Pendle Community High School & College

Personal and Social Health Education Policy

At Pendle Community High School & College the non-statutory guidance identified in the National Curriculum Programmes of Study for PSHE have been adapted to ensure that coverage is appropriate for the needs of all learners. This can be found in the subject map and schemes of work for PSHE as found in **Appendices 2 & 3**.

Assessment, Recording and Reporting of Pupil Progress

Introduction - Monitoring Pupil Progress and Achievement

At Pendle Community High School & College, we have a good knowledge of the strengths and areas for development of individual learners. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment based on Onwards and Upwards PCHS & C assessment tool.
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 & 5 Record of Achievements.
- The Annual Review of a learner Education, Health & Care Plan.
- Through the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular Parents' Evenings.
- Comments and input from parents and other professionals.

These contribute to supporting the staff team to fully monitor, evaluate and record pupil's progress.

Subject Development and Resources

The whole school development of PSHE and purchase of resources for is planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.

The Subject Leader is responsible for providing a regularly updated audit of resources available for their subject area which is made available to all teachers with a further copy available in the staff work room and relevant storage area.



Pendle Community High School & College

Personal and Social Health Education Policy

The main resources will where possible be kept in the GLP 06 in the storeroom. The doors will be locked from Friday to Monday and during all holiday periods. Boxes will be made available for each topic with a list of contents included.

All resources will be required to be signed out and back in by a book kept inside the store cupboard.

Any additional resources required for the delivery of PSHE must first be notified to the Subject Leader before a purchase can be made against the PSHE budget. If this process is not followed the money spent may not be recompensed. This includes all consumable goods.

Health and Safety

The Subject Leader for PSHE has a general responsibility for the application of the LA and Schools Safety Policies within their subject area and are directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area or work.

All employees working within the subject area and/ or specialist room have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions while at work. They also have a responsibility to co-operate with the Subject Leader so that employers can comply with their statutory duties and specific responsibilities in terms of Health and Safety as identified below:-

- All heavy boxes should be kept on the bottom two shelves in the tambour units.
- All equipment that is damaged must be reported to the Subject Leader.

Appendices:

- 1. Teaching & Learning Guidance**
- 2. Subject Maps for Key Stages 3 & 4**
- 3. Schemes of Work**

Footnote:

This curriculum policy for PSHE should be read in conjunction with the following policies:

- **Whole School Policy for Curriculum, School Organisation, Curriculum Planning and Assessment Reporting & Recording (2016)**
- **Autism Policy (2016)**
- **Online Safety Policy (2017)**

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies relevant to the understanding of best practice within our learning community.

Policy redrafted: April 2019



Pendle Community High School & College
Personal and Social Health Education Policy

Policy approved by Staff:

Policy approved by Governors:

Review date: April 2020

Signed: _____ Date: _____
(Chair of Curriculum Committee)

Signed: _____ Date: _____
(Headteacher)