



The Castle Partnership Trust
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PSHE Policy

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Executive Headteacher: Sarah Watson

Headteacher, Court Fields School: Rachael Bennett

Lead Person: Deputy Headteacher with responsibility for students/PSHE Co-ordinator

The purpose of this document is to be an umbrella policy for Personal, Social, Health Education and Citizenship (PSHE). Other separate school policies should also be referred to, in particular sex and relationship education, drug issues, anti-bullying, behaviour and discipline, equal opportunities and IIAG.

Principle

PSHE is a basic entitlement for all students. It is embedded within the ethos of the school and is reflected in the general aims/mission statement of the school.

PSHE is about what it is to be a person. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable students to lead confident, healthy, responsible lives as individuals and contributing members of society.

In school, 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 the school and the wider community. In particular the House system and the many activities arranged within the Houses support an inclusive, participatory ethos. PSHE aims to enable students to:

- value others and feel valued
- respect others and be respected
- be independent and interdependent
- behave responsibly
- have a concern for justice and uphold the rights of others
- understand the consequences of their actions
- treat others the way they would like to be treated.

PSHE gives students opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and that of others in society, thus allowing them to build meaningful relationships. It also promotes students' well-being and self-esteem enabling them to take responsibility for their learning and future life choices.

PSHE is the joint responsibility of the individual, the family, the school and the wider community. Through our PSHE programme, individual students are encouraged to show respect for our common humanity, diversity and the differences between people.

PSHE in the school curriculum

Within The Castle school Partnership Trust we provide many opportunities to promote pupils' personal and social development through the curriculum, including:

Belonging and identify; first aid, sex and relationship education, substances education, financial education, Careers education, personal health (physical and mental) and bereavement, human rights and abuses including FGM.

Outside of the main curriculum the following add value to PSHE within the wider school context:

- Core and foundation subjects
- Assemblies (House and whole school)
- House activities
- House and School elections
- School & House charities
- Cross-curricular projects
- Theatre-in-Education

- School/student Council
- Peer education
- Invited visitors
- Tutorials
- Mentoring
- Buddying
- Work with vulnerable students including social skills groups, TA key workers, games clubs at lunchtimes, school counsellor
- Whole school events e.g health/industry days
- Educational visits and school trips
- Residential experiences
- Sports teams & other activities eg Sports Leadership
- School publications
- Mini enterprise schemes
- Work experience

Success criteria for PSHE

- Students have an excellent knowledge of how to live a healthy and safe lifestyle.
- Students leave with high quality employability skills.
- The personal development of students leads to the majority of our students being confident and articulate, showing mutual respect to each other and above all maturity across the year groups.
- **Quality of teaching in PSHE**
- Lessons will be well planned in advance with non-subject specialists receiving lesson plans and Lesson resources well in advance, allowing for detailed sensitive planning taking into account students that may find certain issues difficult, for example those receiving FSM or CIC.
- This timely approach will also give the opportunity for teachers, tutors and heads of House to raise any sensitive issues regarding delivery of lessons. This will result in staff being rotated away from teaching areas they find particularly challenging or distressing. It will also lead to consultation with parents when a particularly sensitive issue is to be covered. This will result in a policy change within the department for the next academic year of a letter being placed on the school website informing parents of any sensitive issues that are due to be taught.
- Same gender staffing will be used as appropriate for particular areas of the curriculum (sex education, STI's, Breast & Testicular Cancer awareness) which through staff and student feedback will foster excellent and more open relationships between staff and students encouraging greater participation and outstanding behaviour.
- At the start of lessons, learning objectives will be made clear and there will be frequent checks on understanding through review. Lessons will conclude with a plenary covering what has been learnt but also leaving students with a positive view of the subject matter.
- Teachers display excellent knowledge of PSHE and skilfully manage discussions on sensitive and controversial issues.

- Teaching staff deal with issues sensitively and are aware through their own timely preparation of students within their groups that are in vulnerable groups or that fall into other categories within the school such as FSM and CIC.
- Teaching staff have an excellent knowledge of the area of PSHE and outside speakers and experts on the subject are brought into school to enrich the curriculum wherever possible
- Students are often responsible for their own learning and are unafraid to challenge concepts presented to them, they also feel confident to question teachers and visitors to broaden their understanding of the subject matter.
- Opportunity is given to students to reflect on their learning during tutor time and written records of the impact of their experiences are kept in the ROA folders.

Effectiveness of leadership and management in PSHE

- The profile of PSHE has been raised effectively across the schools over the past academic year.
- With effective leadership there has been a noticeable change in the attitude towards PSHE provision across the school both from student voice and through staff feedback.
- The confidence from students and staff in the provision of PSHE has greatly improved over the last academic year.
- Other departments in the school have a clear understanding of the value their provision towards PSHE provides to the excellent education of students.

The whole curriculum of the school encompasses the *'Framework for Personal, Social, Health Education and Citizenship'* detailed in the *Primary/Secondary Schools Handbook, National Curriculum 2004*. Within these parameters we address the learning outcomes recommended for the age of our students in the sections relating to Citizenship, Personal, social and health education, Careers Education and Work related learning.

Confidentiality

Relationships between staff and students are central to the ethos of our partnership. It is important that appropriate ground rules are established for PHSE work and that staff and students are aware that any discussions during PHSE should not be repeated outside of the classroom. However, if a member of staff becomes worried about a child's health, state of mind or safety as a result of comments during PHSE the concerns should be shared with a member of SLT (as stated in school policies for Safeguarding/Child Protection and Drugs Incidents).