

# PSHE POLICY

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FEARNHILL SCHOOL

## **Rationale**

The governors believe that much of what takes place in school contributes to the personal and social development of young people. Besides intellectual development, the governors consider that it is essential the school should concern itself with the personal, social and emotional development of its students. By its very nature Personal, Social, Health and Economic education (PSHE) permeates the whole curriculum, both the formal and the informal. PSHE in its broadest sense is part of every student's entitlement through a curriculum that promotes those ends. It is, therefore, the responsibility of all teachers and a major priority for school management. Other related documents include the RSE, Behaviour and Curriculum policies.

## **Policy**

PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It equips them with knowledge, understanding and practical skills, appropriate to their age, ability and maturity, in order to live safe, fulfilled and responsible lives. PSHE also enables children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values they encounter now and in the future. In short, PSHE makes a significant contribution to children and young people's personal, spiritual, moral and cultural development.

Students should develop knowledge, skills and understanding in the following areas:

- Relationships and sex education
- Drug education
- Emotional health and well-being
- Staying safe
- Economic well-being and financial capability

## **Aims**

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

- accurate and relevant knowledge
- 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
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.

## **Guidelines**

### **Roles and Responsibilities**

The Assistant Head, Pastoral will meet with the PSHE Co-ordinator regularly to assist in overseeing the planning, implementation and review of the PSHE programme.

The Senior Team, along with the PSHE Co-ordinator, will ensure that teachers are aware of, and are responding to, local guidelines and national policy statements in relation to PSHE.

The delivery of PSHE is through a team of dedicated form tutors and, where appropriate outside agencies and providers.

A variety of teaching approaches will be used to give students relevant information, to enable issues to be explored, and to acquire appropriate skills. All staff are required to teach within the school's aims.

Teacher support is offered through regular updates and resources provided by the PSHE Co-ordinator.

### **PSHE Co-ordinator**

Aim: To create and maintain a high quality and relevant curriculum provision to ensure the effective delivery of PSHE at Fearnhill at KS3, 4 & 5.

More specifically

- Review of the PSHE offer and amend as appropriate in relation to the guiding principles, the overriding guidance and new guidance as it becomes available.
- Carry out student voice in order to ascertain needs as perceived by the student body.
- Develop curriculum resources which are up to date, effective and meet statutory requirements and guidelines.
- Develop programmes of learning that are skills rather than situation led.
- Maintain awareness of current areas of concern and identify key topics that may need to be included as part of the curriculum provision.
- Use guidance laid down by the Sex Education Forum to ensure that our curriculum is age appropriate.
- Liaise with appropriate outside agencies where specialism is required.
- Work closely with colleagues delivery PSHE in managing the above resources.
- Build in a system of assessment which establishes prior knowledge, allowing teachers to plan effectively and measure progress at the end of each unit and throughout.
- Work with colleagues to develop methods of recording and assessing the work covered and achievement.
- Work with colleagues and the Assistant Head, pastoral, to provide professional development sessions to ensure that staff are confident and equipped to deliver the PSHE curriculum. These sessions should also keep staff updated with developments, guidelines and increasing statutory responsibilities with PSHE and RSE.
- Liaise with staff responsible for the 6<sup>th</sup> Form to ensure they are kept up to date with the Key Stage 4 & 5 provisions as well as with updates and developments within the guidelines and changing statutory responsibilities.
- Complete the National PSHE CPD Programme and use that knowledge to inform the above, bringing back resources and skills to Fearnhill.
- Work with staff delivering PSHE to evaluate the impact of the above and to make an annual report to the governing body.

### **Organisation**

At Fearnhill, PSHE is taught through a 1-hour fortnightly session in KS3, KS4 and KS5. There is also a key focus every week. A comprehensive range of teaching resources are available to teachers and these are stored on the staff shared area. PSHE resources are user friendly with detailed lesson plans and guidance on the delivery. The PSHE co-ordinator and Heads of Key Stage can meet each half term, to review, plan, evaluate and modify PSHE lessons. Additional content and exploration is delivered through the Drama curriculum and this echoes what is being taught within PSHE lessons.

Further delivery of PSHE is evident through various school events, educational visits, careers guidance, work experience, pastoral care, assemblies, student voice and through teaching and learning in other subject areas.

### **Curriculum Provision**

At Fearnhill, personal, social and emotional development is recognised as one of the building blocks of success in life. It supports children's development in helping them to interact effectively and develop positive attitudes to themselves and others. However, this does not happen in isolation and relies on influential adults such as parents and carers providing them with positive feedback and modelling appropriate behaviour.

The PSHE curriculum is broken down into three aspects:

- Health and well being
- Living in the wider world
- Relationships (RSE)

More specifically

At **Key Stage 3** students build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during their primary school phase. PSHE education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenge of adolescence and their increasing independence. It teaches the skills that will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society. (see Appendix 1 Key stage 3 Curriculum overview document)

At **Key Stage 4** students extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By Key Stage 4 increasing numbers of students may be gaining direct experience of issues taught through PSHE education. (see Appendix 2 Key stage 4 Curriculum overview document)

At **Key Stage 5** there is no National Curriculum and so the role in the 6<sup>th</sup> form has a slightly different emphasis. Whereas Key Stages 3-4 have been preparing our students for the future, in Key Stage 5 students may be having a more direct experience of the issues explored in earlier years. There is a slight shift from skills and concepts to content because by now many of the skills should be in place from earlier key stages. Students therefore need up to date information on a wide range of issues and a strong voice in determining the areas that are covered – asking them what they feel they need covering or revisiting.

Some of the key areas for KS5 students are around relationships and sexual health, especially how to access support services; independent study skills; alcohol and drugs; careers-related work around university/job/apprenticeships applications; and guidance in becoming young adults who are drivers, employers and who are moving towards forming long-term relationships and parenthood.

Our aim therefore is that we prepare students leaving the school to take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.

## **Programme of Study**

Students are taught

- how to maintain physical, mental and emotional health and wellbeing including sexual health
- about parenthood and the consequences of teenage pregnancy
- how to assess and manage risks to health and to stay, and keep others, safe
- how to identify and access help, advice and support
- how 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
- about the role and influence of the media on lifestyle
- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support
- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- how personal financial choices can affect oneself and others and about the rights and responsibilities of consumers
- (see Appendices 1 and 2 Key Stage 3 and 4 Curriculum overview documents)

## **Teaching Methods**

Teachers are encouraged to develop a repertoire of flexible, active learning methods including:

- effective starting and ending strategies
- high order questioning skills
- structured questions
- climate building and ground rules
- working together
- values clarification
- information gathering and sharing
- consensus building
- problem solving
- understanding another point of view
- working with feelings and imagination
- reflection, review and evaluation

- drama and role-play
- discussion and debate
- feedback

### **Assessment**

It is important that students have the opportunities to reflect on their learning which increases their motivation and improves learning as their raised awareness of their development illustrates the value of their learning.

Assessment should broadly fall into the following:

1. Regular student evaluation via questionnaires.
2. Delivery of lessons through formative assessment and a variety of teaching strategies.
3. Teacher assessment of learning measured against the learning objective.

### **Monitoring and Evaluation**

This policy will be reviewed by governors every two years, or sooner if legislation changes or a particular situation arises that indicates a review is needed to ensure we are following best practice.



## Key Stage 3 Curriculum Overview – PSHE



	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<p><b><u>Health and Wellbeing</u></b></p> <p>Transition – Where do I start? Why is PSHE important? What is a healthy lifestyle? How can I keep healthy? How do I eat responsibly? What are the consequences of not eating healthily? Why is exercise important? What's the danger with energy drinks? What are the dangers of cigarettes and alcohol?</p>	<p><b><u>Health and Wellbeing</u></b></p> <p>Puberty – what happens, when and why? Periods – what happens, when and why? FGM – what is this and why is it so dangerous? What are drugs (class A, B and C)? Why are drugs dangerous? What are mental health issues? – depression focus How can we manage our anger?</p>	<p><b><u>Living in the Wider World</u></b></p> <p>What does it mean to be an aspirational student? Why is self-esteem important? What are wants and needs and why do we need to know the difference? How can we enjoy social media safely? What is stereotyping and prejudice? – racism focus</p>	<p><b><u>Living in the Wider World</u></b></p> <p>How can we budget our money? How can I create a personal budget plan? What are savings, loans and interest? What are the different types of financial transactions? What are the different types of financial products? How can we shop ethically?</p>	<p><b><u>Relationships (RSE)</u></b></p> <p>How do I keep good friendships going and avoid toxic ones? Family relationships – what are the different types? Why do families not always get along? Loving relationships – what does it mean to fall in love? How do we deal with new feelings? What is my personal identity and why is diversity important?</p>	<p><b><u>Relationships (RSE)</u></b></p> <p>Bullying or banter – what is the difference? Why do people bully others and how can we stop it? What is cyber-bullying and why do people bully online? How do we keep safe and keep positive relationships online? Extremism – why does radicalisation happen and how does it challenge our values?</p>
Year 8	<p><b><u>Living in the Wider World</u></b></p> <p>Why is our environment changing? How can we care for our environment? Stereotyping, discrimination and prejudice – how are things portrayed in the media? How are teenagers portrayed in the media? LGBT focus – what is homophobia? Internet safety – what is online grooming?</p>	<p><b><u>Living in the Wider World</u></b></p> <p>Careers – how can we develop our communication skills? Careers – how can we develop our teamwork skills? How can we become entrepreneurs? What are income and expenditure? What are budgeting and saving? What are national insurance and income tax? Why do we pay tax?</p>	<p><b><u>Relationships (RSE)</u></b></p> <p>How does the media impact body image? – focus on boys What is pornography and why can it be dangerous? What is sexting and why is it so risky to send personal images? What is consent and why is it important? How do we have safe sex and use contraception? How do we avoid STIs? Domestic conflict – what is it?</p>	<p><b><u>Relationships (RSE)</u></b></p> <p>What is religious stereotyping, discrimination and prejudice? Where does extremism come from? Who are the extremist groups? How do religious extremists attract converts? Islamophobia – do Muslims really want Sharia law in Britain? How can we prevent extremism? How can British Values teach us tolerance and respect?</p>	<p><b><u>Health and Wellbeing</u></b></p> <p>Target setting – how can I improve my behaviour and skills? How can self-confidence boost our achievement? How can I manage my behaviour to achieve targets and goals? What is mindfulness and how can it aid positive mental health? Why is self-awareness in our actions towards others important?</p>	<p><b><u>Health and Wellbeing</u></b></p> <p>How can we look after ourselves and others in an emergency? – first aid and personal safety What is vaping and is it as bad as smoking? What is disability stereotyping, discrimination and prejudice? Why do teenage parents have it so tough? How can we avoid teenage pregnancy?</p>
Year 9	<p><b><u>Living in the Wider World</u></b></p> <p>How does Knife crime impact our communities? Why do teens carry knives and what are the consequences? How does the law deal with young offenders? How can extreme views lead to human rights abuses? How do charities like UNICEF help across the world? Should we send aid abroad? What is sustainability and why is this essential to the environment?</p>	<p><b><u>Living in the Wider World</u></b></p> <p>How can we be self-disciplined to achieve school and world aims? What are employability skills? What other skills do we need for the work environment? What does it mean to be “enterprising”? How do I navigate accounts, saving loans and financial institutions? What rights do shoppers have? How can I stay financially savvy and avoid debt?</p>	<p><b><u>Health and Wellbeing</u></b></p> <p>Why do we need to keep rules in order to succeed? How do I foster a growth mindset? How can I develop inter-personal skills? How can I manage school and exam stress? What is self-harm and why do people do it? How can I deal with, and manage, anxiety attacks? Why can't some people access education?</p>	<p><b><u>Health and Wellbeing</u></b></p> <p>Acid attacks – why are they on the increase? How are we protected from prejudice and harm? Why do people take illegal drugs and what does the law say? What are the consequences of excess alcohol drinking? Why do people become “selfie” obsessed and what are the consequences?</p>	<p><b><u>Relationships (RSE)</u></b></p> <p>What is peer-peer pressure – why is it so powerful and how can we overcome it? CSE – how are children lured into dangerous relationships? What are domestic violence and abusive relationships? What are health and unhealthy relationships? Who are the LGBT+ community and what would they like us to know?</p>	<p><b><u>Relationships (RSE)</u></b></p> <p>How does the media impact body image? – focus on girls Does the media contribute to eating disorders? Why are British communities so diverse? – immigration focus Can we respect and celebrate British values and the religion and culture of our choice?</p>



## Key Stage 4 Curriculum Overview - PSHE



	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Year 10	<p><u>Health and Wellbeing</u></p> <p>How can we manage our time effectively? How can we manage social anxiety? Study skills – how do I use the powers of the mind and memory? How does social media impact my self-esteem? Internet safety – what are the dangers of excessive screen time? Can tattoos and piercings be dangerous?</p>	<p><u>Health and Wellbeing</u></p> <p>How can we take steps to live more sustainably? – carbon footprint How can we manage grief and bereavement? Why do some people commit suicide? What is binge drinking and what are the risks? What are hate crimes and why do people still do it? Why do some people become homeless and why is homelessness on the increase?</p>	<p><u>Living in the Wider World</u></p> <p>How do we choose a career that suits our personality, ambition and qualifications? Why pursue a career in the STEM industries? How can we successfully prepare for work experience? What rights and responsibilities do we have in the workplace? What are employers looking for in CVs? What is money laundering and why are some students taken in?</p>	<p><u>Living in the Wider World</u></p> <p>British Values – how does the criminal justice system work? What is anti-social behaviour and how does it affect communities? What are the key features of crime, gangs and county lines? What is Fake News and why do we need critical thinking skills? What is overt and covert racism and why are people still prejudiced? Why do some religious people become terrorists?</p>	<p><u>Relationships (RSE)</u></p> <p>Do we have healthy or unhealthy relationships with our role models? How can we manage conflict in our relationships successfully? Why do sexism, gender prejudice and stereotypes still exist? Why do we still need an International Women's Day? What are forced and arranged marriages and what do we need to know?</p>	<p><u>Relationships (RSE)</u></p> <p>What are the issues around same sex relationships? What are the key issues around gender and trans-gender in our society today? Revenge porn – what is this and how can we prevent ourselves from being victims? What is community cohesion and why is this important?</p>	
Year 11	<p><u>Living in the Wider World</u></p> <p>How do I revise for my GCSEs and what are good study skills? Transition - How do I apply to 6<sup>th</sup> form college, other colleges and University? How do I become more independent in my living? How can we successful prepare for a job interview? Why is Health and Safety at work so important? How can trade unions protect our rights at work?</p>	<p><u>Living in the Wider World</u></p> <p>What is cyber-crime? Internet safety – what is the Dark Web? Globalisation – how does it affect us? How can we protect animal rights and aid sustainability? How is plastic pollution destroying our environment? What is multi-culturalism? What is right-wing extremism?</p>	<p><u>Health and Wellbeing</u></p> <p>Why is PSHE so important throughout my life? How do I effectively take risks? How do I ensure my personal safety in the wider world? Privilege – how does this affect us all? How do I ensure perseverance and not procrastination? How can we celebrate diversity and our varied identities?</p>	<p><u>Health and Wellbeing</u></p> <p>What is body positivity and why is this controversial? – focus on issue of obesity Why do we need sleep and how does sleep deprivation affect us? Why is our digital footprint important? What are the dangers of gambling and online gambling? How can we make ourselves and others feel more positive and why is happiness important?</p>	<p><u>Relationships (RSE)</u></p> <p>What are the main relationship types? How do you handle relationship break ups? What is “good” sex? What was the “Chen sex” scandal and what do we mean when we talk about safe sex? Why is it essential we know about consent, rape and sexual abuse?</p>		