



PSCHE POLICY

Date agreed by Governors: July 2016

Date of Review: June 2016

Member of Staff Responsible for the Policy: SI

Date of next review: June 2018

Dissemination of the Policy: All staff and Governors

Rationale

At Pittville School Personal, Social, Cultural and Health Education (PSCHE) is a planned development programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now through pupils direct experiences and in the future. The overarching aim of the programme is to provide pupils with accurate and relevant knowledge, opportunities to turn knowledge into personal understanding, opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities. It also aims to develop the skills and strategies pupils will need in order to live healthy, safe, fulfilling, responsible and balanced lives.

It also encourages pupils to be enterprising and supports them in making effective transitions, career choices and in achieving economic well-being. It will reflect the qualities and attributes pupils need to thrive as individuals, family members and members of society within their local circumstances and within a broader national and global context.

Purpose

PSCHE education supports the pupil's spiritual, moral, cultural, mental and physical development, preparing them for their adolescence and increasing independence. This will be done through the key themes of:-

- A. Health and well-being
- B. Relationships
- C. Living in the wider world (economic well-being, careers and the world of work)

Through the three core themes the students will develop a body of knowledge that allows them to know about/know how to/and also be able to do the following:

1. How to manage transition and emotions including transitions, relationships, bereavement, separation and divorce
2. How to maintain physical, mental and emotional health and well-being including relationships and sexual health
3. About parenthood and the consequence of teenage pregnancy
4. How to assess and manage risks to health and to stay, and keep others safe (including bullying, abuse, sexual, physical and other encounters)
5. How to identify and access help, advice and support
6. How to make informed choices about health and economic well-being matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and well-being; and sexual health
7. Respect equality and be able to be a productive member of a diverse community through recognising the rights and responsibilities of an active citizen
8. How to develop employability, team work and leadership skills
9. How to respond in an emergency including administering first aid
10. The role and influence of media on lifestyle

PSCHE education makes a significant contribution to the development of a wide range of essential skills.

- Intrapersonal skills for self-management
 - i. Critical constructive self-reflection
 - ii. Setting challenging personal goals
 - iii. Making decisions
 - iv. Resilience
 - v. Self-regulation
 - vi. Self-organisation

- Interpersonal skills required for positive relationships
 - i. Active listening
 - ii. Empathy
 - iii. Communication
 - iv. Team work
 - v. Negotiation

- Skills of enquiry
 - i. Formulating questions
 - ii. Using data
 - iii. Analysis of opinion

The Curriculum

The curriculum is a mixture of discrete developmental issues, but is also responsive to the current needs of the pupils and the wider school community. The PSHCE curriculum has evolved to reflect the personalised needs of the students through the use of online pupil data collected in Years 8 & 10. The views and beliefs held by the students are collated used to inform the planning of the curriculum. In addition Keys Stage 3 pastoral surveys and the Year 11 exit survey are also used to inform the PSCHE curriculum. Furthermore, PSHCE supports the safeguarding curriculum through developing resources, lessons and interventions that are age appropriate but also recognise the needs of our pupils.

PSHCE will be taught through a spiral curriculum, revisiting themes previously covered in earlier years so as to increase the challenge, broaden the scope and deepen pupils' thinking. The PSCHE programme should give the students an opportunity to recognise and reflect on how learning is relevant to them and can be applied to their own lives. The PSCHE curriculum will therefore be designed and taught in accordance with pupils' readiness for a topic. However, the PSHCE curriculum is reflective to issues at a national and international scale, and therefore is flexible in its content so as to allow for changes in society.

The PSHE curriculum has been developed, through work with the pastoral system, to be reflective of behaviors and attitudes that are exhibited across the school and will provide appropriate lessons, resources or interventions to develop students' understanding and to manage/change behaviours/attitudes. This is supported through the development of Social Emotional Aspects of Learning (SEAL) and through rewarding students for resourcefulness and resilience at KS3. Furthermore, the PSHCE curriculum supports the work of key staff

with vulnerable students to support them and allow them to develop a range of skills to help them overcome barriers to learning.

The PSHCE curriculum is working towards the Gloucestershire Healthy schools accreditation and the Mental Health Champion award to recognise the impact PSHCE has across the school.

To ensure consistency across the school the PSCHE curriculum will be developed through liaison with Assistant Head for Pastoral Care and Inclusion and also with the relevant Heads of Faculty/Heads of Subject.

The PSCHE coordinator will also liaise with the Gloucestershire Healthy Living and Learning team and other outside agencies to ensure best practice. The programme will also take account of existing school policies and DFE guidelines relating (but not limited) to sex and relationship education, drugs, tobacco and alcohol education, anti-bullying, safeguarding and equality.

For the curriculum to meet the personalised needs of the students, PSHCE will be designed in three tiers. Tier 1 will be a whole school PSHCE curriculum that will be delivered by tutors. Tier 2 will be small group interventions that work alongside the PSHE curriculum and target vulnerable students (identified through safeguarding and the behavioural log); this will be delivered through a mixture of staff and outside agencies. Tier 3 PSHCE will consist of 1:1 sessions that will focus on supporting our most vulnerable students and will focus on helping to remove barriers to learning. Tier 3 interventions will be coordinated with the SENCO and Assistant Headteacher (Pastoral and Inclusion).

Delivery

The tutor group is central to the PSCHE programme at Pittville School. Tutor groups are deliberately mixed in ability to promote co-operation and develop a shared identity. Year 7-11 will have a discrete 50 minute PSHCE lesson once a fortnight. This will replace their usual timetabled lesson. The learning tutors are expected to deliver the designed content coordinated by the PSHCE lead. Where more in depth knowledge/skill is required (for example: sex and relationships, drugs, child sexual exploitation), the sessions will be led by trained Pittville staff or outside agencies.

Students will self and peer assess their work. They will also monitor the development of their personal learning skills through the SEAL programme at Key stage 3.

The PSCHE programme will be further developed through focus mornings. Each Year group will have one focus morning a year to enhance their timetabled lessons.

Heads of House will further support the PSCHE programme through: co-ordinated use of tutor time and assemblies; House charity fund raising events; Pittville Parliament; Prefects and House Captains. Whole school opportunities festivals, concerts, productions,

competitions, trips and guest speakers will also provide support for the delivery of the PSCHE programme.

Monitoring

Overall responsibility for monitoring and evaluating the PSCHE programme of study lies with the PSCHE coordinator Santina Iannone who will be line managed by the Head of the Pastoral Care and Inclusion, Andy Poole. The curriculum will be designed by the PSCHE coordinator, but delivered by tutors except as stated above. To ensure consistency of delivery the timetabled sessions and focus mornings will be observed as appropriate by the PSCHE coordinator, Heads of House and the Assistant Headteacher for Pastoral Care and Inclusion. To ensure the progress of students within the PSCHE programme, the work scrutiny policy of the school will be adopted. On a fortnightly basis students books will be scrutinised by the PSCHE coordinator to assess progress.

The programme will be monitored throughout the year to reflect the changing nature of the school, as well as local and national contexts. In addition it will be reviewed on a yearly basis to reflect the data from the Online Pupil Survey. Finally, it will be reviewed triennially by the SLT and governors to make additions, deletions or amendments in response to local and national changes.

Linked policies

- Anti-bullying
- Attendance and punctuality
- Citizenship
- Curriculum policy
- Drugs education and dealing with related incidents
- Equal opportunities
- School visits
- SEN
- Sex and relationships
- IAG
- Teaching and learning