



PSHE POLICY

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Coordinator(s): Mrs Davies

* Policy Review: Annually or otherwise dictated by the FGB (Full Governing Body) or by changes in legislation.

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Why do we need a PSHE Education Policy?

There is an increasing concern about promoting social inclusion and reducing health inequalities, with, particular concerns about children and young people's mental health; alcohol and substance abuse; rates of teenage pregnancy; sexually transmitted infections; bullying in schools; and improving school standards. At Tower College we also want to refer to respecting other people, in regard to, the "protected characteristic" set out in the 2010 Act, such as age, disability, gender, race, religion and belief and sexual orientation. Schools have a clear role to play in addressing these concerns.

A whole school approach to PSHE contributes to school improvement and the promotion of health and well-being. PSHE is taught weekly in Pre-Prep and Lower School as part of the curriculum. In Middle School and Upper School, PSHE topics regularly weave their way through many subjects and are indicated with a stamp in the work. Pupils in Middle School and Upper School have a dedicated PSHE slot during form time from 9.00 - 9.30 twice per week. Our school assemblies across all departments address many PSHE recognised topics and areas of study.

This policy has been designed following consultation with staff, pupils, parents, and Governors.

The policy will be shared with all interested parties both in the school and in the wider community and applies to all. All staff members and Governors receive a copy of the PSHE policy. Hard copies are available from the school office on request from parents. An electronic version is available on the school website for parents and prospective parents as well as other interested parties.

Relationship to other policies.

The PSHE policy provides a framework for all PSHE related policies in school, including:

- Relationships and sex education
- Drug Education and the management of incidents in school
- Confidentiality
- Using outside visitors in school
- Safeguarding/Child Protection
- Healthy eating
- Inclusion

These policies should be read in conjunction with this PSHE education policy statement.

Aims

- to promote pupils' personal, social, emotional, health and economic development
- to support this development with a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

Objectives In order to achieve our aims we will:

- have a strong school leadership team that puts a high value on the role PSHE Education plays in our school's development and well-being.
- have a whole school approach to PSHE Education that recognises the importance of pupils receiving consistent messages about key aspects of health and well-being.
- have a planned and balanced delivery of PSHE Education that is well resourced and can evolve.
- give pupils a voice through school council, form time and questionnaires.
- develop and encourage partnerships with parents, carers, and our local community.
- encourage staff professional development, health, and welfare.

The PSHE Education Curriculum

PSHE Education is the planned provision for social and emotional development. It will help pupils develop a secure sense of identity and to function well in the world. PSHE Education includes three elements:

1. The acquisition of accessible information that is relevant to pupils' lives and experiences, maturity and understanding.
2. Exploration, clarification and the development of attitudes and values that support self-esteem and are positive to health and well-being.
3. Development of personal and social skills to enable positive emotional development and interaction with others as well as the ability to make positive health choices and actively participate in society.

The PSHE Education Framework is delivered through four strands at all four key stages.

Pupils should:

- Develop confidence and responsibility and make the most of their ability.
- Prepare to play an active role as citizens.
- Develop a healthy, safer lifestyle.
- Develop with good relationships and respect differences between people.

There is ongoing evaluation and monitoring of the programme from PSHE Education at Tower College. Approaches to teaching and learning
Everyone learns in different ways and has different learning styles, but all learn best when we feel safe and affirmed, motivated, and actively involved.

Tower College promotes the use of a range of teaching and learning styles such as:

- Group work - a key opportunity to practise social development.
- Active learning - doing, reflecting, learning and applying.
- Working independently - reflecting on personal needs and goals.

Assessment, recording and reporting Assessment within PSHE Education consists of both summative and formative assessment.

1. Pupil self-assessment: check lists, displays, draw and write.
2. Peer group assessment: oral feedback, comment box.
3. Teacher assessment: observations, reviewing written work, end of unit tasks/tests.

Monitoring, evaluation and review of the curriculum

The PSHE Education curriculum will be monitored by the PSHE and Careers Leader, using the following methods:

- Lesson observations and feedback to teachers.
- Looking at samples of pupils' work.
- Teachers making regular comments on the schemes of work and lesson plans.
- Monitoring termly plans with feedback given by HOD.
- Feedback from Form Teachers and pupils about what has been covered.
- Having a regular agenda item at staff meetings and SMT meetings.
- Having a regular agenda item at Governor meetings.

Approaches to evaluation include:

- Participatory activities at the end of lessons or units of work.
- Questionnaires at the end of units or as part of an end of year review.
- Feedback from pupils and teachers about particular aspects of the RHSE curriculum, e.g. external contributors.
- Comparison with the baseline of pupils' existing knowledge, understanding and skills. Through this approach training needs are identified to ensure the programme remains relevant to the needs of the pupils.

Management of the policy.

This policy will be reviewed every two years.

The review will be led by the PSHE and Careers Leader, and supported by the Governors, and SMT.

The effectiveness of the policy will be assessed against the extent to which there is evidence that the aims and objectives have been achieved.

Further Information

For further information about current initiatives and resources to support PSHE Education visit:

www.healthyschool.gov.uk

www.PSHE-association.org.uk

www.twinkle.co.uk

www.barclayslifeskills.co.uk

www.dove.co.uk