



THE WORDSLEY SCHOOL

**BUSINESS & ENTERPRISE AND MUSIC
COLLEGE**

PSHE POLICY January 2010

REVIEW JANUARY 2012

PSHE Policy

We believe it is essential that a school concern itself with the personal, social, emotional developments of its pupils, if they are to achieve their intellectual potential. The ERA 1988 states that schools should provide a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares pupils for the opportunities, responsibilities and experiences of life.

PSHE is essentially about the self and includes the knowledge, skills and attitudes that contribute to personal development. PSHE is “the intentional promotion of the personal and social development of pupils through the whole curriculum and whole school experience”. The two new programmes of study are based on the Every Child Matters outcomes and build on the existing frameworks and guidelines in these areas. There are two programmes of study at KS3 and 4 personal well being and economic well being and financial capability.

2. Aims of the PSHE programme

The long-term aims of the PSHE programme are:

1. To give pupils knowledge of their roles and responsibilities as citizens in their community
2. To develop the skills to make informed choices for their own benefit and the benefit of others
3. To develop a self awareness which enables pupils to progress confidently, independently and successfully into adult life.

Links to School Aims

PSHE links to the school aims in the following ways:

- It is inherently a part of the values and ethos of the school, to be educated and grow up with a sense of duty towards their fellow citizens at local, national and global community level.
- High achievement is important for students to develop their personal potential and also to contribute to society. The achievement is enhanced through the PSHE programme by the development of key skills concepts, skills/process, range and content, curriculum opportunities and an awareness of their roles and responsibilities as members of their community
- We value the diverse background of all our pupils and appreciate other cultures and their contribution to our school. PSHE address the social and moral issues of living in a multi-cultural society
- We emphasise the significance of self respect and respect for fellow members of the community

Links to Development Plan

The PSHE programme is linked to the Whole School Improvement Plan:

- Raising achievement e.g. a positive attitude to learning

- Student Support, e.g. contribution to community
- Staff Development e.g. Inset
- Community Partnership e.g. expanding links to relevant parts of the pastoral curriculum.

Breadth of Opportunities

During the key stages pupils should be taught the knowledge, skills and understanding through opportunities to:

Take responsibility (for example, for carrying out tasks and meeting deadlines such as taking assembly, organise class presentations) writing articles for the Wordsley Word.

Feel positive about themselves (for example, by taking part in the school choir, play in guitar group/other).

Participate (for example, in developing and putting into practice school policies about anti-bullying: taking part in theatre and associated workshops for healthy life style's, awareness and staying safe – SRE workshops

Make real choices and decision (for example, about options for their future, based on their own research and career portfolios).

Meet and work with people (for example, people who can give them information about health and safety issues, such as school nurses, community drug awareness) advisers, banking personal, road safety officers).

Develop relationships (for example, by working together in a range of groups and social settings with their peers and others; by being responsible for a mini-enterprise scheme as part of a small group

Consider social and moral dilemmas (for example, how the choices they make as consumers affect other people's economies and environments)

Find information and advice (for example, about the risks of early sexual activity, drug misuse, self defence for keeping safe)

Prepare for change (for example, by anticipating problems caused by changing family relationships and friendships, and by preparing for new styles of learning.

The PSHE programme emphasises a lifelong learning process which will continue beyond our doors.

PSHE links to the Community through business and Enterprise links, Careers Guidance and Work Experience. It is linked through the formal PSHE programme and the curriculum through subject content. Activities outside the classroom, for example School Council, assemblies, subject competitions and school visits will focus on personal and social development of pupils. Opinions have been canvassed from pupils, parents, staff, governors and external agencies (where appropriate).

Expected Outcomes:

To develop:

- Critical thinking skills – creative thinkers
- Decision making skills – effective participators
- A positive attitude to learning – self managers
- The skills of working together and sharing: communication skills – team workers
- A set of moral values based on democracy, justice, tolerance, respect and freedom
- An understanding of the adult world balanced rights and responsibilities
- Healthy lifestyles
- Self awareness and relationship skills
- Respect of the attitudes, views and beliefs of others: the importance of community cohesion
- Respect and appreciation of the environment (SUSTAINABILITY)
- A positive self image and high self esteem (SEAL)
- ILP
- Career Plan – transition Post 16
- Effective budgeting skills

3. CURRICULUM/PRACTICE

PSHE is delivered through timetable lessons, tutor time (Review and Guidance and I.L.P's) and themed days e.g. diversity days as well as the students experience throughout their time at the school and the formal curriculum. Each member of staff takes responsibility for his/her role in the personal and social development of students though both the formal and informal curriculum.

PSHE (lessons)

The content of these will be based on the new programmes of study, Every Child Matters, supporting the outcome and build on the existing frameworks and guidelines in these areas. A wide range of teaching and learning strategies taking into account different learning styles and a breadth of opportunities.

- Breadth of Opportunities

Organisation

The timetabled curriculum is delivered by

- a) Form Tutors deliver ILP's with their pupils and twice yearly Review and Guidance interviews with pupils and parents.
- b) A specialist team delivering Schemes of Work in Key stage 3 and 4
- c) Collapsed time-tabled days led by external speakers (agencies/theatres supported by teaching staff.
- d) Assemblies – SMT/HOD/PSHE team.

4. CO-ORDINATION

PSHE is currently co-ordinated by Mrs M Shearn/Mrs Parry who ensures that PSHE is co-ordinated across the key stages 3 and 4,, and staff CPD is identified and appropriate training is identified. They take responsibility for the planned involvements of other agencies, for ensuring that the schemes of work are relevant, current, resourced and continue to meet identified pupil needs.

5. MONITORING AND EVALUATION

In order to ensure that the PSHE policy is implemented there is monitoring of PSHE delivery through book monitoring, lesson observation, pupil monitoring and use of the biennial survey results. Evaluation of the PSHE curriculum will be based on pupil and teacher feedback both on the quality of the programme and the impact on knowledge, attitudes and understanding, related to the intended aims.

Governors' Annual Review: Spring Term 2010

Review of Policy: In line with September 2011 change in status of PSHE from a non-statutory status to a statutory foundation subject.

Policy Link: S.R.E. Policy, Drug Education Policy, Anti-bullying Policy, Non-Smoking Policy, guidelines about the role of external visitors, Child Protection (Safeguarding), Behaviour and Rewards. D.C.S.F.'s standards for school food. Enterprise Policy.