

Queen Elizabeth High School

Personal, Social, Health and Economic (PSHE) Education Policy

Aims for PSHE

- PSHE contributes significantly to all five 'Every Child Matters' outcomes: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic wellbeing.
- PSHE provides students with the knowledge, understanding, skills and attitudes to make informed decisions about their lives.
- The PSHE programme caters for all students' needs and is sensitive to individuals and groups.
- To generate an atmosphere where questions and discussion can take place without embarrassment or prejudice.
- To develop communication and assertiveness skills in all relationships.
- To develop a growing understanding of risks, safety, and the skills and motivation required to keep safe and healthy.
- To develop positive attitudes and confidence in order to raise self-esteem.
- To be aware of sources of help and to acquire the skills and confidence to use them.

Key Areas of PSHE are

- Personal well being. National Curriculum programmes of study are mapped across our curriculum.
- Regular meetings take place with middle schools.
- Economic well being and financial capability.

School Environment, Relationships and Ethos of the School

- At QEHS, we aim to promote a school environment which will foster the intellectual, aesthetic, moral, spiritual, cultural, physical and social development of all our students.

PSHE

- Aims to promote positive relationships between students and between students and staff.
- Seeks to achieve an atmosphere of mutual respect where working together and consideration for others are paramount and where all students have structured opportunities to participate in school life.

School Curriculum

Opportunities exist throughout the curriculum for promoting students' personal, social and emotional development.

- PSHE Curriculum provision
 - 1 hour weekly tutorial session
 - Elements of PSHE and citizenship are taught through and in other subjects/curriculum areas. For example, 21st Century Science, RE, English, Geography, Food, Technology, History and PE.
 - Through PSHE and citizenship activities and school events (Yr 9 PSHE Day), taught sessions with outside speakers. For example, Sex Education with School Health Advisor (SHA).
- Form tutors are responsible for teaching the PSHE and citizenship programme through discrete curriculum time under the guidance of Learning & Guidance Co-ordinators (LGCs), Key Stage 3 & 4 Co-ordinator and Diane Harris, deputy headteacher.

Schemes of work are held centrally in the KS3/4 Co-ordinator's office and electronically in the shared area.

There is ongoing evaluation and monitoring of the programme for PSHE and citizenship.

- The programme is monitored and evaluated by Diane Harris (Deputy Head), Key Stage 3 & 4 Co-ordinator, LGCs and Form Tutors. Pastoral Self Evaluation – monitored by the Headteacher and Deputy Headteachers.
- Regular 'Learning Walks' take place during tutorial sessions.
- Students and tutors evaluate sessions each half-term and the PSHE scheme of work is updated annually.
- Areas for development are identified and addressed as part of the annual review.
- Students complete questionnaires relating to specific issues. For example, students completed a safety questionnaire and CCTV cameras were installed in areas identified as being of concern to students.

Approaches to Teaching and Learning

To facilitate pupils learning in PSHE and citizenship:

- The purpose and objectives of each lesson are made clear

- Appropriate learning experiences are planned and meet the needs of all the pupils in the class
- Learning experiences draw on pupils own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding
- Time is given for pupils to reflect, consolidate and apply their learning
- Pupils are encouraged to take responsibility for their own learning and to record their own progress
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met

- A range of teaching and learning strategies (paired, group work, discussion as appropriate) are used in delivering the programme.
- Resources include: DVD, websites and use of computer suites. Materials for most sessions are available in an electronic format. Also, the use of outside speakers (see below).
- Staff are encouraged to develop their skills in all areas of PSHE, through the use of specific training courses.
- Whole school INSET addresses training needs as they arise.
- Diane Harris, Deputy Headteacher, also leads training on issues such as Child Protection.

The school leads the programme but outside visitors have a role. There is a school protocol for involving outside visitors.

- Outside visitors who contribute to the PSHE and citizenship programme:
 - School Health Advisors – sex education
 - Teenage Cancer Trust
 - MESMAC – Homophobic Bullying
 - Police – local issues e.g. knife crime
 - Personal Finance
 - Bereavement Counsellors
 - Stroke Awareness
 - Study Smart Revision Skills
- All adults other than teachers working in the classroom are CRB checked and have a fully qualified member of staff in the classroom with them at all times.

There are guidelines for staff on confidentiality and handling sensitive and controversial issues in the following documents:

- Staff Handbook
- Confidentiality Policy
- Sex and Relationships (SRE) Policy
- Child Protection Policy
- E-Safety Policy

Celebration of Achievement – Assessment, Recording and Reporting

Assessment of students' personal, social and emotional development is important. It provides information which indicates students' progress and achievement and informs the development of the programme.

Students do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on students' self awareness and self esteem.

We do not formally assess students in all areas of the PSHE and citizenship programme. However, opportunities for students to reflect on their progress are identified. It is inappropriate to assess students' values.

- Students complete a self assessment form at the end of each half-term. This is checked and signed by form tutors.
- Form tutors are able to mark and comment on students' work via our Virtual Learning Environment (VLE).

Learning Walks provide evidence of the general progress of students.

Celebration of achievement contributes to building students' self esteem, developing a sense of community and belonging, helps create a positive atmosphere in the school and develops students' sense of pride.

This is achieved through Year Group Assemblies, Year Achievement boards, Awards for progress, effort and attendance. Celebratory evenings are planned for 2010.

There is also regular contact with parents to recognise the achievement of students.

This policy was agreed by the Pupil and Curriculum Development Committee at their meeting on Wednesday 22 September 2010.

Designation	Signature	Date
Chair of Governors Adrian Woolley		
Headteacher, QEHS Neil Morrison		
Review Date	September 2012	