



The Royal School

Wolverhampton

PSHE Policy

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PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) POLICY

Rationale

Personal, Social and Health Education (PSHE) at Key Stage 3, 4 and 5 endeavours to help pupils to lead confident, healthy and responsible lives as individuals and members of society. Through work in lessons and a range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they may face as they approach adulthood. PSHE gives pupils opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature and to show respect for the diversity of and differences between people. It also develops pupils' well-being and self-esteem encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career. PSHE is at the heart of the curriculum and wider aspects of life at The Royal School. The Academy aims to generate an environment that is informed, accepting and understanding of the needs, attitudes and beliefs of other members of the community. PSHE is a vital component in nurturing and developing a secure learning environment where students and staff feel safe and are respectful, caring, confident, conscientious and happy. Such an environment will contribute to high standards of achievement.

PSHE at Key Stage 3 and 4 builds on the pupils own experiences and work done in Key Stage 1 and 2. It also compliments Life lessons on the school curriculum covering areas such as issues in politics, the law, family, the environment, relationships, British Values, e-safety, self-awareness and the media. PSHE at Key Stage 5 focuses upon RSE, UCAS and preparation for life after compulsory education. Our PSHE programme includes statutory RS for years 10-13.

Aims of the PSHE Programme

- To enable all pupils to develop as fully as possible their interests, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged.
- To allow pupils to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions.
- To experience enjoyment of learning so that they may be encouraged to take advantage of educational opportunities later in life.
- To develop appropriate skills in literacy and numeracy.
- To develop programmes of study and experiences which will enhance pupils self-respect and confidence and encourage them to take responsibility for themselves and their actions.
- To provide pupils with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work.
- To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment.
- To equip pupils for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers.
- To encourage appreciation of, and concern for, the environment.
- To develop interests and skills that will continue to give personal satisfaction in the use of leisure time.
- To establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate.
- To develop a curriculum which enhances pupil's knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social and moral issues.
- To provide pupils with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture or ability.

- To enable pupils to make informed choices when considering the development of a healthy and safer lifestyle.
- To give students the confidence to discuss difficult issues by encouraging non-judgemental participation by students and staff

The Context of the PSHE Curriculum

PSHE cannot always be confined to specific timetabled time. At The Royal School PSHE is delivered within a whole school approach which includes:

- Discrete curriculum time delivered by form tutors.
- Teaching PSHE through and in other subject/curriculum areas.
- Through PSHE activities, assemblies, external speakers or specific events.
- Through pastoral care and guidance.

Discrete Curriculum Time

At The Royal School there is 1 lesson per week focusing on Life related matters, including Careers Education and Guidance, Relationships, Sex and Drugs/Alcohol Education, Statutory RS (Y10-13) and Financial Capability. Formal Assemblies and Form Tutor time are used to deliver aspects of the Life programme e.g. Anti-Bullying.

PSHE Through Other Subject/Curriculum Areas

Provision for some aspects of PSHE is made through other subject areas including RS. Additionally, other curriculum subjects have opportunities to make links with the PSHE Framework through their programme of study. For example:

- English – skills in enquiry and communication, use of resources, discussion and presentation of arguments, texts with personal, health and relationship issues.
- Mathematics – aspects of financial capability.
- Science – teaching and learning on health, drugs (including medicines), sex education and safety.
- Design Technology and Home Economics – health, safety and hygiene issues, the consideration of social, moral and cultural dilemmas associated with the global environmental impact of products.
- Computing – finding ICT based information, handling data, e-mail for communication and exchange of ideas and considering the ethical impact of the use of computers on our lives; looking at the impact of legislation such as the Data Protection Act.
- Business and Economics - developing pupils' understanding of the world of work and their role as consumers and aspects of financial capability; looking at the ethical nature of businesses, balance profit against morals; impact of employment legislation.
- History – ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity including Britishness & Democracy.
- Geography – implications of sustainable development for pupils' own life, study of cultural differences, skills of geographical enquiry including communication.
- Modern Foreign Languages – communication in the target language and learning about culture, customs and beliefs, exchange visits and host visits.
- Art and Design – respect of the differences between people through an investigation of artists, craftspeople and designers from Europe and the rest of the world.
- Music – making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and expression.
- Physical Education – teaching and learning about health, safety and fitness, development of co-operation and commitment, teamwork. Inter school competition.
- Religious Studies - religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

PSHE Activities

At The Royal School pupils have PSHE delivered through 30 minute lessons during the course of the school year. Additional lessons and assemblies will be determined by the availability of outside agencies. Aspects covered will include relationships and sex education, smoking, alcohol and drugs awareness (personal well-being) as well as careers, enterprise and work-related learning. Pupils have access to a range of services and activities which are designed to support their personal, social, health and emotional wellbeing and motivate them to achieve their full potential.

Pastoral Care and Guidance

- The Royal School's pastoral system is organised in four houses (Balmoral, Buckingham, Sandringham, Windsor) in vertical tutor groups from Y7-13.
- Each house has an assembly once a week which will focus on PSHE issues. Monday is set aside each week for year-based assemblies where issues such as examination information and work experience procedures are given.
- Each house will participate in house competitions throughout the year and this will incorporate sports, quizzes and talent shows.
- At the end of each academic year Prize Day is held to celebrate pupils' achievement across the whole curriculum.

Delivery – Who and How?

- Aspects of PSHE could be delivered by staff during lessons and specifically by outside agencies who are specialists in their particular field. The specialists will include Health Professionals, Police, Fire Brigade, Politicians, Magistrates, Theatre Groups and Lancashire Young Peoples Services.
- Good teaching will use a variety of methods during lessons and across various units of work. All staff are encouraged to use a variety of flexible, active learning methods:
 - Stating what is to be learnt and what the teacher is looking for.
 - Good questioning skills.
 - Ground rules.
 - Working together.
 - Understanding another point of view.
 - Reflection, review and evaluation.
 - Role play.
 - Discussion and debate.
 - Voting.
- Every effort will be made by all staff to include all pupils in every lesson regardless of ability. Teachers will use a variety of techniques to include all pupils and every effort will be made to adapt each lesson to include pupils with differing learning styles.

Answering Difficult Questions

- Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE.
- No teacher or pupil will be expected to answer personal questions.
- No one will be forced to take part in a discussion. The meaning of words will be explained in a sensible and factual manner.

Assessment

Assessment will take place in the classroom as is appropriate to the task being undertaken. In oral work or role play this may be simply an observation of the learning outcome. In some cases there may be written evidence. Self and Peer assessment will be actively encouraged and pupils allowed time to reflect on their progress and achievement.