

<b>Dronfield Henry Fanshawe School</b> 	<b>Policy No: S17</b>	Author:	LKE
		Committee:	Statutory
<b>Personal, Social and Health Education Policy and Guidance</b>		Review Cycle:	Every two Years
		Initial Date Adopted	March 2017
		Latest Date Adopted	November 2020
		Minute No:	20/48
		Review Date:	November 2022

### **Purpose:**

At Dronfield Henry Fanshawe School, we want our students to:

- Be motivated and enjoy learning
- Develop a range of skills to equip them for a successful adult life, such as independence and ambition
- Be confident, responsible, happy and feel safe
- Be friendly, respectful, caring and polite
- Experience success every day

### **In a school:**

- That fosters individual talents and abilities in every child
- That has high expectations for itself, its staff and students
- That celebrates success and achievement in all its forms
- That values the role parents and carers play
- That is continually striving to improve

### **Ownership:**

This PSHE Policy and Guidance has been created with the contributions of students, teachers, support staff, parents, Derbyshire Healthy Schools (NHS) and the Department for Education statutory policy.

### **Objectives:**

Dronfield Henry Fanshawe School is committed to investing in our students' health and wellbeing and by doing this we assist the process of raising students' achievements. The success of our curriculum will be measured through the evaluation of qualitative and quantitative feedback from students and parents/carer and from external observers, e.g. Ofsted.

### **PSHE Vision Statement**

Throughout our spiralling curriculum, PSHE at DHFS has one clear vision. This is to teach the vital life skills necessary to navigate the wider world safely, and with a strong moral compass.

### **Policy**

Personal, Social and Health Education (PSHE) helps to give students the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. PSHE underpins our school ethos.

Students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they

learn to recognise their own self-worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council and student leadership programme.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Therefore this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

This policy is in nine parts: what is PSHE?; how PSHE is provided?; guidance on teaching methods and resources; equal opportunities; assessment and reporting; personnel; monitoring, evaluation and accountability; and linked policies.

### **What is PSHE?**

At DHFS, PSHE focuses on 6 'Big Ideas';

- Health and wellbeing
- Life beyond school
- Staying safe
- Relationship and sex education
- Rights, responsibilities and British values
- Celebrating diversity and equality

### **Key stage 3 (PSHE Personal), Key stage 4 (PSHE Life skills) and Key stage 5 (PSHE Futures) programmes of study**

- Sexually transmitted infections
- Facts about drugs and alcohol
- Contraception and safer sex
- Safety in the home and on the street
- Online safety
- Healthy eating and the importance of exercise
- Eating disorders
- The political system of democratic government in the UK, including voting and how Parliament works
- The justice system
- Money management, debt and budgeting
- Responsibility and lifestyles
- Mental health
- How to manage transitions
- How to maintain physical, mental and emotional health and wellbeing including sexual health
- Parenthood and the consequences and responsibilities of teenage pregnancy
- How to assess and manage risks to health and how to stay, and keep others, safe
- How to identify and access help, advice and support
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health

- How to respond in an emergency, including administering first aid
- The role and influence of the media on lifestyle
- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and how to develop parenting skills
- How to recognise and manage emotions within a range of relationships
- How to deal with risky or negative relationships
- The concept of consent in a variety of contexts (including in sexual relationships)
- How to respect equality and be a productive member of a diverse community
- How to identify and access appropriate advice and support

#### Key Skills:

##### Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships
- Learning about a safe and healthy lifestyles based on accurate information
- Learning about seeking appropriate help and advice
- Learning about the nature and impact of immediate, local and global economic and social inter-dependence and environmental sustainability
- Learning about their community and the society of which they are a part
- Learning about how our society is structured and functions
- Developing the knowledge, skills and personal values to reflect on current affairs
- Developing students' understanding of rules and laws.

##### Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making
- Learning to respect and value difference and diversity
- Having structured opportunities for the exploration of personal attitudes and values
- Exploring attitudes and values towards drugs, drug use and drug users.

##### Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Learning to manage change
- developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Learning to make informed choices
- Exploring the risks and consequences of their own and others' actions and choices
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse
- Developing inter-personal skills
- Developing a sense of belonging
- Having opportunities to develop a positive self-image
- Learning about themselves
- learning about playing a positive and active role as citizens.

### **How PSHE is provided.**

1. Key Stage 3 - 1 hour timetabled lesson that is led by the PSHE Curriculum Leader and delivered by a range of different teachers with different specialisms.
2. Key Stage 4 - 1 hour timetabled lesson (within a carousel of R.E and ICT) that is led by the PSHE Curriculum Leader and delivered by a range of different teachers with different specialisms.
3. Key Stage 5 - 1 hour timetabled lesson that is led by the PSHE Curriculum Leader and delivered by a range of different teachers with different specialisms.
4. Through other curriculum areas e.g. science, drama, English/literacy, mathematics and SMSC)
5. Through drama lessons in KS3
6. Through assemblies and mentor time
7. SEND and Inclusion team support
8. Drop-down enrichment
9. Delivery in response to incidents

### **Guidance on Teaching Methods & Resources**

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of all modules. PSHE will be taught both as a discrete subject and through other appropriate cross-curricular links

PSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. For example:

- no one (teacher or student) should be expected to answer a personal question
- no one will be forced to take part in a discussion.

Active learning methods which involve children's full participation will be used. PSHE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the students' usual class teacher. A visitor such as a school community nurse does at times supplement the PSHE curriculum as a planned event with the teacher present. Teaching resources are selected on the basis of their appropriateness to students and external speakers and workshops are chosen carefully to support our existing curriculum.

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary, refer to the PSHE curriculum leader for advice and support.

### **Teachers will also follow the following guidance:**

- teachers will establish clear parameters about what is appropriate and inappropriate in a whole class setting
- if a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- if a question is too personal the teacher should remind the students of the ground rules
- teachers will set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way encourages positive participation

### **Equal Opportunities**

The school's programme of study for PSHE is designed to ensure that all children have full and equal access.

Children may have varying needs regarding PSHE depending on their circumstances and background. The school strongly believes that all students should have access to PSHE that is relevant to their particular needs.

To achieve this, the school's approach to PSHE will take account of:

- all genders
- ethnic and cultural diversity
- varying home backgrounds
- sexuality
- students with SEND

The school also recognises the need, and provides for extra, targeted work with vulnerable students.

### **Assessment & Recording**

We believe that effective assessment and recording is an essential and integral part of all aspects of the school curriculum. We also recognise that the PSHE curriculum brings its own special requirements.

We will therefore take this approach to assessment and recording that:

- uses clear lesson-based learning objectives against which to assess and record short-term activities and work done
- has longer term approaches that allow for reflective teaching, self and peer evaluation set against personal and individual growth targets
- our yearly report for students contains a section for PSHE
- our assessment is in line with Qualification and Curriculum Authority Guidance

### **Personnel**

The PSHE co-ordinator is PSHE curriculum leader, who works closely with the Director of the Wider Curriculum.

### **Monitoring, evaluation and accountability**

The programme is regularly evaluated by the PSHE curriculum leader and Director of the Wider Curriculum. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis and is used in conjunction with whole staff and parental feedback. Quality assurance occurs in line with whole school policy and supports the continual monitor and evaluation process.

This monitoring and evaluation will be supervised and supported by the Director of the Wider Curriculum and reported as requested by governors.

This PSHE policy and its guidance will be reviewed every two years as part of the policy review schedule.

### **Linked Policies**

Learning and Teaching Policy and Procedures

Sex and Relationship Education Policy and Guidance

Anti-bullying Policy and Procedures

SEND Policy and Procedures

Child Protection & Safeguarding Policy

Confidentiality and Handling Sensitive Issues for Student and Parents Policy

## Student Progress and Welfare Policy and Procedures

Statutory Guidance - Relationships Education, Relationships and Sex Education, and Health Education in England Government consultation response (2019).