

Frederick Gough School: A Language College.
Personal, Social and Health Education (personal wellbeing)
Policy (referred to as PSHE PWB below)

Ratified by SLT and the Governing body in November 2009

This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff, governors, LA and local partner agencies.

Review Date: - in Nov 2012 or when required before that

Pupils - via the School Council

Staff Coordinator of PSHE Policy -Ms J. A. Franklin i/c PSHE and advanced skills teacher

Head Teacher - Mr B Lawrance

PSHE Governor -Sergeant Main

Child Protection - Mr R Harmer

Location and dissemination of policy

The policy can be found in the PSHE handbook and with the two teachers of PSHE PWB. The policy is referred to in the school prospectus. It is referred to in relevant areas of the curriculum. This document is freely available to the entire school community via the main office.

Links with other School Policies

Our school PSHE policy links to other policies - namely Behaviour, Health and Safety, Medicines, Pastoral support, Drugs Policy, SRE Policy, food and water policy, Citizenship, NHSS, School visits, Child Protection and safeguarding, anti-bullying, Diversity policy

Local and National Guidance

This policy is in line with guidance from the DCSF (www.dcsf.gov.uk), the National Curriculum (www.nc.uk.net), the QCA (<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/index.aspx>) and Teachernet (www.teachernet.gov.uk) as well as the National Healthy Schools Programme, (www.healthyschools.gov.uk) of which the school has the 2nd award and is ready to try to get enhancement. The PSHE association also provide a J Franklin, Head of PSHCE November 2009

lot of useful information (<http://www.pshe-association.org.uk/>) as so the national children's bureau (<http://www.ncb.org.uk/>)

Policy Statement

PSHE PWB helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, and to become informed, active, responsible citizens (National Curriculum, 2000).

PSHE PWB comprises the planned provision to promote the personal and social development and the health and wellbeing of pupils in a school.

Aims and Objectives

The values and ethos of the school will not only be made explicit in PSHE PWB, they will at times be shaped by what happens in PSHE lessons.

At Frederick Gough Language College, we believe that personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps pupils explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development.

(this statement is taken from the QCA subject importance statement for PSHE personal wellbeing 2008 which we fully endorse)

Equal Opportunities

We promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude. Good quality work to the best of their ability is the target for everyone. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE PWB is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

Formal Curriculum

Opportunities for promoting pupils' personal, social and emotional development exist throughout the entire school curriculum, although the discrete subject of PSHE PWB is not to be mixed up with personal development - it is a part of it and has its own curriculum. Staff have identified an entitlement for pupils throughout their school career and opportunities for enrichment within the curriculum.

PSHE PWB as timetabled discrete curriculum provision within the school

- Students in all years have discrete lesson time for PSHE PWB, although this time is shared with PSHE economic wellbeing and with Citizenship. In Years 7 and 8, students have 1 PSHCE teacher for the entire year. From Year 9 onwards, students study modules of PSHE PWB as part of a modular programme of PSHCE - each module with a specialist teacher (**See curriculum map in Appendix A**)
- There are only 2 teachers delivering PSHE PWB as a team - one has the DCSF CPD qualification (and is the AST for PSHE PWB for North Lincs.) and one is studying for this qualification in 2009/10, so there is a specialist team of teachers.
- Where appropriate, the subject is linked to other subjects in a cross curricular way - namely PE (healthy lifestyles), science (some aspects of drug and SRE awareness), DT food (healthy lifestyles), drama (they address bullying issues and perform to Year 7's), English (diversity issues)
- PSHE PWB and citizenship activities and school events that all students are entitled to (enrichment activities e.g. dramas about student safety / Youth SRE team in Years 9, speakers in class - see programme of study)
- CHOICES young persons clinic in school on Wednesday lunch times
- School assemblies refer to PSHE issues where appropriate

Details of the programme of study can be found in the PSHE and Citizenship handbook.

Approaches to Teaching and Learning

To facilitate pupils' learning in PSHE PWB:

- Ground rules are always used to promote safeguarding and a safe climate for learning
- The purpose of each lesson is 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, practice 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 / reflect on their own progress
- Attention is given to developing a safe and secure classroom climate (via use of ground rules)

- A wide range of active teaching and learning methods are used to include many team games / role plays / card games / activities in the third person
- It is always stressed however, that most importantly what they learn within the classroom, needs to be confidently applied out of school when students are ready / need to apply their learning

For further detail - see the more detailed assessment policy kept by J Franklin

Use of outside visitors / pupil enrichment (See Appendix B)

Enrichment activities / enrichment days (See Appendix C)

Assemblies

Assemblies at the school often build upon themes delivered within the PSHE PWB curriculum and indeed are requested e.g. assemblies to back up anti-bullying week, assemblies on safety issues, diversity issues etc. Assemblies always build upon the issues of spiritual, moral, social and cultural awareness and so back up the ethos being delivered via the PSHE PWB curriculum.

Staff training

Staff training needs are met (the head of department delivers most of the secondary training for PSHE PWB herself in North Lincs., but takes all opportunities she can to go on courses to enhance her personal knowledge, and she has trained the 2nd in department)

Use of DVDs and ICT within PSHE PWB

The Government and the TV channels (particularly Channel 4 and the BBC) have put a lot of time into making appropriate videos/ DVD's (some with very good lesson materials). Where appropriate, these are used in a suitable context. DVD's are always watched by staff first to see if they are age appropriate and suitable for the task / module. Students are always given a preparatory and summary educational task to do whilst watching these programmes. See the POS for further details. Appropriate ICT packages, many of them interactive are also used along with appropriate websites (always vetted first). Some of these websites feature in the pupil planners and many are displayed around school for pupil reference.

Monitoring and Evaluation

The PSHE PWB co-coordinator will monitor the planning, teaching and learning of PSHE PWB regularly. Links between KS2 and KS3 will also be monitored to aid transition. Lesson planning will be monitored as appropriate, but will always be monitored more than annually as local needs arise and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle.

The head of PSHE PWB works closely with the senior leadership team as and when appropriate to help wider school issues.

See also:

- PSHE SEF
- See bi-annual pupil surveys of the entire PSHCE programme, which always show how they value PSHE PWB
- See Kirkland Rowell external surveys in which parents and pupils consistently rate PSHE PWB extremely highly as a valued subject
- SRE team who get students to evaluate lessons
- Evaluation of CHOICES
- See NHSP data bank

Assessment, Recording and Reporting

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement, and informs the development of the programme.

Pupils 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 pupils' self-awareness and self esteem. Self assessment based on very clear learning objectives and outcomes is used frequently.

There are opportunities to record learning and progress in different ways. Reports to parents are produced once a year using the school SERCO system.

See separate assessment policy document located with the head of PSHE.

PSHE and the National Healthy Schools Programme

The school has now gained the 2nd national award (*see data bank - July 2009*) and will soon be aiming for the new enriched status as a pilot secondary school within the LA. By its nature, the PSHE PWB plays a big role in helping the school to pass this award (see Sections 1 and 4 in particular). The head of PSHE leads the teams involved in inputting criteria. In doing this, it also helps to build up links between PSHE PWB, PE and DT food in particular, and also between PSHE PWB and the inclusion team. *For more details see J Franklin, or access the data bank.*

Further links that PSHE PWB has developed with other areas not mentioned above

See **Appendix D** for PSHE WB links to

Peer mentoring and the anti-bullying agenda

PSHE economic wellbeing

Citizenship

CHOICES clinic

SEAL

The 5 Every Child Matters outcomes

J Franklin, Head of PSHCE November 2009

Community cohesion
PLTS

Ways the PSHE PWB department can help the school and wider school community to include parents

See Appendix E

Appendix A

Curriculum map of where discrete PSHE PWB lessons are delivered within the school.

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Via one specialist teacher</p> <p>Topics covered include: Safety in a new school Bullying Diversity SRE / puberty Drug Awareness Rights / responsibilities</p>	<p>Via 2 specialist teachers</p> <p>Topics covered include: Diversity Internet safety Drug Awareness SRE Rights and responsibilities</p> <p>NC tests on diversity Bullying (linked to citizenship levels)</p>	<p>One specialist teacher via a module in yellow and blue pathway</p> <p>Topics include SRE Drugs Rights and responsibilities on the streets Healthy eating (to include eating disorders) Other modules studied are: Citizenship L2L WRL / enterprise Green pathway have the same teacher all year and do the above topics but at an appropriate level NC test linked to Cannabis use and abuse linked to Citizenship</p>	<p>One specialist teacher via a module in yellow and blue pathway</p> <p>Topics include SRE (to include visiting clinics) Drugs Rights and responsibilities on the streets Other modules studied are: L2L Financial capability WRL enterprise (Citizenship is studied within and mapped to RE)</p> <p>Green pathway do a module on drugs (CoPE) and a module on SRE (CoPE)</p>	<p>One specialist teacher via a module in yellow and blue pathway</p> <p>Topics include Safe driving and links to alcohol and drug use DSA visit Testicular / breast cancer and review of other STIs</p> <p>Other modules studied are: L2L Financial capability WRL enterprise (Citizenship is studied within and mapped to RE)</p> <p>Green pathway study citizenship modules but with links to PSHE namely rights and</p>

		NC levels SRE team deliver 4 x 1 hour lessons		responsibilities and safety
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Appendix B Use of outside visitors

Teachers within school lead the PSHE PWB programme, but outside visitors play a role. There is a school protocol for involving outside visitors so that students needs are always safeguarded. Visitors are used to enhance student knowledge and understanding and also to help them gain more of an understanding of the outside world. A member of staff will always interview speakers first and tell them the context of the lesson and agree on how the lesson is to be delivered. They will also be made aware of confidentiality and safeguarding issues and of the ground rules used within the classroom. A member of staff will always be present in the classroom with the speaker and the staff member is expected to lead the lesson, with the speaker being a contributor to parts of the lesson where agreed.

There are guidelines for staff in and outside of school on handling sensitive and controversial issues and confidentiality (refer to school policy).

These visitors **include:**

- North Lincs. Road safety team who pay for professional drama groups for Years 7 (getting safely to school) and Year 9 (car passenger safety)
- The Police (Years 9 and 10)
- The DSA (Year 11)
- Speakers in assembly linked to PSHE PWB may include - people from CHOICES clinics (at a age appropriate level), anti-bullying agencies, groups promoting diversity and community cohesion, groups promoting safety in the wider school community, Operation lifestyle.

Appendix C Enrichment days relevant to the PSHE PWB curriculum / or skills

Within each year group, there are various days when all pupils may be off timetable for all or a part of the day to enhance their learning / reinforce the necessary skills they need to acquire before leaving school. These activities though are seen by the school to be in place to enhance and not to take the place of discrete PSHE PWB lessons.

Wherever possible they will fit in at a time suitable to the existing taught curriculum rather than being just a bolt on activity as this will make more sense to students / be more productive educationally. There will always be some kind of meaningful assessment for each activity / day.

Year 7	Year 8	Year 9	Year 10	Year 11
Drama about getting safely to school	Global awareness day (diversity and community cohesion)	Road safety drama about being a safe car passenger 4 x 1 hour	College visits x 2 days Work experience -	(On occasions) Road safety drama about the consequences

		lessons on SRE from the Nth Lincs Youth team Careers / options work promoting skills / PLTS)	plus preparation and follow up	of drink / driving
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Appendix D PSHE PWB Links to other areas

Peer mentoring and the anti-bullying agenda - the PSHE PWB department are involved in choosing the peer mentors (12 at present) and line manage the running of them. For further information about mentoring, see Mrs Loft in the inclusion team who runs the mentors on a day to day basis (or ask the mentors). Specific lessons delivered about bullying within school, the wider community, racial, sexual and homophobic and against other minority groups which may be misunderstood e.g. travellers. Students are always given information about places where to go to for help for both in and out of school and help lines phone numbers as well as several websites (see displays around school and pupil planners). Students have an identified person in school they could see if help is required. Bullying of any kind is always challenged within class and students are taught skills to challenge it safely.

PSHE personal wellbeing linked to PSHE economic wellbeing - these are now 2 distinct QCA subjects which from September 2011 will both become statutory. There is a separate head of work related learning and enterprise and the head of PSHE PWB works closely with him and the SLT line manager and where appropriate the subjects are linked within the POS either directly via key concepts and key processes or via the PLTS. From Year 9 onwards one teacher delivers WRL and enterprise to all students within the modular PSHE and Citizenship programme.

PSHE PWB and Citizenship - these are both taught in the same hour timeslot in Years 7 and 8, but we endeavour to make students aware of when they are being taught PSHE and when they are taught citizenship, even though certain aspects of these subject areas are closely interlinked. See separate Citizenship policy document. Citizenship is concerned with the public dimension of issues whereas PSHE is concerned with the private dimension. However, there are many links between the 2 subjects.

CHOICES young person's clinic- is held every Wednesday in the PSHE office and is promoted in assemblies by the head of PSHE as well as in class lessons at appropriate times. Nurses and the team keep to their own professional code of conduct and have a standard agreement signed with the school. CHOICES was evaluated by pupils in the summer term of 2009 and found to be very effective. CHOICES clinics not on the school premises are also promoted for students to use in holiday times. The head of

PSHE keeps close links with the team of nurses, and some of the CHOICES team deliver SRE lessons within school.

PSHE and links to the Every Child Matters agenda

By the nature of the subject, it is recognised that PSHE contributes a great deal to the ethos of the Every Child matters agenda, both within and outside the classroom. The programme of study links the lessons to the 5 every child matters outcomes where appropriate. There is also an audit that has been done for both PSHE personal and economic wellbeing- see J Franklin

PSHE PWB and links to SEAL (social and emotional aspects of learning) - where links to SEAL apply, these are referred to in the PSHE programme of study

PSHE PWB and links to Community Cohesion- by the nature of the subject, community cohesion is always being promoted within the classroom and skills taught to allow students to successfully live and participate in a diverse society both now and when they leave school. See document linking PSHE PWB to community cohesion with J Franklin.

PSHE PWB and the PLTS -the department as part of the school initiative for the "Optimum Curriculum" is looking at where the PLTS can fit in to the lessons and will promote them within lesson (part of management plan for 2009/10)

Appendix E: Ways the PSHE department can help the school and wider school community to include parents.

Bi-annually the PSHE department holds a training/information workshop for parents and other adults linked to the school who may be interested. Other outside agencies are involved who support the PSHE department in and outside of the classroom. The next one planned is about safeguarding. We can also provide leaflets and websites for those who may need information, but would appreciate prior warning.

Relevant extra documentation stored with the PSHE coordinator (J Franklin) to back up this policy document

- SRE Policy (reviewed 2009)
- Drugs Policy (reviewed 2009)
- Citizenship Policy (reviewed 2009)
- DCSF / QCA Citizenship SEF (reviewed 2009)
- PSHCE handbook (reviewed 2008/09) to include POS
- Assessment policy (reviewed in 2008/09)
- Gifted and talented policy (Dec 2008)
- PSHE delivery evaluation (last reviewed in 2008/09)
- NHSP - data bank for 2nd award completed July 2009.

- Links to peer mentoring and anti-bullying (see PSHCE handbook)
- PSHCE SEF as linked to the new OFSTED framework - Sept 2009
- PSHE as linked to Community Cohesion (reviewed 2008)
- PSHE personal wellbeing audit as linked to the ECM outcomes (2007)