



WOLGARSTON HIGH SCHOOL
Staffordshire



Personal, Social, Health and Economic Education (PSHEE)

A Statement of Policy

Date adopted by Governing Body:

July 2010

Date of last Review:

N/A

Frequency of Review:

Biennially

Next Review:

July 2012

Location:

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Author:

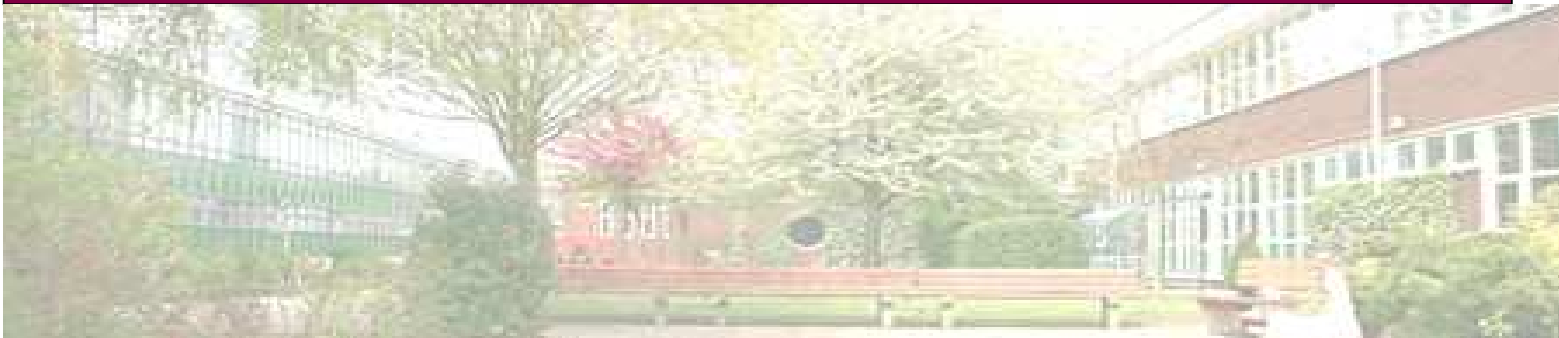
J Jeffries and A Hinch

Readability Score:

17 Years

Signature of Headteacher:

Signature of Chair of Governors:



Introduction

PSHEE relates to the planned opportunities a school provides in order to promote the personal, physical, social, emotional and emotional well-being of their students. The implementation and coordination of the policy is closely aligned to the schools' participation in the Healthy Schools' programme and is a major element of school provision in support of the five outcomes for children (Every Child Matters).

The policy reflects the main aims of the school and provides a co-ordinating frame for related policies and practice:

- Safeguarding Children
- Child Protection policy
- Sex and Relationships policy
- Drugs Education policy
- Food policy
- Confidentiality policy
- Behaviour for learning policy

Aim

The aim of personal, social, health and economic education is to provide knowledge and understanding of the range of experiences of life which may impact on their physical, social and emotional well-being and to develop the skills necessary to empower them to make and act upon informed choices.

Objectives

The PSHEE framework at Key Stages 3 and 4 forms three strands of Curriculum 2000, as follows:

- Developing confidence and responsibility and making the most of their abilities;
- Developing a healthy, safer lifestyle;
- Developing good relationships and respecting the differences between people.

The Purpose of PSHEE

- Raise students' confidence and self-esteem by reminding students and teachers of the importance of respecting everyone as an individual and appreciating effort.
- Offer a supportive climate for learning.
- Provide a foundation for acquiring the skills needed to learn and grow up at ease with oneself.
- Increase students' motivation and deepen their understanding through the provision of relevant opportunities for 'real-life' learning.
- Improve the ability of students to reflect and become responsible for their own learning.

Staffing

PSHEE is delivered by specialists. PSHEE is provided through discrete sessions as well as opportunities provided by the tutorial system, other subjects including particularly Citizenship, Science and PE, assemblies, other guidance and support systems, special projects and other events which enrich pupils' experiences.

The PSHEE Co-ordinator is **Miss A Hinch**.

Content of the PSHEE Programme

Whole School Activities

PSHEE Strands	Y9	Y10	Y11
Developing confidence and responsibility and making the most of their abilities			
Developing a healthy, safer lifestyle			
Developing good relationships and respecting the differences between people			

Approaches to Teaching and Learning

To facilitate students' learning in PSHEE throughout the curriculum:

- The purpose of the session is made clear
- Appropriate learning experiences are planned and meet the needs of all the students in the class
- Learning experiences draw on students own experiences or existing knowledge and provide a range of opportunities for students to learn practice and demonstrate skills, attitudes and knowledge and understanding
- Time is given for students to reflect on their learning
- Students are encouraged to take responsibility for their own learning
- Attention is given to developing a safe and secure learning environment

Many agencies help deliver the planned provision for PSHEE. Their input is monitored by the PSHEE Co-ordinator.

Agencies include: **Connexions**

Professional Development of Staff

The majority of the PSHEE units are delivered by specialists that receive up-to-date training from within their own professional associations – eg: Connexions and the School Health Advisor. Specialist staff are trained to deliver Citizenship, Science and PE.

All tutors have received training in Child Protection and in vertical tutoring, and will receive further training in PSHEE awareness and PSHEE education.

Assessment for Learning

We have adopted the OFSTED suggested, three models of assessment for use in PSHEE:

- Student self-assessment – all specialist sessions include opportunities for students to assess their learning through the use of surveys;
- Peer-group assessment – students reflect on what they have learnt, provide feedback to each other and reflect on their own roles in the group, using oral feedback etc;
- Teacher assessment – the teacher observing, listening, reviewing written work and students' contribution to drama, role play and discussions, and through end-of-unit tasks or tests (particularly in Citizenship, Science and PE).

Reporting

All parents will receive information about their child's achievements and participation in the school's programme of PSHEE as part of the school's normal reporting procedures.

Commitment

As a school, we are committed to making continuous improvement in all aspects of school life. This statement of policy is dynamic in that it is subject to monitoring, evaluation and modification. It will be reviewed every two years.

Responsibilities

Ultimate responsibility for this policy's introduction and implementation lies with the Headteacher in consultation with the Governing Body. It is important to recognise that all staff, students and parents have an active part to play in the evolution, development and maintenance of this policy.

Staff in school responsible for the monitoring of this policy: *Dave Clark (Assistant Head)*
Annie Hinch (PSHEE Co-ordinator)

The Governor responsible for PSHEE is: *Jan Jefferies*