



**PERSONAL, SOCIAL, HEALTH EDUCATION
(PSHE) POLICY**

PSHE is seen as vital to ensuring a rounded education and to helping students prepare for a healthy, adult life and to their ability to make a positive contribution to society.

1 Rationale

- 1.1 Personal, Social and Health Education (PSHE) at Year 7, 8 & 9 endeavours to help students to lead confident, healthy and responsible lives as individuals and members of society.
- 1.2 Through work in lessons and a range of activities across and beyond the curriculum, students 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.
- 1.3 PSHE gives students 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.
- 1.4 It also develops students' 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.
- 1.5 PSHE at Key Stage 3 and 4 builds on the students 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.

2 Aims of the PSHE Programme

- 2.1 To enable all students to develop as fully as possible their interests, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged.
- 2.2 To allow students to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions.

- 2.3 To experience enjoyment of learning so that they may be encouraged to take advantage of educational opportunities later in life.
- 2.4 To develop appropriate skills in literacy and numeracy.
- 2.5 To develop programmes of study and experiences which will enhance students self-respect and confidence and encourage them to take responsibility for themselves and their actions.
- 2.6 To provide students with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work.
- 2.7 To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment.
- 2.8 To equip students for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers.
- 2.9 To develop interests and skills that will continue to give personal satisfaction in the use of leisure time.
- 2.10 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.
- 2.11 To develop a curriculum which enhances student'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.
- 2.12 To provide students 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.
- 2.13 To enable students to make informed choices when considering the development of a healthy and safer lifestyle.
- 2.14 To give students the confidence to discuss difficult issues by encouraging non-judgemental participation by students and staff

3 The Context of the PSHE Curriculum

- 3.1 PSHE cannot always be confined to specific timetabled time.
- 3.2 At LSA Technology & Performing Arts College PSHE is delivered within a whole school approach which includes:
 - Teaching PSHE through and in same subject/curriculum areas.
 - Through PSHE activities and school focus days or events.
 - Through pastoral care and guidance.

- 3.2.1 Discrete Curriculum Time
- 3.2.1.1 At LSA Technology & Performing Arts College Life includes topics such as: Careers Education and Guidance, Sex and Drugs/Alcohol Education and Financial Capability.
- 3.2.1.2 Formal Assemblies and Form Tutor time are used to deliver aspects of the Life programme e.g. Anti-Bullying and also to highlight moral and spiritual issues on which we want students to reflect.
- 3.2.2 PSHE Through Other Subject/Curriculum Areas
- 3.2.2.1 Provision for some aspects of PSHE is made through other subject areas including RS.
- 3.2.3 PSHE Activities and School Events
- 3.2.3.1 PSHE is taught in discrete curriculum time know as Life
- 3.2.3.2 Aspects covered will include sex education, smoking, alcohol and drugs awareness (personal well-being) as well as careers, enterprise and work related learning.
- 3.2.3.3 Students 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. Students may self-refer to these services and activities or may be referred by a member of staff.
- 3.2.3.4 The school takes advantage of opportunities such as general elections to educate students through direct participation about democracy
- 4 Pastoral Care and Guidance
- 4.1 LSA Technology & Performing Arts College's pastoral system is organised on a College basis. Each college has 10 form groups with a form tutor. This is overseen by a college leader.
- 4.2 Each College has an assembly once a fortnight which will focus on PSHE issues. Friday is set aside each week for year based assemblies where issues such as examination information and work experience procedures are given.
- 4.3 Each College will participate in inter college competition throughout the year and this will incorporate sports, quizzes and talent shows.
- 4.4 Reward activities will be organised by College leaders.
- 4.5 At the end of each academic year achievement assemblies are held to celebrate students' achievement across the whole curriculum.
- 5 Delivery – Who and How?
- 5.1 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.

- 5.2 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 (Walt/Wilf).
 - Good questioning skills.
 - Ground rules.
 - Working together.
 - Understanding another point of view.
 - Reflection, review and evaluation.
 - Role play.
 - Discussion and debate.
 - Voting.
- 5.3 Every effort will be made by all staff to include all students in every lesson regardless of ability. Teachers will use a variety of techniques to include all students and every effort will be made to adapt each lesson to include students with differing learning styles.

6 **Answering Difficult Questions**

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

7 **Assessment**

- 7.1 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 students allowed time to reflect on their progress and achievement.

8 **Review**

- 8.1 This policy will be considered annually and formally reviewed every three years by the Head of Life in consultation with the Governors, Headteacher, Heads of Department and College Leaders.

Reviewed by: Heads of Life

Last Reviewed: December 2018

New Review Due: December 2019

