

# Leek High School



## Personal Social Health and Citizenship Education Policy

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## Introduction

Leek High School believes that a strong personal, social, health and citizenship education (PSHCE) is important to help our students develop into well-rounded members of society, who able to make a positive contribution to their community. The needs and interests of all students, irrespective of gender, culture, ability or aptitude, are promoted through an inclusive PSHCE curriculum.

Parents and carers will be informed about this policy through the school website where it will be available to read and download.



## 1. Key roles and responsibilities

- 1.1. The **local governing body** has overall responsibility for the implementation and review of this policy.
- 1.2. The **local governing body** has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The **Headteacher** has responsibility for handling complaints regarding this policy, as outlined in the trust **Complaints Policy**.
- 1.4. The **Director of Personal Development, Behaviour and Welfare** will be responsible for the day-to-day implementation and management of this policy.
- 1.5. The **Student Welfare Group** is responsible for liaising with other staff and professional agencies to ensure a comprehensive PSHCE education that achieves the aims laid out in this policy.
- 1.6. As required by statutory guidance, the **local governing body** and **Headteacher** will consult with parents/carers to ensure that the SRE and PSHCE policies reflect the needs and context of the wider school community.
- 1.7. The school will work with parents/carers throughout the year and will ensure that parents/carers are routinely kept informed about their right to withdraw their children from PSHCE and SRE education.
- 1.8. The school will ensure that students are also involved in the creation of this policy through the **School Council**, feedback and suggestion forms and/or class discussions.
- 1.9. This policy will be used alongside the **Curriculum Policy** and **Sex and Relationships (SRE) Education Policy** to ensure a comprehensive PSHCE curriculum is provided for students.

## 2. Aims of the PSHCE curriculum

Students will learn to:

- Understand what constitutes a healthy lifestyle.
- Understand safety issues, both in real life and online.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.



- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

### **3. Teaching methods and learning styles**

- 3.1. A range of teaching and learning styles will be used to teach PSHCE.
- 3.2. Teaching will be primarily student-led with an emphasis on active learning techniques such as discussion and group work.
- 3.3. Clear ground rules regarding discussions will be put in place in order to ensure a safe, supportive and positive learning environment.
- 3.4. All students will be encouraged to take part in charity work and community volunteering.
- 3.5. We will consult with the local community on matters related to PSHCE to ensure that local issues are covered in the PSHCE curriculum.

### **4. Curriculum delivery**

- 4.1. PSHCE will be taught through input from external agencies, through periodic blocks of discrete delivery throughout the curriculum, and in tutor time.
- 4.2. Staff from external agencies will always be closely monitored by school staff.

### **5. Reporting and confidentiality**

- 5.1. Every lesson should reinforce that, if students have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable consulting their teacher/trainer or another member of staff about this.
- 5.2. Students will be encouraged to have an open dialogue regarding any such issues with the PSHCE teacher/trainer but must understand that their teacher/trainer may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a student does wish to speak to a teacher/trainer about any such issue, the teacher/trainer should ensure that the student is aware of this responsibility.

### **6. Tailoring PSHCE**

- 6.1. Discussion and other activities will be used in PSHCE sessions to determine the starting points of students in terms of their knowledge and understanding of topics. The teaching programme will then be adjusted to reflect the composition of the class/group with regard to this.
- 6.2. Teaching will take into account the ability, age, readiness and cultural backgrounds of all young people in the class/group and will be adjusted accordingly.
- 6.3. Adaptations will be made for those for whom English is a second language to ensure that these students can fully access PSHCE.
- 6.4. All students with special educational needs will receive PSHCE, with content and delivery tailored to meet their individual needs.



## 7. Programme of Study [Key Stage 3 and Key Stage 4]

The programme of study across both of these key stages will cover:

- Facts about drugs and alcohol.
- Contraception and safer sex.
- Sexually transmitted infections and AIDS.
- 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 and the police.
- Money management, debt and budgeting.
- Responsibility and lifestyles.
- Mental health.
- How to manage transitions, for example managing loss, including bereavement, separation and divorce.
- 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, including all forms of bullying and abuse, sexual and other violence and online encounters.
- 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.

## 8. Assessment

Students' knowledge and understanding is assessed through question and answer sessions, discussion groups and evaluation questionnaires.

## 9. PSHCE coordination

The members of the **Student Welfare Group (SWG)** share joint responsibility for the design and delivery of the PSHCE curriculum, specifically:

- Agree the overall aims, objectives and priorities of the PSHCE curriculum.



- Agree the priorities for students' personal and social development and identify the major opportunities for meeting these priorities across the curriculum.
- Raise awareness amongst all staff of how they can contribute to the personal and social development of students.
- Attend relevant courses and network meetings.
- Provide appropriate support and training for teaching staff.
- Monitor the PSHCE programme including the use of outside agencies.
- Evaluate the PSHCE programme.
- Contribute to the annual review of this policy.

ADOPTED BY THE GOVERNORS ON: 26 November 2020  
POLICY REVIEW DATE: November 2021

Signed by:

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|-------|--------------------|----------------|
| _____ | Headteacher        | Date: 26-11-20 |
| _____ | Chair of governors | Date: 26-11-20 |