

PSHEE Policy



Chilton Trinity



Personal, Social and Health and Economic Education (PSHEE) Policy

Contextual statement

Chilton Trinity Technology College is a urban/rural secondary school taking children from the local area and surrounding villages.

Mrs B Hedaux coordinates the development and implementation of PSHEE in the school. The Student and Curriculum Support sub-committee of governors oversees PSHEE provision and has a statutory responsibility for the sex and relationship policy in the school. One member of the sub-committee takes responsibility for overseeing all PSHEE related issues.

DEVELOPMENT PROCESS

The member of staff responsible for overseeing and reviewing this policy is Mrs J Taylor.

Date of policy: 1 September 2010.

Date for review 3 November 2010.

The policy has been drawn up in consultation with all teaching staff, other school staff, parents/carers, students, governors, members of the wider school community and other agencies.

LOCATION AND DISSEMINATION

The policy can be found in the p:/ drive labelled 'Policies'. 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.

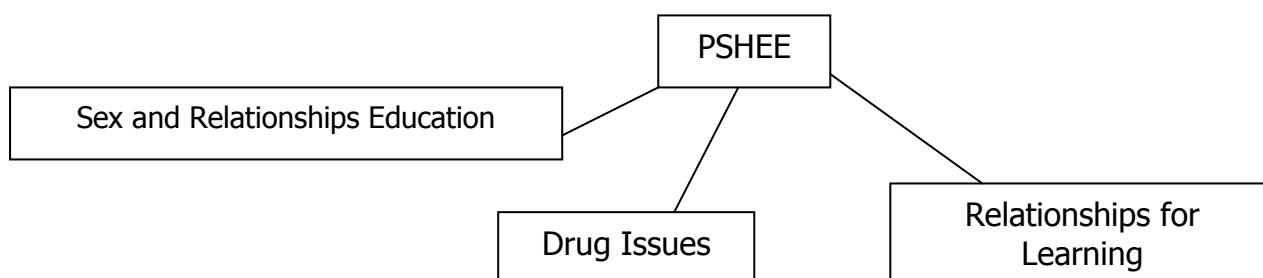
LOCAL AND NATIONAL GUIDANCE

This policy is in line with general guidance from the Department Children Families Schools (www.dcf.gov.uk), the National Curriculum (www.nc.uk.net), the Qualifications and Curriculum Development Authority (www.qcda.gov.uk) and Teachernet (www.teachernet.gov.uk) as well as the National Healthy Schools Programme (www.healthyschools.gov.uk), of which the school is a part.

POLICY STATEMENT

The purpose of this document is to be an umbrella for Personal, Social, Health and Economic Education (PSHEE) that encompasses separate school policies for *(sex and relationship education, drug issues, relationships for learning and our single equalities policy)*.

The following diagram shows how this might be explained – schools can decide which of their policies might be grouped in this fashion.



AIMS AND OBJECTIVES

The Macdonald Review to make PSHEE Statutory 2009 states, “that Personal, Social, Health and Economic (PSHEE) education aims to help children and young people deal with the real life issues they face as they grow up. The issues that PSHEE covers are central to young people’s well being”

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

PSHEE is a basic entitlement for all students. It is embedded within the ethos of the school and is reflected in the core values and philosophy of the school.

PSHEE is about what it is to be a person. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable students to lead confident, healthy, responsible lives as individuals and members of society.

In school, 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 the school and the wider community. It aims to enable students to

- value others and feel valued
- respect others and be respected
- be independent and interdependent
- behave responsibly
- have a concern for justice and uphold the rights of others
- understand the consequences of their actions
- treat others the way they would like to be treated.

PSHEE gives students opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and that of others in society, thus allowing them to build meaningful relationships. It also promotes students’ well-being and self-esteem enabling them to take responsibility for their learning and future life choices.

PSHEE is the joint responsibility of the individual, the family, the school and the wider community. Through our PSHEE programme, individual students are encouraged to show respect for our common humanity, diversity and the differences between people.

EQUAL OPPORTUNITIES

We promote the needs and interests of all students irrespective of gender, ethnicity, sexual orientation, ability or aptitude. Good quality work to the best of their ability is the target for everyone.

We promote social learning and expect our students to show a high regard for the needs of others. PSHEE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

FORMAL CURRICULUM

Opportunities for promoting students' personal, social and emotional development exist throughout the curriculum. Staff have identified an entitlement for students throughout their school career and opportunities for enrichment within the curriculum through

- Specific PSHEE courses
- Core and foundation subjects
- Assemblies
- Circle Time
- Theatre-in-Education
- Artists in Residence
- Student Voice
- Peer mentor
- Invited visitors
- Tutorials
- Mentoring
- Whole school events
- Educational visits and school trips
- Residential experiences
- Sports teams and sports leadership
- Mini enterprise schemes
- Work experience
- Community projects.

Details of the scheme of work can be found in the p:/ drive

The school leads the programme, but outside visitors play a role. There is a school protocol for involving outside visitors referring to the Somerset Visitor Guidance Document .

The outside visitors who contribute to the PSHEE programme are:

The School Nursing Team
Police Community Safety Officers (PCSO's)
Theatre in Education.

There are guidelines for staff on handling sensitive and controversial issues and confidentiality.

MONITORING AND EVALUATION

PSHEE will be monitored through the Team Review process.

ASSESSMENT, RECORDING AND REPORTING

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

Students 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 students' self-awareness and self esteem.

LINKS TO OTHER POLICIES

Other school policies contribute to the personal, social and emotional development of students.

- Sex and Relationships Education (SRE)
- Anti-Bullying
- Drugs Policy
- Safeguarding Policy
- Confidentiality
- Food and Drink
- Single Equalities