

# **Hexham Middle School**

## **Personal, Social, Health and Economic (PSHE) Education Policy**

### **Including Programme of Study**

## **Aims for PSHE**

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- Promote safeguarding pupils' wellbeing protecting them from harm.

PSHE education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE addresses both pupils' direct experience and preparation for their future. A spiral programme ensures learning is revisited, reinforced and extended in age – and stage-appropriate contexts. PSHE meets pupils' needs and is tailored to local circumstances.

## **Programme of Study: The Core Themes of PSHE are**

### **1. Health & Wellbeing**

In Key Stages 2 and 3, pupils are taught:

- how to manage transition
- how to maintain physical, mental and emotional health and wellbeing. Sexual health is taught within the context of healthy relationships in KS3.
- about parenthood and the consequences of teenage pregnancy in KS3
- how to assess and manage risks to health and 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
- the role and influence of the media on lifestyle

### **2. Relationships**

In Key Stages 2 and 3, pupils are taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- 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
- about the concept of consent in a variety of contexts
- about managing loss, including bereavement, separation and divorce

- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support

### 3. Living in the Wider World

In Key Stage 3, pupils focus on 'economic wellbeing, careers and the 'world of work' and are taught:

- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- how personal financial choices can affect oneself and others and about
- rights and responsibilities as consumers

## School Environment, Relationships and Ethos of the School

- At HMS, we aim to promote a school environment which will foster the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

### PSHE

- Aims to promote positive relationships between pupils and between pupils and staff.
- Seeks to achieve an atmosphere of mutual respect where working together and consideration for others are paramount and where all pupils have structured opportunities to participate in school life.

## School Curriculum

Opportunities exist throughout the curriculum for promoting pupils' personal, social and emotional development.

- PSHE Curriculum provision
  - Half termly rotations alongside religious education, 1 hour per week, in KS2
  - 1 hour lesson per week in KS3...
  - Elements of PSHE are also taught through and in other subjects/curriculum areas. For example: science, RE, English, geography, food and nutrition, design technology, history and PE.
  - Through PSHE, citizenship activities, school events, assemblies, tutor time, guest speakers.

There is on-going evaluation and monitoring of the programme for PSHE and citizenship.

- Areas for development are identified and addressed as part of the bi-annual?? review.
- Feedback from pupils is regularly sought via class discussions, School Parliament and pupil panels. Actions are taken as a result of concerns raised, for example, CCTV cameras have been installed in areas of concern to our pupils, and benches provided for social areas

## **Approaches to Teaching and Learning**

To facilitate pupils' learning in PSHE and citizenship:

- The purpose and objectives of each lesson are 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, practise 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 their own progress where necessary
- Attention is given to developing a safe and secure classroom climate.
- Staff training needs are met.

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| <ul style="list-style-type: none"> <li>• A range of teaching and learning strategies (paired, group work, discussion as appropriate) are used in delivering the programme.</li> <li>• Resources include: DVD, websites and use of computer suites or i-pads. Materials for sessions are available in an electronic format.</li> <li>• Staff are encouraged to develop their skills in all areas of PSHE, through the use of specific training courses.</li> <li>• Whole school INSET addresses training needs as they arise.</li> <li>• Amanda Frankish, Deputy Headteacher, also leads training on issues such as Child Protection.</li> </ul> |
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The school leads the programme but outside visitors have a role. There is a school protocol for involving outside visitors.

- Outside visitors who contribute to the PSHE and citizenship programme:
  - Public Health School Nurses – sex education
  - Police – local issues e.g. knife crime, online safety, Child Sexual Exploitation
  - Bereavement Counsellors??
  - NDAS (Northumberland Domestic Abuse Services)??
  - Tynedale Hospice at Home
  - NSPCC

- North-east based universities
  - Fire Services
  - Safety Works
  - Show Racism the Red Card
- All adults other than teachers working in the classroom are DBS checked and have a fully qualified member of staff in the classroom with them at all times.

There are guidelines for staff on confidentiality and handling sensitive and controversial issues in the following documents:

- Confidentiality Policy
- Sex and Relationships (SRE) Policy
- Child Protection Policy
- E-Safety Policy

## **Celebration of Achievement – Assessment, Recording and Reporting**

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.