

PERSONAL, SOCIAL AND HEALTH EDUCATION

PURPOSE

This policy defines the school's position with regards to personal, social and health education (PSHE). It is directed at the whole school, and all the school will be involved in implementing it.

POLICY STATEMENT

At North Axholme, we believe that PSHE at key stages 3 and 4 helps our students to lead confident, healthy and responsible lives as individuals, and members of society. Through work in lesson time as well as a wide range of activities they pursue across and beyond the curriculum, students gain practical knowledge and skills to help them to live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. PSHE gives students the 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. It helps them to show respect for the diversity of, and the differences between people, It also develops students' emotional 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. PSHE at key stages 3 and 4 builds on student's own experiences, and upon work they covered in their primary schools. It also complements citizenship in the curriculum, which covers public policy dilemmas related to health, law and family (see separate citizenship document).

PSHE IN KEY STAGE 3

Students will build upon the experience, confidence and competence they developed in key stage 2, learning new skills to help them make decisions and play an active part in personal and social life. They learn how to plan and manage choices for their future option choices and career. They continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and feelings. They also learn to cope with changing relationships and understand how these can affect their health and well being. They make the most of new opportunities to take part in the life of the school and its communities.

PSHE IN KEY STAGE 4

During key stage 4 students use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to new and more adult roles in school and the wider community. They develop the self-awareness and confidence needed for adult life, further learning and work. They have opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them. They develop their ability to weigh up alternative courses of actions for health and well being. They gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinion and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions. They learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek advice about these and other personal issues. They learn to respect the views, needs and rights of people of all ages.

HOW PSHE IS DELIVERED WITHIN THE SCHOOL

PSHE is taught by dedicated teams of staff to teaching groups in all years. It is delivered in two distinct but integrated ways. The year teams have responsibility for much of the content included in the timetabled weekly lesson for all students. The remainder is delivered through assemblies, special event and across the curriculum. Many external sources of delivery are organised from multi agency teams to theatre groups.

INVOLVING STUDENTS IN THEIR OWN LEARNING

It is recognised within the school that particularly in the area of SRE and drugs education, students should be surveyed to see what they already know and what they would LIKE to know, so this is regularly reviewed by the subject teachers and lesson content reviewed accordingly.

ASSESSMENT WITHIN PSHE IN LIGHT OF THE NEW NATIONAL CURRICULUM GUIDELINES

Reports to parents go home at the end of each year, but in line with QCA guidance do not have a NC level for PSHE and careers. Guided self-assessment is seen as being very important and students periodically fill in a self-assessment sheet (with guidance) as part of this process. In KS4, students will be formally assessed via the external qualification of CoPE/ASDAN in modules on drug awareness and SRE.

TRAINING OF STAFF WHO TEACH PSHE

Staff training will focus on areas of identified need e.g. drug awareness, teaching controversial issues and SRE. Graduate teachers and NQT's will also have appropriate training and will be offered the chance to attend LEA courses.

RESPONSIBILITY OF STAFF WHO TEACH PSHE

It is the responsibility of all staff who deliver the subject to make sure that they are aware of the topic being taught at any particular time and that appropriate planning is in place.

USE OF OUTSIDE SPEAKERS AND LINKS BUILT WITH THE WIDER COMMUNITY

Our school has always been proud of the many links it has to the wider community, and we try to increase these links every year e.g. links to the Council and involvement annually in the Great Youth Debate which cover areas of debate such as local SRE provision and attitudes to sexuality, school nurse, Connexions, Youth services multi-agency SRE team, Students taking part in Operation Lifestyle (run by the police) and Anti-bullying workshops.

We also have a wide range of outside speakers from all walks of the community, in order to broaden the knowledge of our students. A member of staff will always be present within the lesson with the speaker and will lead the lesson in most instances.

Within certain year groups, there are various days when all students are involved in certain day/part day PSHE activities. These activities are there to enhance the existing curriculum. Wherever possible, they will fit in at a time suitable to the existing curriculum so they make more sense to the students and are not just seen as a bolt on activity with no meaning.

USE OF VIDEO MATERIAL AND ICT WITHIN PSHE

The Government and other outside agencies, including the BBC, Teachers TV and Channel 4 have put a great deal of time and effort into making suitable videos (and lesson materials) for PSHE lessons. Where appropriate, we use these in a suitable context. It is always used with relevant materials as a part of a planned lesson and never shown without preparatory and summary work. Appropriate ICT packages, many of them interactive, are also used as well as appropriate websites. Within careers modules in Years

9/10 and 11, students use the school ICT facilities and appropriate programmes such as "Fast Tomato" to enhance learning and help students widen their opportunities.

ASSEMBLIES

Assemblies at the school build upon the issues of spiritual, moral social and cultural awareness taught throughout the school, all aspects of which are embedded within the ethos of our PSHE programme.

HEALTHY PROMOTING SCHOOLS STANDARD

Since 2003, the school has registered with North Lincolnshire's Healthy Schools Coordinator to gain the Healthy Schools standard award. We are currently working towards the new national standard. We believe that this fits in very closely with our whole school ethos of being a healthy school, and it also ties in very closely with the ethos of PSHE, as well as with our wider community. To date, we have involved, for example, catering services, the School Council, the PE and technology departments, peer mentors and rewritten and reviewed the sex education, drugs and anti –bullying policies.

PSHE AND THE EVERY CHILD MATTERS AGENDA

By the nature of the subject, it is recognised that it contributes to the ethos of the Every Child Matters agenda, both within and outside the classroom.

PEER MENTORING

We are not frightened to try to address the issue of bullying within our school, although we do not believe that bullying is any more prevalent than at any other school. Students have PSHE lessons on bullying and how to cope in KS3.

Peer mentors are trained by the LA behaviour consultant to provide support to other students in e.g. bullying issues, settling into a new school, friendship problems etc. The service is well used, and can be cited as a good example of citizenship/ PSHE within the school.

LINKS BETWEEN PSHE AND CAREERS GUIDANCE

Careers guidance plays a big part of PSHE lessons in Years 9, 10 and 11 and is indeed apart of the QCA Programme of study for PSHE. There is a separate careers and guidance policy, which can be referred to in order to find out more about this element (see Mr. J Bartley, Head of Careers). Links between careers/citizenship and PSHE are close and we make sure there is no unnecessary duplication of materials.

LINKS BETWEEN PSHE AND CITIZENSHIP

The two subjects are closely monitored and it is recognised that the two are mutually interlinked, whilst still should be seen as two separate and distinct subjects in their own right.

MULTI-AGENCY DROP IN CLINICS

The school nurse holds a weekly drop in clinic. The role of the nurse and her boundaries of confidentiality are always explained to students. The service is promoted within assemblies and via registers (flyers).

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