

PSHEE Policy

North Bridge House Senior School Hampstead

September 2016



Applies to:

The whole school along with all activities provided by the school, including those outside of the normal school hours

All staff (teaching and non-teaching), speakers and volunteers working in the school

Related Documents:

Teaching and Learning Policy

Child Protection Policy

Spiritual Moral Social and Cultural Policy

Sex and Relationship Education Policy

Equality and Diversity Policy

Behaviour Policy

Anti-Bullying Policy

E-safety Policy

Statement of British Values

Drugs & Alcohol Policy

Availability

This policy is made available to parents, staff and students in the following ways: via the School website, in the Staff Hub, within the Parents Policies Folder where, on request, a copy may be obtained.

Monitoring and Review

This policy will be subject to continuous monitoring, refinement and audit.

Personal, Social, Health & Economic Education Policy

School Ethos

'Our aim is to educate the whole child and to provide a secure and nurturing environment where students learn tolerance, consideration and respect for others.'

At NBH Hampstead, we recognise that the personal and social development of children underpins the whole of the education process.

PSHEE is not just a body of knowledge to be learnt but is a principle connected to the school's ethos that should enhance the self-esteem, identity and potential of each student. Through our teaching we actively promote the safety, wellbeing and protection of children and young people and enhance their understanding of themselves, others and the society and world in which they live.

(PSHEE) Personal, Social, Health & Economic Education (PSHEE) contributes to the school curriculum at NBH Hampstead by helping to give students the knowledge, skills and understanding they need to be safe, informed, active and responsible citizens.

We understand that pupils' needs are varied and ever-changing. We aim to provide a structured but flexible PSHEE curriculum which can adapt and evolve to best meet the needs of the pupils in each cohort.

Aims & Objectives

The aim of PSHEE is to help children and young people understand and value themselves as individuals and as responsible and caring members of society.

To this end we will:

- promote a healthy lifestyle
- prepare students for the opportunities, responsibilities and experiences of adult life
- offer our students the opportunities to achieve their physical, psychological and social potential
- prepare students with important life skills that will help them function effectively in their education and beyond
- promote attitudes and behaviour which contribute to positive personal, family and community relationships
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs
- encourage the development of personal skills that enable children and young people to function successfully as members of society

We will encourage pupils to:

- develop self-awareness, self-esteem and self-confidence
- build the necessary skills to be self-reliant and self-motivated
- accept responsibility for the consequences of their own actions and choices
- acquire a sense of social and moral responsibility
- explore and accept their own feelings and emotions and those of others
- explore positive ways of resolving conflict
- think critically and explore different strategies for problem solving and decision-making
- communicate clearly and express opinions confidently
- listen to and respect the values and opinions of others
- explore their own values and attitudes and be aware of how they arrived at them and how they impact on others
- create an atmosphere of respect and tolerance
- set themselves achievable and challenging goals
- take risks and make mistakes within a safe environment
- adopt a healthy lifestyle and be aware of the importance of the wellbeing of themselves and of others
- understand society and its political, economic and legal structures
- learn from their own and others' experiences
- be aware of world issues and the role of the individual within a wider context
- keep themselves safe

Teaching and Learning

PSHEE is delivered by staff to pupils in a range of group sizes in weekly lessons for all students as part of the curriculum.

PSHEE is structured flexibly to allow combinations of small group work to facilitate discussion and extended exploration, whole year group work to share talks, workshops and presentations (by both pupils, staff and external speakers) and the joining of groups for team-taught sessions as meets the needs of the curriculum.

PSHEE also permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout NBH Hampstead. There are particularly strong links with the Science curriculum as well as Literacy, Geography, History, Maths and the Arts. Staff are encouraged to identify and enhance cross-curricular links.

Much of the teaching and learning achieved in PSHEE is experiential and active. It involves group activities that are informative, engaging and thought-provoking. They lead students to explore and make their own discoveries whilst developing a range of skills.

The majority of work completed in PSHEE is oral and discursive, but worksheets and ICT are used when appropriate. Lessons include a wide range of strategies and activities relevant to the age of students such as:

- experience sharing
- story telling
- research
- voting
- discussion
- debate
- clips
- individual, paired and group work
- brainstorming
- interviewing
- role play
- quizzes
- questionnaires
- worksheets
- circle time
- art and design
- practical implementation
- projects
- presentations
- trips and social events with a PSHEE focus

Assemblies

PSHEE topics are taken into consideration and included in:

- Year group assemblies
- Key Stage Assemblies
- Whole School Assemblies
- Information Evenings to Parents
- Talks to Pupils by external speakers
- Talks to Parents by external speakers

Speakers

Visiting speakers and experts in relevant fields are invited to deliver talks, workshops and practical events for pupils and their parents.

These include talks about issues and themes as well as, for example, talks by the emergency services.

We share the same information that pupils receive with talks designed for their parents. This approach encourages parents to ask questions and for advice regarding sensitive topics and in a comfortable forum as well as to share thoughts with each other and visiting experts about how best to broach conversation and discussion on the same topics with their children at home. This enables parents to be in a stronger position to answer questions and feel confident in instigating follow-up discussion at home to support the sessions delivered in school.

Staff with a particular area of expertise are invited to talk to different year groups or classes during form or assembly time to support the PSHEE curriculum. This includes the School Counsellor who is also available for pupils and parents to consult.

Awareness Weeks

Pupils are encouraged to participate in NBH Awareness Weeks and National Initiatives that tie in with PSHEE and are promoted across the school e.g. Anti-Bullying Week, e-safety and cyber-bullying etc.

Trips and Events with a PSHEE Focus

Events are arranged to give pupils an opportunity to learn more about PSHEE in a social environment and within the context of the wider world, giving them a chance to deploy and reflect upon their skills in an independent but guided environment.

The social events with a PSHEE focus are structured so as to allow pupils the opportunity to ask questions and participate in workshops with external speakers along with their

peers. These events are run after school and combine both a social and educational approach away from a classroom setting.

Parents

Where appropriate, parents will be informed by staff of any follow up discussions they might like to have with their children.

Letters informing parents of Awareness Weeks or important topics and themes are sent home.

Parents are also invited to the series of talks given by visiting speakers. The sessions with parents are designed not only for the purpose of information but also so that parents are aware of the content of talks given to their children by the same speaker. This approach also supports parents in broaching difficult conversation topics with their children at home.

Parents are invited to a series of year group specific Information Evenings and talks to enable a shared understanding between school and home and these Information Evenings encompass aspects of the PSHEE curriculum.

Feedback and suggestions are gathered regularly from parents and pupils so that issues and topics can be incorporated and included to best meet the ever-evolving needs of the NBH community.

Sex Education

See SRE Policy. Parents who do not wish their child to attend Sex Education aspects of the PSHEE curriculum should contact the Deputy Headteacher (Pastoral) with a written request that their child is withdrawn from these sessions.

Careers Education

In Year 10 (with an introduction in Year 9) students are introduced to professions in the wider world. This is achieved through Work Experience week and regular visiting speakers to the NBH 'World of Work' programme where pupils are given access to external speakers from a broad range of professions who are able to give an insight into their own education and career paths and choices and pupils have an opportunity to put questions to each visiting speaker about their work and journey.

Preparatory sessions, including writing CVs, letters of application and preparing for interviews are part of the KS4 PSHEE curriculum. Throughout a student's time in this key stage, individual interviews and detailed feedback sessions take place with the staff to prepare students for Prefect and Sixth Form applications and the Work Experience programme (WEX) and to embed interview and application skills. The WEX programme takes place in the Summer Term for Year 10 students.

Character Education

We are committed to helping ensure that children develop a set of character traits, attributes and behaviours that underpin success in education and work, such as:

- perseverance, resilience and grit
- confidence and optimism
- motivation, drive and ambition
- neighbourliness and community spirit
- tolerance and respect
- honesty, integrity and dignity
- conscientiousness, curiosity and focus

Through PSHEE, the range of guest speakers, assemblies, staff and pupil-led initiatives, form and year group time and opportunities, trips, DofE, leadership opportunities and the values of the term and of the school, Character Education is an integral part of the life of the school.

Year 9 and 10 pupils have the opportunity to join the Duke of Edinburgh Award scheme.

Year 10 pupils also engage in a Leadership Programme, exploring leadership theory, skills and hearing from guest speakers.

Year 10 and 11 pupils have a significant opportunity to develop these skills through the Prefect role.

Assessment & Monitoring

Assessment in PSHEE is recognised as being different than in many other subjects.

Emphasis is placed on self-assessment, review of group work and class discussion.

Marking, where necessary should be with the student present so that their thoughts can be explained and explored thoughtfully and reflectively. Various methods will be used to record students' work in PSHEE e.g. written, oral and pictorial.

Monitoring is carried out by Heads of Year so that relevant modification to Schemes of Work can be undertaken swiftly and effectively.

PSHEE lesson planning is discussed at weekly Year Team meetings and Head of Year Team meetings so that lessons can be tailored to meet the needs of each cohort, including responding to current PSHEE needs if there is a pertinent issue or theme or if there is a parent, staff or pupil suggestion that is put forward for discussion.

Resources

The resources are collated and developed by the Pastoral and year teams and are saved in the relevant PSHEE folders and are overseen by the Heads of Year.

External speakers are deployed to deliver sessions to pupils from all year groups to share their expertise and experience. In addition, external experts provide guidance to staff and contact details of speakers and experts are shared, as appropriate, with parents so that they are able to provide a source of additional advice.

Differentiation & Mindfulness of Sensitive Issues

The nature of the topic allows for a broad range of delivery approaches. It remains incumbent upon the teacher or session leader to ensure that strategies are deployed so that all students are as involved as possible in the discussions and activities taking place and are able to access the PSHEE curriculum. Where a topic is sensitive or requires careful delivery, members of staff other than Form Tutors may lead a session or the services of an external speaker or expert may be deployed.

Members of staff are aware from the pupil support register, students' files, knowledge of their year and form groups, weekly pastoral briefings and regular pastoral staff meetings of any home situation or social difficulty that could make some subjects more sensitive than others.

When planning, staff are required to be mindful of any issues or needs that need to be considered during PSHEE sessions and should check with a member of the SLT or Pastoral team if they require clarification or further advice.

Rationale for Themes

Each year group has a theme that underpins its PSHEE curriculum. The first half-term's topic includes an in-depth exploration of this theme and its implications for the pupils.

Topics taught subsequently keep the principal themes and skills in mind as a thread that runs throughout the PSHEE curriculum for the rest of the year.

Year 7 Change:

This allows pupils to actively explore and be carefully supported in the transition process between primary and secondary schools. It builds into their considering how things will continue to change for them in terms of awareness, responsibilities and changes that will affect them physically and emotionally as they grow up. They explore how they are required to engage differently with their new surroundings and routines as they move through their first year as a secondary school student.

Year 8 Identity:

As Year 8s approach life as a teenager, we aim for them to explore through PSHEE the question of Identity. What makes you who you are? Which influences are positive or negative? Which pressures do society and the media exert? What is individuality? How do changes in friendships and social dynamics affect how you feel? How will you change physically and emotionally as you grow older? How do people protect their identities and keep themselves safe in their daily lives, online and in the wider world? How can self-confidence and self-esteem be promoted in yourself and how can you promote this in others? How are others' identities in the wider community and wider world shaped, defined and influenced?

Year 9 Choices:

Mid-way through Year 9 pupils must make their Option Choices. This major decision, made in conjunction with their parents and teachers, is a key event in the life of all Year 9 pupils. Alongside this, pupils will most likely be facing increasing choices and pressures in their everyday lives. Pupils begin the year by looking at a range of systems of decision-making, cause and effect, consequences and facts about issues, pressures and choices which they are likely to encounter socially as well as academically. We aim for Year 9 pupils to develop skills to be thoughtful decision makers who begin to deepen their sense of personal responsibility for their own choices and for their own wellbeing and futures. They learn how choices made by others in the wider world have implications for others and explore thought-provoking issues about choices available or which are made for them in the wider world.

Year 10 Awareness:

Year 10 pupils have begun their GCSEs and we encourage them to develop a healthy sense of awareness about the journey that lies ahead. In addition, they are moving towards becoming the oldest pupils in the school and PSHEE is an excellent opportunity for them to look at actively taking on responsibility within the life of the school. An awareness of the impact that their own commitment to their studies, school and wider community is essential and it is during this time that pupils become particularly aware of how they are perceived and the potential they have to be role-models and ambassadors for their school. We deepen the focus of active decision-making embedded in Year 9 so that our Year 10 pupils have a practical support network and sounding board to discuss and learn about difficult choices and mature decisions they face both within and outside of school, which ties in with the theme of Awareness both in their own lives, the local community and in the wider world. The year culminates with Work Experience, as well as an Information Evening for all Year 10 pupils and parents to prepare and support the cohort and their families through the transition into Year 11, including sharing information about Work Experience and Sixth Form Applications.

Year 11 Resilience:

As part of the broader PSHEE curriculum, pupils in Year 11 are given focused support as they head towards taking their GCSEs. They work on developing practical skills in building resilience and coping with stress as well as developing study and revision skills to prepare them for the tasks ahead. In addition, they are given mock interviews in late September and are coached in developing interview skills and techniques as they work towards the Sixth Form application process which again, is a feature of their year that requires careful preparation and an anticipatory resilient approach.

Signed:



Georgina Masefield, Head Teacher