



Codsall High Federation of Schools Personal, Social, Health and Economic Education (PSHEE) Policy

'PSHEE integrates students personal and social learning and empowers them to reach their full potential. It develops the knowledge, attitude and skills necessary for effective participation in society.'

J. Ryder and L. Campbell. Routledge. 1998.

There is currently a statutory responsibility for schools to provide a curriculum, which includes the delivery of a programme of Personal, Social, Health and Economic education. Legislation and advice have been made available. Citizenship was introduced in the revised curriculum in September 2000 and became a foundation subject in August 2002. Assessment is statutory for KS3 and KS4. Reporting is also statutory for KS3 and KS4.

The national curriculum now states: *Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.*

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study.

Aims and Objectives

- Foster positive social and personal relationships
- Help students to make responsible, realistic and informed decisions
- Encourage a healthier lifestyle, physically, mentally, spiritually and socially
- Stimulate and develop independent critical faculties

- Show the balance between responsibilities as members of society and their rights as individuals
- Give opportunities to challenge inequality
- Allow development of personal monetary responsibility

Skills

PSHEE will help students develop the following skills:

- Problem solving
- Decision making
- Social
- Communication
- Numeracy
- Financial capabilities
- Critical awareness
- Study skills
- Information Communication Technology
- Improving own learning and performance
- Thinking
- Work-related learning
- Participation
- Exploring values

Content

The PSHEE delivery has taken into account the Curriculum Guidance 5, Health Education, Curriculum Guidance 8, Every Child Matters and its components are:

- Substance use and misuse
- Sexual relationship education
- Family life education
- Safety
- Health related food and nutrition, and exercise
- The nature of community – promote community cohesion
- The duties, responsibilities and rights of being a citizen
- Financial education
- Mental Health and Wellbeing – this needs referencing for the award

PSHEE organisation

Middle Schools Organisation

The Middle schools follow the National Programme of Study for PSHEE and there is liaison between the two middle schools to share resources.

Subject/staff meetings are held for staff at both Bilbrook and Perton schools to discuss assessment, delivery and planning.

The programme is also supported by outside agencies including; school nurse, road safety team, fire service, police and theatre groups as and when appropriate.

High School Organisation

The curriculum area is line managed by the Assistant Head - Pastoral. Content is largely designed by the AHT and Heads of Year, and delivered by numerous tutors in an active and individual style in their horizontal tutor group.

Year team meetings take place once a term where content is discussed and the results of student questionnaires are reviewed.

The programme is taught during tutor time and in the rotation block in years 9 and 10. The resources are mapped so that the tutor material and the rotation block is kept separate.

Monitoring and Evaluation

Monitoring

- The programme is monitored through Heads of Year meetings and through monitoring of the provision during tutor time and the rotation block
- The programme is changed or altered following recommendations from the government and in line with the PSHEE Association.
- Special Educational Needs students are offered relevant support.
- Questionnaires are done at the end of each block to analyse understanding.

Evaluation

- Teaching staff evaluate constantly through the delivery of their sessions
- In Heads of Year meetings staff evaluate the schemes of work.
- Specific staff have responsibility for Sexual Relationship education, on line Learning, and mental health

Student Access

All students have access to the PSHEE curriculum and equal access to facilities and equipment. Students may be grouped in many ways and flexibility is encouraged.