



## **PSHEE Subject Policy**

Staff Responsible: *Debbie Shidders*

Date Reviewed: 2013/14

Date of Next Review: *Every 3 years- 2016/17*

### **1. Rationale:**

Pupils' personal, social and emotional development can be encouraged by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

In our school we:

- Treat everyone in school with respect
- Encourage open communication between staff, pupils and parents, so that all feel their views can be expressed and listened to
- Maintain a "you can do it" attitude and celebrate achievements
- Encourage co-operative ways of working between staff and pupils
- Develop a classroom that is welcoming, supportive and helps pupils to feel valued
- Value democratic processes both for staff and pupils

### **2. Aims:**

The framework for PHSE sets out the following aims to help young people to:

- Lead confident, healthy, responsible lives as individuals and as members of society
- Gain practical knowledge and skills to help them live healthily, safely and deal with the spiritual, moral, social and cultural issues
- Reflect on their experiences and how they are developing
- Understand and manage a wider range of relationships, and to show respect for the diversity of and differences between people
- Develop a sense of well-being and self esteem
- Develop further as effective and motivated learners who value their achievements
- Gain an appreciation of the necessary part they play within the community of our school and how this is reflected in the wider community
- Gain an understanding of what democracy means and how it relates to how decisions are made in school and the wider community
- Make the most of their abilities

### **3. Organisation/Provision:**

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

Curriculum opportunities include:

- Discrete curriculum time
- Teaching PHSEE through and in other subject/curriculum areas
- Informal links with wider curriculum areas include:
- School performances and events
- School assemblies
- Clubs and societies
- Activities in the local community
- Work experience
- Fund raising activities
- School council
- Educational visits
- Peer mediation

#### **4. Teaching and Learning Approaches:**

To facilitate pupils learning in PSHE

- The purpose of each lesson is 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 knowledge
- Pupils are encouraged to take responsibility for their own learning and to record their own progress
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met

The teaching of PSHE will:

- Involve both active and interactive strategies e.g. discussions, circle time, role play, ranking, values dialogue, surveys, hot seating etc
- Include a variety of media in order to present issues
- Involve cross-agency working
- Recognise the different ways in which students learn
- Take into account their different learning styles
- Include individual, group and whole-class teaching as and when appropriate

The school leads the programme but outside visitors have a role. They can:

- Provide specialist knowledge and up-to-date information about an aspect of the programme of study;
- Promote links between school and local agencies and organisations, for example, the council, police, citizens advice bureau and religious communities;
- Provide opportunities for pupils to become more involved in local communities;
- Provide an extra dimension and variety for pupils;
- Offer different points of view on local and national issues.

Controversial and Sensitive Issues

Staff are aware that views around PSHE and SRE related issues are varied. However, while personal views are respected, PSHE issues are taught without bias. Topics are presented using a variety of values and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

#### **5. Equal Opportunities:**

Educational opportunities at Manor Green College are available to all students, irrespective of gender, special needs, religious belief, and other ethnic or socio-economic background.

#### **6. Accreditation (if applicable):**

Not applicable.

#### **7. Assessment, Recording and Reporting:**

During the first term after students start at Manor Green College, teaching staff will estimate how much progress they would expect each student to make over the next five years. This judgement will be based upon existing data, further baseline assessments, and teacher experience. This 5 year target, which will be individual to each student, will then be used to monitor students learning progress during KS3 and 4.

SIMS is used to track students' progress from Y7 to Y11. End of Year expected targets are automatically generated by SIMS based upon the 5 year target. The rates of progress are reviewed at the end of each term, end of year and end of Key Stage.

Teachers enter the NC level at the end of each term directly into SIMS. At the end of the Spring and Summer term the teachers make a judgement about whether students are on track to make expected progress. This is record as (+) exceeding, (=) making expected, or (–) not making expected progress. If a student is identified as not making expected progress a Student Improvement Plan (SIP) is produced to identify strategies to be put in place to address the issues.

At the end of the Summer term Progress Reports are produced for parents and students levels are exported to CASPA for data analysis.

Student progress is reviewed by Assessment Coordinator at end of Spring and Summer terms and reports produced for Subject Leaders.

#### **8. Role of the Subject Leader:**

To lead the coordinated whole College planning of PSHEE. To ensure that all students are making the maximum possible progress, relative to their starting points, abilities and expectations. Maintain an annual register of all MGC staff who teach or support your subject, including the number of taught hours in each year group. Produce, and keep updated, a coordinated curriculum plan for all year groups across all college settings and so ensure consistency and continuity of provision. Monitor & evaluate all subject planning to ensure compliance with the principles and expectations of the whole College curriculum plan. Provide an annual evaluation of student progress. Lead moderation of marking and assessment. Be aware of all NC and other curriculum initiatives. Provide advice and guidance on planning, resources, T&L strategies, creative ideas for learning activities. Develop and maintain links with other secondary and special curriculum departments/subject leaders/ curriculum coordinators. Advise AHT and CPD coordinator of subject training needs for your subject staff, and ensure your

own training and development needs are met. Liaise with CPD coordinators to arrange training (e.g. with other schools) as appropriate. Advise AHT on accreditation. Manage a subject budget. Maintain a register of significant resources

#### **9. Subject Review:**

PSHEE is reviewed every 3 years in line with the College Curriculum Policy. PSHEE was reviewed in 2013/2014, and will be reviewed in 2016/17 and every three years after that. A subject development plan is produced that includes costed resource requirements. The Subject Policy for PSHEE is reviewed and updated as appropriate.

#### **10. Resources:**

Other whole school policies contribute to the personal, social and emotional development of pupils

- Overall curriculum policy
- Behaviour policy
- Drug Education policy
- SRE policy
- Equal opportunities policy
- Child Protection policy

**Next Review Date: Autumn 2016**

**This Policy was formally ratified by the Governing Body on 25.3.15**

Signed: \_\_\_\_\_

**Chair of Governors**