



## **C15: PSHE POLICY**

**Last reviewed: July 2005**

**Next Review: June 2006**

**In School Approval**

**Date:**

### **1 AIMS**

To help all students to learn and achieve to the best of their ability  
To prepare them for the opportunities, responsibilities and experiences of life

### **2 STRUCTURE**

PSHE is those aspects of the curriculum that:

- raise students' confidence and self-esteem by reminding students and teachers of the importance of respecting everyone as an individual
- offer an especially supportive climate for learning
- provide a foundation for acquiring the skills needed to learn and grow up at ease with oneself
- increase pupil motivation and deepens their understanding through providing relevant opportunities for 'real-life' learning
- improve students' ability to reflect on and become responsible for their own learning
- reduce the chances that students' education will be interrupted or impaired, for example, by unintended pregnancy, excessive drug use or the fear of bullying.

The learning outcomes of PSHE are:

- developing confidence and responsibility
- preparing to play an active role as citizens
- developing a healthy, safe lifestyle
- developing good relationships and respecting the different cultures, beliefs and interests.

The following statutory requirements are met:

- SRE at Key Stages 3 and 4
- Careers Education and Guidance at Key Stages 3 and 4
- Citizenship at Key Stages 3 and 4.

### **3 RESPONSIBILITY, MANAGEMENT AND CO-ORDINATION**

All school staff and students have the responsibility of ensuring that this policy is upheld, but day to day responsibility is held by the PSHE Co-ordinator, Miss Natalie Black. Miss Black co-ordinates teaching and learning carried out by the tutor teams with that done by the different subject disciplines.

### **4 MONITORING AND EVALUATION**

Monitoring and evaluation of PSHE is carried out as part of the school's monitoring and evaluation policy. To this end, the aim is that all staff teaching PSHE will be observed during the year and constructive appreciation and areas for development discussed with them. PSHE will be an agenda item at every Pastoral Board meeting, allowing for liaison between Heads of Year, Leadership Team, Citizenship Co-ordinator and PSHE Co-ordinator. Additionally, the teaching and learning of PSHE will be discussed on a regular basis with the School Council and Student forums.

### **6 ORGANISATION OF PSHE**

In The Hemel Hempstead School, PSHE is taught by tutors within specific timetabled lessons, totalling 25 hours a year per year group. Additionally large amounts of PSHE will be taught through the subjects of the



National Curriculum. All subjects are capable of teaching PSHE, not just through the subject area itself, but also through the manner of the teaching and learning styles and the relationships and behaviour encouraged and exemplified by the teacher.

## **6 OTHER ISSUES**

### **Continuous professional development and training**

The Hemel Hempstead School recognises the need to develop the skills, knowledge and confidence of staff and is committed to support appropriate training within PSHE.

### **Links to external agencies**

PSHE at The Hemel Hempstead School is greatly assisted by partnership working with the Health Promotion Unit, the LEA's Advisory Service and a large number of other statutory and voluntary agencies. Whilst ever mindful of child-protection issues, the school is committed to having visitors into school and for visits out. All such planned learning experiences are designed to address specified learning objectives.

### **National Healthy School Standard**

PSHE at The Hemel Hempstead School is strongly supported by the school's adoption of the National Healthy School Standard. The school applied for this in March 2002 and we are currently awaiting full accreditation. This process has resulted in a whole school approach to personal and social development, emotional health and well being and physical activity. This is intended to support and give practical expression to the PSHE curriculum and help to raise attainment.

### **Teaching and Learning styles**

The nature of PSHE demands a more active, kinaesthetic learning style than may be the case in other subjects. Although a variety of styles will be used, it is intended that writing will be restricted and that the personal and social skills that are to be learned will be both specified and enhanced through the experiences of PSHE.

### **Assessment**

Methods of assessment are generally unwritten and are more often based on observation or peer, self or group assessment.

### **Progression across Key Stages and Transition**

Some of the PSHE learning objectives are repeated across Key Stages and some may have been covered in primary schools. There is no intention to repeat learning experiences, but to value previous learning by reflecting upon it in class and constructing a progressive curriculum in which understanding is deepened and broadened by age-appropriate learning experiences.

### **Informal Curriculum**

PSHE is not just addressed in the classroom. The Co-ordinator ensures that good use is made of display, assemblies, tutor time, suspended timetable days and many other aspects of school and that they reflect PSHE learning outcomes

### **Cultural Issues**

The Hemel Hempstead School is committed to addressing all issues of equality, including those relating to culture and social inclusion. To this end we have tried to ensure that all students' needs have been considered when planning the learning objectives, schemes of work and curriculum materials. We shall also be taking regular feedback from students about the cultural appropriateness of teaching and learning styles adopted.

### **Links to other Policies**

Sex and Relationships Education Policy  
Drugs Education Policy  
Anti-bullying Policy