



BOLTON
SCHOOL
GIRLS' DIVISION

PSHEE POLICY

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RATIONALE

Every Child Matters, which led to the Children's Act (2004), emphasised that PSHEE should play a vital role in achieving the following outcomes:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Wellbeing

As a curriculum area, it is designed to help give pupils the skills, knowledge and understanding they need to make safe and informed decisions, to lead confident, healthy, independent lives, and to become informed, active and responsible citizens.

At Bolton School, we recognise that teaching about safety and relationships as part of PSHEE education contributes to the safeguarding of pupils: it helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. Through the PSHEE programme, we also seek to develop pupils' resilience and wellbeing. Finally, the PSHEE programme is designed to contribute to the girls' understanding of Fundamental British Values by developing in them a respect and tolerance for others' beliefs and by contributing to their knowledge of British institutions and society.

CONTEXT

We recognise that PSHEE is the responsibility of every adult in the school and to this end all staff should be aware of the issues relevant to their areas of work, in the delivery of both their subject and the PSHEE curriculum. As a school, we are concerned with promoting personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst pupils, teachers and other adults within our community; through monitoring pupils' progress; through pastoral structures; through extra-curricular activities and the school ethos.

Parents have the right to withdraw their daughters from some aspects of the Sex & Relationship Education provided at school. Further information about Sex and Relationship Education can be found in the Curriculum Policy.

HOW PSHEE IS ORGANISED AND DELIVERED

The scheme of work for PSHEE provides a developmental programme that both consolidates and further extends existing knowledge, skills and understanding. The programme is divided into four broad areas:

1. My World
2. My Life
3. My Health
4. My Relationships

These areas are supplemented with a programme of sessions during suspended timetable activities and (for Years 7-10) in the post-examination period in the summer.

PSHEE is delivered both by teachers and, to enrich the programme where appropriate, outside agencies. The School nurses also make a valuable contribution to the programme.

Teachers have access to on-going support and guidance as part of their own professional development and teaching materials are reviewed for quality and relevance.

PRINCIPLES OF THE PSHEE PROGRAMME:

To ensure that each pupil:

- is encouraged to value and respect diversity,
- may develop decision making skills so they are capable of making informed choices,
- is encouraged to value their own achievements,
- is given opportunities for active learning so they develop skills such as problem solving, negotiation, evaluation,
- is aware of a healthy lifestyle,
- is aware of, and sensitive to, a range of attitudes, values and beliefs and has the ability to form and clarify their own,
- is encouraged to be responsible for the good of the community, to exercise self and collective responsibility,
- may continue to develop the skills to deal with an ever-widening range of relationships,
- develops an awareness of Fundamental British Values and the laws which underpin British Society.

The scheme of work ensures that:

- knowledge, skills and understanding are developed,
- appropriate Sex & Relationship Education (see Appendix 1) and Drug Education (see Appendix 2) is provided,
- the issues of bullying (specifically physical, verbal and cyber-bullying) are explored.

The PSHEE provision is a combination of:

- separate curriculum time (50 minute session fortnightly),
- explicit opportunities in other curriculum subjects,
- suspended timetable activities (e.g. the Year 7 PSHEE day includes healthy eating, Year 9 PSHEE includes charity fundraising, careers information and CEOP guidance. Year 9 also have post-examination provision for 'Disability Day'),
- pupils' involvement in the life of the school and wider community (e.g. school council, peer mentoring programme, charity fund raising, community action and environmental schemes such as "eco-schools").

PSHEE is monitored, evaluated and reviewed in the following ways:

- pupils are invited to complete questionnaires at the end of particular topics or the end of the academic year;
- year 13 pupils engage in annual forum to discuss topics and areas with PSHEE Coordinator and nurse;
- Heads of Year, class teachers and pupils provide feedback for the PSHEE co-ordinator about the material covered;
- PSHEE is a regular agenda item at tutor meetings;
- pupil progress is recorded by form tutors via formal comments in end-of-year reports to parents.

Teaching and Learning Strategies Employed in the teaching of PSHEE, including Sex & Relationship Education:

- *Establishing 'ground rules' with the pupils, eg:*
 - no one (teacher or pupil) will have to answer a personal question
 - no-one will be forced to take part in a discussion
 - only correct names for body parts will be used, and explained factually
- *using 'distancing' techniques to depersonalise discussion, eg:*

- rôle play, case studies, videos
- *knowing how to deal with unexpected questions or comments, eg:*
 - by establishing clear parameters about what is appropriate for a whole-class setting
 - by being prepared to discuss the matter later on an individual basis or to refer the pupil to an appropriate person
 - case studies and other structured activities
- *using group discussion and project learning eg:*
 - providing factual information in written form for pupils to keep for future reference
- *encouraging reflection e.g.:*
 - by asking what pupils have learned from the discussion and/or from the experience of others, the extent to which this has helped them, and what else they think they need to think about or learn

Appendix 1 - DRUGS EDUCATION POLICY

Context

Drug misuse by young people is increasing and it is important that our pupils are given the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both present and future.

Principles of Drugs Education

We aim:

- To increase pupils' understanding about drugs and why people take them;
- To increase their self-esteem and confidence and build skills (including risk assessment) to cope in situations where drugs are available;
- To emphasise the benefits of a healthy lifestyle;
- To enable pupils to identify sources of appropriate help;
- To provide accurate information about substances;
- To increase understanding about the implications and possible consequences of use and misuse;
- To widen understanding about related health and social issues, e.g. sex, HIV/AIDS and crime.
- To issue clear guidelines to pupils detailing the school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs and responses to incidents;
- To include planned aspects into PSHEE and other curriculum time which emphasise wider messages about healthy lifestyles and also include the acquisition of skills by young people to deal with a range of situations;
- To ensure all staff are aware of their responsibilities as role models, as form tutors or as part of the team which delivers the cross-curriculum programmes;
- To involve parents and encourage them to take an interest;
- To enable access to advice or help for pupils with problems or concerns;
- To inform pupils of the signs which may indicate misuse of drugs;
- To recognise that outside agencies and speakers have a valuable role to play both in our drugs education programme and in dealing with drug related issues.

This Policy was reviewed in August 2016