



Personal, Social, Health and Economic Education Policy

Adopted:	1 December 2015
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Responsible for Review:	PSHEE Co-ordinator/Associate Head
Committee for Review:	Care and Achievement
Frequency of Review:	2 Years
Statutory:	No

At Bungay High School we see Personal, Social, Health and Economic Education (PSHEE) as being central to the ethos of our school. Through our curriculum, our school environment and our school ethos, we promote students' self-esteem, emotional well-being, resilience and personal confidence. Through this we aim to help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Aims

The aims of PSHEE are to enable students to develop the skills, knowledge, understanding and attitudes they need to be able to:

- have respect for themselves and others, valuing the differences and similarities between people
- develop good relationships with other members of the school and wider community
- be independent, self-disciplined and responsible members of society
- be positive and active members of a democratic society
- develop self-confidence and self-esteem and make informed choices regarding personal, social and health issues
- know and understand what constitutes a healthy lifestyle
- be aware of safety issues and manage risk in their own lives
- move on from school to experience success in further/higher education and the working environment
- achieve their aspirations

Curriculum organisation

Key Stage 3

- Years 7 and 8 students are taught PSHEE within their Religious Education Programme.
- In Year 9, students have a 100 minute session of PSHEE/Citizenship every four weeks on a rolling programme.
- The lessons will follow a planned scheme of work. Through this scheme of work, we cover elements of both PSHEE and Citizenship at KS3.
- In addition to this at KS3 elements of PSHEE and Citizenship are also taught within other subject areas e.g. Science, Geography, English History, and Maths.

A range of learning strategies is used:

- In PSHEE lessons, an emphasis is placed on planned discussions, role-play activities, group-work and problem-solving.



- All teachers will endeavour to provide a safe and comfortable learning environment through the establishment of clear Ground Rules which are made explicit to the students and reinforced consistently.
- Visiting speakers contribute to the taught curriculum.
- Beyond timetabled PSHEE lessons/days, students are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project.
- Students are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; community involvement; school council meetings; recycling; and by taking on roles of responsibility within school.

Key Stage 4

The five strand approach encourages independent and pro-active learning, giving responsibility to the students and enabling them to access knowledge and advice when it is most appropriate for their individual needs.

The five strands are as follows:

Moodle

Moodle is BHS's virtual learning platform. It provides us with a key element within the five strand approach. The tool provides the opportunity to share information with both students and parents. Moodle explains how PSHEE is delivered at KS4. There are links to numerous websites for students to visit during 'early bird' sessions or at their own leisure. As well as the websites there is a link to the App store. This enables students to download the "Better Health" App free of charge. The App has six sub-categories ranging from 'healthy living' to 'treatments and first aid'.

Screens around the school inform and encourage students to make use of the information and available on Moodle and highlight PSHEE – related events as well as sources of help and advice.

Parents are also provided with links from the PSHEE Moodle page to external websites which provide vital information on both what is covered within the school curriculum and more. These can all be accessed via the Moodle website.

Assemblies

There is a weekly assembly programme in place for all years, however if the opportunity arises for KS4 students to have a specific assembly delivered in relation to, for example, National Non-Smoking day, Anti-Bullying Week or E-Safety, it is possible for this to happen.

Similarly, if we receive information on upcoming initiatives (such as a Bike/Moped safety presentation delivered by the



Suffolk Constabulary), an assembly will be arranged.

Assemblies can also be used to 'signpost' students towards the School Nurse Service, the PSHEE related content on Moodle and relevant websites/apps.

Early bird

The Early bird programme allows the PSHEE team to provide sessions on key topics which are priorities within the KS3 and KS4 curriculum.

The School Nurse

The school nurse visits weekly and is available for confidential session on an appointment system and 'drop-ins'.

Occasional Events

Occasional off-time tabled sessions on specific topics/areas of interest are arranged as appropriate. For example, during the Autumn Term 2015 the 'Loudmouth' theatre group are delivering sessions to Years 9, 10 and 11.

There are a number of presentations from visiting professionals on topics such as drugs and alcohol abuse, internet safety and personal safety.

At both Key Stages

- PSHEE will also be addressed in context on a daily basis as questions, issues and incidents arise.
- Whole school and year group assemblies provide opportunities to enhance students' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.
- The "Early Bird" sessions through which we deliver our school's Information Advice and Guidance entitlement are an important element of the PSHEE curriculum for all students.
- Some elements of PSHEE are delivered through the students Core Curriculum – e.g. Economic Awareness and Personal Finance is delivered through Maths, especially during 'Finance Week', The science curriculum covers a number of health related issues. The RE curriculum includes topics such as prejudice, race, actions and consequences as well as a wide range of ethical issues.



Parents

We believe it is very important to keep parents informed about all that we are doing to support their children's personal, social and health-related developments. Letters are sent home prior to the commencement of SRE topics. There is a link on the school's website solely for parents to access, providing useful hints, tips and websites to assist parents when discussing PSHEE topics with their son or daughter.

Equal Opportunities

All students have an entitlement to access the PSHEE curriculum. All students will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All students will be given the opportunity to participate in all activities regardless of gender, sexual orientation, race or ability.

Subject Review and Monitoring

- The PSHEE elements of the Years 7 and 8 curriculum are planned and monitored by the Head of RE.
- Catherine Wiltshire acts as the Co-ordinator for the Year 9 PSHEE course.
- Matt Leech is responsible for our five strand approach at KS4.

We hold regular team meetings to discuss current issues to plan delivery and raise our awareness of new initiatives, practices and resources.

The Co-ordinator of PSHEE at KS4 attends termly meetings with colleagues in our Pyramid of schools in order to plan a coherent PSHEE curriculum through all Key Stages.

Links with other policies

This policy links particularly to the following policies: Sex and Relationships Education, Drugs Education, Safeguarding, Anti-bullying, Learning Expectations and Spiritual, Moral, Social and Cultural.

November 2015. Next Review November 2017 (2 years review frequency)
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