



Fulbrook Middle School

PHSE Policy

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1	C. Leach	13th December 2016	5th January 2017	12th January 2017	January 2019

Fulbrook School PHSE Policy

Rationale

PHSE is a comprehensive area of the curriculum which incorporates the development of self-esteem, sex and relationships education, drug education, personal safety, relationships, citizenship and careers education. The school takes a pro-active stance, believing, that health education is only one aspect of the spiritual, moral, social and cultural development of pupils, contributing to the development of informed, thoughtful and responsible citizens.

Aims of PHSE

The aim of PHSE is to provide every child with opportunities to develop knowledge, skills and attitudes which enable them to become effective learners and effective citizens both within and beyond school.

Teaching objectives at Key Stage 2

Knowledge, understanding and skills are set out in four main strands of learning:

- Developing as a person
- Developing as a citizen
- Developing a healthy lifestyle
- Developing relationships.

Following these guidelines we aim to provide a broad and balanced curriculum that:

- Provides opportunities for all children to learn and achieve
- Promotes children's spiritual, moral, social and cultural development and prepares them for the opportunities and experiences of life

Teaching objectives at Key Stage 3

Pupils' ability to plan for and cope with the future in relation to personal development, relationships and options. PHSE, Citizenship and Careers education and work related learning all involve helping pupils to:

- Know themselves
- Know what choices they have
- Know how to make the choices that are right for them
- Live with the consequences of their choices

PHSE

The non-statutory framework designed to help pupils become confident, healthy and independent individuals. We aim to:

- Develop confidence and resilience and make the most of their abilities
- Develop a healthy lifestyle
- Develop good relationships and respect the differences between people

Citizenship

Citizenship is designed to help pupils to become active, informed citizens and confident responsible members of society. We aim to develop:

- Knowledge and understanding about becoming responsible citizens

- Develop skills of enquiry and communication
- Develop skills of participation and responsible actions

Careers

Careers education covers self-development, career exploration and career management. It gives pupils the knowledge and skills they need to access and make effective use of careers guidance. Careers education now being developed in Years 7 and 8 will provide a foundation for decision making in Year 9 when it becomes a statutory requirement.

Special Educational Needs and/or Disabilities

As with all planned areas of the curriculum, teachers should consider the differentiated needs of pupils with SEND when planning PSHE activities and/or lessons.

Evaluation and Assessment

There is no statutory requirement for end of Key Stage assessment in PHSE and Citizenship. Teachers will use regular feedback and reflective questioning at the end of each unit, to evaluate and assess the pupil's understanding.

Curriculum Organisation

PHSE is taught for one 50 minute session per week. The schemes of work are organised and planned by the coordinator using a recognised scheme and monitored with the pastoral Support Co-ordinator, Safeguarding Lead and Heads of Years when necessary. In addition to this, extra time is allocated for the community Police Officer visits for specialised teaching for drug education, consequences of crime, alcohol, solvents and tobacco and personal and internet safety.

The school nurse visits for specialist teaching for sex and relationships education for all year groups in the summer term (see SRE policy).

As part of the Careers Education for Year 8, a Careers Day is organised in the summer term, where they can talk to professionals from a range of different careers in one to one sessions about all aspects of the world of work.

Teaching and learning

Active learning methods are commonly accepted as the most effective way for teaching about personal, emotional and social issues. The principal behind active learning lies in the sequence of parts of the learning process.

Doing

- This is taking part in a structured activity, such as gathering information, exploring beliefs and values and practising skills.

Reflecting

- Pupils are helped to reflect on the scenario through the use of open questions.

Practising

- By working out what happened

Learning

- Learning from the activity and applying that learning. At this stage the learner is encouraged to think about what has been learned and how they might use it.

Examples of active learning which could be used includes:

- Brain showers
- Small group, paired and whole group discussions
- Reporting back
- Listening exercises
- Storyboards, situation cards, photographs and magazine articles
- Case studies
- Videos and films
- Role-play

Health and Safety

Visitors

A member of staff should always be present in the class to support any visiting speaker. It is that colleague's responsibility to ensure the visitor adheres to school policy and practice in dealing with sensitive, personal, confidential or controversial issues.

Dealing with sensitive and controversial issues

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, are certain to arise in PSHE and Citizenship teaching. The exploration of these issues will touch deeply held beliefs and values and may arouse strong feelings. Part of the purpose of PSHE and Citizenship is to enable children to address sensitive and controversial issues directly in a balanced way and in a safe environment.

The Education Act 1996 aims to ensure that children are not presented by their teachers with only one side of political or controversial issues. Teachers will take all reasonably practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation with due regard being given to opposing views.

All teaching will be done in a way that reaffirms respect for everyone in the school and associated with it.

Confidentiality

Pupils will be made aware that some information cannot be kept confidential and made to understand that if certain disclosures are made then actions will ensue. At the same time pupils will be offered sensitive and appropriate support. Where there is disclosure or suspicion of possible abuse, drug related issues or sex related issues, all adults in the school must respond in line with school's child protection and safeguarding procedures. Teaching staff will protect pupils' privacy in the class by always de-personalizing discussions. Pupils can then explore the issues being raised without having their personal lives or those of their families implicated or invaded and 'used' inappropriately by other pupils.

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