

GORDON'S SCHOOL

POLICY FOR PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

The core principle that guides everything we do is **Putting Students First**.

1. Introduction

At Gordon's we are committed to providing a comprehensive programme of PSHE which includes Citizenship (see separate Policy). We consider PSHE to be of such importance that it is delivered weekly throughout Key Stage 3, Key Stage 4 and Key Stage 5, during a one hour lesson by a designated team of PSHE teachers. The PSHE programme contributes in a substantial way to the ECM values and as such the Assistant Head (curriculum) is also involved in the programme.

The PSHE team is led by the Head of PSHE who is line managed by the Deputy Head (Pastoral).

2. The Curriculum

2.1 During Key Stage 3, Key Stage 4 and Key Stage 5 students are taught the following knowledge, skills and understanding to aid them in:

- developing confidence and responsibility and making the most of their abilities
- developing a healthy, safer lifestyle and promoting wellbeing
- developing healthy relationships and managing risks
- developing an understanding of living in the wider world, economic wellbeing and respecting the differences between people

2.2 During Key Stage 3 students:

- learn about themselves as individuals and as members of communities
- become more self-aware through self-science lessons (character education)
- develop a positive sense of themselves and explore the influence of the media
- take responsibility for themselves and become aware of the rights and views of others
- make decisions and play an active part in their personal and social life
- plan and manage choices for their courses and career
- manage risk and make informed decisions
- develop and maintain a healthy lifestyle and explore the physical changes that take place during adolescence
- identify different types of relationships and learn how to cope with them
- make the most of new opportunities
- carry out basic first aid training

During Key Stage 4 students:

- use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take new and more adult roles in school and the wider community
- develop the self-awareness and confidence needed for adult life, higher education and employment
- have opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and reflecting on their progress
- develop their ability to weigh up alternative courses of action for health and well-being
- gain greater knowledge and understanding of spiritual, moral, social and cultural issues
- learn to understand and value relationships
- learn to respect the views, needs and rights of people of all ages

During Key Stage 5 students:

- prepare and plan for their futures and independent living
- consider personal finance and the options available to them
- learn to take responsibility for their own health and wellbeing
- identify and manage risks in a range of age appropriate settings
- explore ethical considerations and diversity within modern society
- recognize and celebrate diversity
- assess the influences in their lives and are able to make informed decisions, seek professional help and advice
- Appreciate how to maintain a healthy diet and utilize their culinary skills
- Complete a basic first aid qualification

2.3 Schemes of work are held in SharePoint.

3. Delivery

Key Stage 3 and Key Stage 4 PSHE lessons are taught by a team of teachers led by the Head of PSHE. They are delivered in discrete 55 minute lessons throughout Key Stage 3 and Key Stage 4. Key Stage 5 Open Study (PSHE) lessons are taught by a team of teachers led by the Head of Sixth Form.

4. To facilitate students' learning

4.1

- the purpose of each lesson is made clear
- appropriate learning experiences are planned and meet the needs of all the students in the class
- learning experiences draw on students' own experiences or existing knowledge and provide a range of opportunities for students to learn, practice and demonstrate skills, attitudes and knowledge and understanding
- time is given for students to reflect, consolidate and apply their learning
- students are encouraged to take responsibility for their own learning and to monitor and record their own progress
- attention is given to developing a safe and secure classroom climate
- staff training needs are met

4.2 Outside speakers and external providers contribute to PSHE lessons e.g. Surrey Police, Emma Cole, Teenage Cancer Trust, Dementia Friends and First Give. The schools nurses are also used at various points throughout the year with the delivery of Key Stage 3 and Key Stage 4 topics, such as RSE and basic first aid.

5. Monitoring and Assessment

5.1 Students' work is monitored in PSHE and students in Year 7 and Year 8 are responsible for writing a detailed Character report, which is sent home to parents during the Summer Term.

5.2 Students evaluate PSHE modules and contribute to changes and developments.

Mr A Reeve
Deputy Head (Curriculum)

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