



THE WESTWOOD SCHOOL

A TECHNOLOGY COLLEGE

PSHCE Policy

Westwood School PSHCE Policy

1 Characteristics of the School

The Westwood School is a mixed gender, 11 to 18 comprehensive school with approximately 630 students, roughly 40 of whom are in the sixth form. The main ethnic origin of the student population is white European. However, the school is increasingly reflective of a variety of different ethnic backgrounds and nationalities. (see census data) As a result there has been an increase in the number of students at the Westwood School who have English as an additional language. Approximately 21% of students are eligible for free school meals (September 2009).

2 Policy Formation

The entitlement of all young people to PSHCE is emphasized in government guidance (DfEE 2000). In Every Child Matters (DfES 2003) five national outcomes for children are set out: staying safe; being healthy, enjoying and achieving, making a positive contribution and economic well-being. The PSHCE curriculum at the Westwood School fully embraces all aspects of the ECM agenda, with the additional sixth strand in Coventry Schools relating to 'Supportive Family Networks'. PSHE is currently non-statutory in Secondary Schools but is part of the National Curriculum Guidance - Personal Wellbeing & Economic Wellbeing & Financial Capability Programmes of Study for KS3 & KS4. Citizenship is a statutory National Curriculum subject at secondary school level.

The planning and delivery of the PSHCE curriculum is the responsibility of the Assistant Headteacher, responsible for Student Welfare. This is in conjunction with the Young People's Inclusion Officer and the Youth Service provision in the school. The planning and review of the curriculum content (PSHCE and whole school curriculum) is carried out annually, inviting feedback from both staff, students and external organizations to assess the relevance, quality and level of coverage.

3 Mission Statement: Aims and Objectives of the PSHCE policy

The PSHCE curriculum at the Westwood School is designed to give as much practical support as possible to our pupils to create an enjoyable, safe, productive learning environment and to minimize potential health risks for students and their families. Pupils' personal, social and emotional development is encouraged through our supportive school ethos, where all are valued, positive relationships are encouraged and the safe and secure school environment that is conducive to learning and personal development.

The key themes of our PSHCE curriculum are:

- Sex and relationships education (physical and emotional changes; contraception; abortion; family planning; sexually transmitted diseases; sexuality)
- Drug education including alcohol and tobacco
- Emotional health and well being
- Physical activity
- Personal safety (including e-safety practices)
- Healthy eating and healthy lifestyles
- Personal hygiene
- Economic Well-being and preparation for the world of work
- Careers guidance and support (KS3, KS4 and KS5)
- Enterprise education
- Personal identity and cultural diversity (linking with community cohesion)
- Tackling all forms of bullying, prejudice and discrimination
- Challenging common stereotypes
- Spiritual and moral guidance
- Environmental issues and sustainable development
- The role of the legal and parliamentary system in the UK today
- Global Citizenship

Through providing information and guidance in the following areas, we seek to broaden the horizons of our students to ensure they;

- Enjoy safe, healthy, responsible and fulfilled lives
- Recognize and manage risk, taking increasing responsibility for themselves, their choices and behaviour
- Access appropriate levels of support and guidance in school and the community
- Make positive contributions to their families, schools and wider communities
- Understand their roles as future parents and child carers
- Understand the issues surrounding safeguarding and how this impacts on themselves and their relationships with other people
- Embrace all forms of change at different key stages of their lives
- Develop a positive self-image and celebrate their personal achievements, skills and qualities

- Build confidence, knowledge and self-esteem and make the most of their ability
- Recognize, positively acknowledge and celebrate diversity in all its forms
- Explore a range of social and moral dilemmas, learn how to deal with challenges and clarify their own values and attitudes.
- Identify and articulate their emotions and feelings and learn how to manage new and difficult situations positively.
- Learn how to develop and maintain effective relationships with a wide range of people and in a range of social, economic and cultural contexts.
- Are equipped with the knowledge, skills and attributes to make the most of the changing opportunities in learning and work
- Understand the nature of the world of work
- Learn how to manage their money and finances effectively
- Have the skills needed to make informed decisions about their future life choices
- Have developed a wide range of entrepreneurial skills and attributes
- Have developed an awareness of how and why they must become responsible citizens who make a positive contribution to society
- Become successful learners who enjoy learning, make progress and achieve

4 Coverage

PSHCE is delivered primarily during Key Steps lessons (every Tuesday 10.20-11.05). The curriculum is delivered by form tutors. In Year 7 students are taught exclusively as a year group. However, in years 8 and 9 (KS3) and years 10 and 11 (KS4) pupils are taught in vertically mixed tutor groups. Throughout years 7 – 11 the key strands of the PSHCE curriculum are delivered on a modular basis, following the ASDAN Key Steps course (see KS3 and KS4 curriculum plans / schemes of work for further information). KS5 students follow a separate PSHCE curriculum, linking in closely with their enrichment programme (co-ordinated by the Director of Post-16 studies)

Opportunities exist throughout the curriculum for promoting pupils' personal, social and emotional development. An annual review of curriculum coverage is completed to ensure the key strands are delivered throughout the whole school curriculum (see curriculum audits 2007, 2008 and 2009). In addition, all whole school assemblies are closely linked with key themes identified in the PSHCE guidelines. The increasing 'personalized learning curriculum' offers pupils' further opportunities in this area, notably the extension of Wider Key Skills and Life Skills, along with the increasing number of work related placements offered to our KS4 students.

External visitors also contribute significantly to the coverage of the curriculum needs:

- SHADOW (sexual health, drugs, alcohol, smoking, stress, emotions for KS3/4)
- Terrence Higgins Trust (KS4)
- School Nurse Services (basic first aid / sexual health guidance / smoking)
- Sexpression (Warwick University Medical Group KS3 and KS4)
- Caddy / Compass (drug and alcohol abuse sessions in KS4)
- Fire Safety Team (KS3 and KS4)
- Road Safety Team (KS3 and KS4)
- Community Police Team (linked with Crime Prevention Panel)
- One Body, One Life (KS3)
- Community Nutritionist (KS3)
- University of Warwick STAR (Annual KS3 Inter-Culture Day)
- Coventry Peace House (KS3 / KS4 – training Community Ambassadors)
- Coventry Refugee Centre (KS3 / KS4)

To ensure safeguarding requirements are adhered to all external visitors are supervised by a member of the school staff and external visitors are not allowed to remain in a classroom environment with pupils without direct supervision. Representatives from all organizations are asked to provide CRB checks prior to commencing any work with our pupils. In addition, as part of the whole school PSHCE provision, educational visits are undertaken. Parental consent is provided at all times and risk assessments are carried out in accordance to the LA guidance.

5 Approaches to teaching and learning

To facilitate pupil learning in PSHCE:

- The purpose of the lesson is made clear
- Objectives (content / SEAL) are visible at the start of every key steps lesson
- Appropriate learning experiences are planned to meet the needs of all pupils
- Learning experiences draw on pupils own experiences or existing knowledge and provide a range of opportunities for students to learn, practice and demonstrate skills, attitudes, knowledge and understanding.
- Time is given for students to reflect and clarify their own views and opinions

- Pupils are encouraged to take responsibility for their own learning and record their progress in their PSHCE Record of Achievement.
- Attention is given to developing a safe and secure classroom climate
- Staff are provided with schemes of work, lesson plans, assessment criteria for every module of work
- All pupils are given the opportunity to assess evidence, make decisions, negotiate, listen, make and deal with relationships, solve problems and work independently / within a team. This means that a variety of teaching methods are implemented to ensure all students are actively engaged in lessons.
- External training has been provided for staff on more sensitive issues relating to personal well-development. As a result, staff are fully aware of safeguarding issues relating to confidentiality and handling sensitive and controversial issues. (see 'Safeguarding' and 'Child Protection' policies for outline of provision)

Sensitive issues need to be presented in a broad and balanced way, pitched appropriately to the pupils' needs and experience. The use of 'ground rules' helps create a supportive climate for discussion, will encourage the development of trust and confidentiality, and respectful listening to the opinions of others. A sensitive approach to religious beliefs is essential.

6 Assessment

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme. Pupils have the opportunity to assess their own progress by reflecting on their personal experiences and setting personal targets to develop their knowledge, understanding and application of key skills. There are formal opportunities to assess and record learning and progress in different ways. Pupils complete one piece of work each term that is formally assessed by form tutors in Key Steps lessons. Students are provided with the level criteria prior to commencing the assessed piece of work. The assessments can take a number of different forms in KS3 – formal written, group work, oral presentation, drama, producing piece of music or art. The levels achieved by each pupil are recorded each term on SIMS. This level of formal assessment allows staff to judge how effectively pupils can apply their knowledge and skills in a range of simulated or real experiences.

7 Resources

Resources used in PSHCE lessons are reviewed annually (staff and student evaluations) and new resources are assessed for their suitability by the Assistant Headteacher (student welfare). Resources used in lessons should meet the following criteria:

- Resources produced in school must not contravene copyright laws

- Resources used must not use images of humans engaging in any form of sexual activity
- Resources containing information on sensitive or controversial issues must present balanced arguments (link with equal opportunities)
- Resources must not belittle attitudes, customs or moral values which may be earnestly held by pupils and their families
- Sexist, racist or homophobic materials must not be used

In order to ensure the continuity of the PSHCE provision, copies of the policy will be sent out to all our feeder primary schools.

8 Equal Opportunities

The school regards access to a coherent programme of PSHCE as a fundamental right for all its students, irrespective of their academic ability, gender or ethnicity. Some issues may be perceived differently by boys and girls and may be tackled by single sex groups initially. Staff planning and teaching the course will be expected to detect and respond appropriately by rearranging groups for teaching purposes when the need arises (to be co-ordinated by AHT Student Welfare). When discussing moral issues relating to different cultures or religions, pupils should not be allowed to denigrate the beliefs of others. Consideration is given to the design of teaching materials and approaches appropriate to pupils with special needs and EAL pupils.

If a pupil discloses or alludes to any issue that may suggest they are at personal risk, the member of staff must clearly follow the 'safeguarding' policy and ensure the concerns are reported to the appropriate member of staff (Lead Safeguard Coordinator / Child Protection Officer). Staff must follow the clear guidelines outlined in the Safeguarding / Child Protection Policy as appropriate. Similarly, if a child alludes to or confirms they have been the victim of bullying (physical, verbal, racist, homophobic, gender, disability), the member of staff must follow the clear guidance outlined in the school's 'Anti-Bullying Policy' and complete either a Racial Harassment or Hate Crime reporting form. The school will inform the LA of the number of reported racist incidents at the end of each term and will monitor the number of additional reported hate crime incidents. A member of staff who witnesses such forms of bullying in lessons and around the school must also follow the same guidance as above.

9 Child Withdrawal procedures

Parents have the right to request that their son or daughter is wholly or partially removed from receiving the PSHCE programme except for those parts of the part that relate to the requirements of the National Curriculum (Education Reform Act 1988 – section 17a as inserted by the Education Act 1993 – section 241) Parents will be made aware of the schools policy on Sex and Relationships education through the school prospectus / website. If a parent chooses to withdraw their child from any part of the programme, they should be given the opportunity to discuss this matter with the Assistant Head teacher (Student Welfare). If the parental concerns cannot be resolved, arrangements should be made for the withdrawal of the pupil. If the parents are willing, the Assistant Head teacher

should record the parental concerns confidentially so that they may be taken into consideration in the next review of aspects of the PSHCE policy.

10 Evaluation and Monitoring

Monitoring and evaluation procedures are to be completed annually by the Assistant Head teacher (Student Welfare) Form tutors and students are asked to complete an annual review, with the outcomes used to develop / amend the curriculum provision for the year ahead. The views of both are also gauged at Year Team briefings throughout the year. Parents are to be encouraged to discuss the programme with their children and give their opinions in a parental feedback survey.

11 Working with parents

The school is required to make copies of this policy available for inspection by parents. A copy of this attached to the school website and reference to key aspects of the policy is included in the school prospectus. These regulations have the purpose of informing parents about the school policy so that they are better equipped to decide whether or not to withdraw their son or daughter from the programme. The opinions of parents are taken into account when reviewing and planning the policy and curriculum outline. Parents of some religious groups and ethnic minority communities may not be comfortable for their children to discuss aspects of the PSHCE curriculum in public. Consideration should be given to inviting such parents to discuss their needs and concerns privately. The Assistant Head teacher (Student Welfare) should maintain records of contact with parents from meetings, discussions and individual interviews for consideration in the policy review process.

12 Links with other policies

The schools PSHCE policy is linked closely with other key whole school policies:

- Safeguarding policy
- Child Protection policy
- Sex Education policy
- Equal Opportunities Policy

13 Dissemination

School governors and all teachers should have personal copies of the current PSHCE policy. Copies of the policy should be sent to PSHCE co-ordinators at our main feeder primary schools. Parents are entitled to see a copy of the policy on request and a reference copy should be attached to the school website for parental access.

14 Policy Review

The policy will be reviewed on a yearly basis by the Assistant Head teacher (Student Welfare) and the Young Person's Inclusion Officer.