



PSHEE Policy

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Author:	<i>Chris Herron</i>
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Ownership and Control

History

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01	CH	December 2017	Approved	Approved by LGB 31 January 2018
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Intended Audience

Intended Audience	Intended Method of Distribution
Students, Parents/Carers/Staff	Website, Sharepoint Drive

AMENDMENT TRACKER

Name of reviewer: Chris Herron

Date of review: June 2019

Summary of all changes being proposed in this policy review:

Details of amendment
Page 2: Sentence added after the bullet points: From September 2019, PSHEE and British values will become a taught lesson.....
Page 2: "and timetabled lessons" added to the heading: Quality of teaching in PSHEE (Drop down days)

Principle

Personal, Social, Health and Economic Education (PSHEE) is a basic entitlement for all students. It is embedded within the ethos of the school and is reflected in the general aims of the school.

PSHEE is about what it is to be a person, and how to be a valuable member of society. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable students to lead confident, healthy, responsible lives as individuals and a contributing part of society.

In school, students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In particular the community system, and the many activities organised within, support an inclusive and participatory ethos. PSHEE aims to enable students to:

- Value others and feel valued
- Respect others and be respected
- Be independent, but also interdependent
- Behave responsibly
- Have a concern for justice and uphold the rights of others
- Understand the consequences of actions
- Treat others the way they wish to be treated

PSHEE gives students the opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the SMSC issues in their lives and that of others in society. This will allow them to build meaningful relationships. It also promotes students' well being and self esteem enabling them to take responsibility for their future life choices.

PSHEE in the school curriculum

At Harwich and Dovercourt High school we provide many opportunities to promote pupils' personal and social development through the curriculum including:
First aid, sex and relationship education, substances education, financial education, careers education, personal health (physical and mental) and bereavement, rights and abuses.

Outside of the main curriculum, there are a series of drop down days, where students study a particular PSHEE topic or topics for the entire day. Currently there are 3 per year, with the topic and purpose of each day, for each year group, reviewed. The following, listed below, add value to the PSHEE covered through the main curriculum.



Harwich and Dovercourt High School

- Assemblies (Community and whole school)
- Community activities
- Community and school charities
- Cross-curricular projects
- Theatre groups
- Outside speakers and invited visitors
- School student council
- Tutor periods
- Mentoring
- Work with vulnerable students through games clubs at lunchtimes
- Whole school events, such as sports day
- Educational visits and school trips
- Residential experiences
- Sports teams and other activities, such as DofE
- SIGMA and school newsletters
- Young enterprise schemes

From September 2019, PSHEE and British values will become a taught lesson, as part of the new 2 week timetable. Resources will be provided to staff and students by the new Lead teacher for PSHEE.

Success criteria for PSHEE

Students will have an excellent knowledge of how to live a healthy and safe lifestyle. They will leave Harwich and Dovercourt High School with high quality employability skills. The personal development of our students will lead to the majority of them being confident and articulate, showing mutual respect to each other and above all will develop maturity across the year groups.

Quality of teaching in PSHEE (Drop down days and timetabled lessons)

Days will be well planned in advance, in liaison with the postholder responsible for PSHEE. Lessons will be available to non-subject specialists providing clear guidance on how certain difficult issues may be approached with students, for example FGM or CIC.

Same gender staffing will be used as and where appropriate, for example with areas of sex education.

At the start of lessons, learning objectives will be made clear and there will be frequent checks on the understanding through review. Lessons will conclude with a plenary covering what has been learnt but also leaving students with a positive view of the subject matter. This will foster excellent relationships between staff and students encouraging greater participation and improved behaviour.

Teachers will have an awareness of PSHEE and be able to skillfully manage discussions on sensitive and, sometimes, controversial issues.



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Outside speakers who are subject experts will be brought into the school, where appropriate, to inform our students and enrich the curriculum.

Students are responsible for their own learning and are unafraid to challenge concepts presented to them. They will feel confident to question teachers and visitors to broaden their understanding of the subject matter.

Confidentiality

It is important that appropriate ground rules are established for PSHEE work and that staff/students are aware that any discussions during PSHEE should not generally be repeated outside the classroom.

However this should be viewed in conjunction with current safeguarding policies. If a member of staff is worried about a child's health, state of mind or safety as a result of comments during PSHEE, the concerns should be discussed with the relevant safeguarding member of staff.