



PSHCE Policy

updated August 2021

The purpose of this policy is to provide the highest quality PSHCE Education programme which provides learning opportunities which can develop the students' knowledge and understanding about family life, stable and loving relationships, respect and care. It is also about the teaching of sex, sexuality, and sexual health, as well as life skills, personal development and health.

PSHCE Stands for Physical, Social, Health and Citizenship Education.

1. Introduction

The PSHCE programme at Prudhoe Community High School is fully committed to PSHCE Education as a whole school approach aimed at developing the personal qualities, skills and attitudes required to develop citizens who are fully prepared for life in a diverse and challenging society, instilling community values and a sense of purpose.

2. Objectives:

Young people within Prudhoe Community High School are entitled to PSHCE education which as far as is possible:

- develops their spiritual, moral, and cultural understanding
- enables them to take a positive approach to society and their local community
- Promotes their awareness of mental, physical and economic well-being.

The curriculum offer will utilise a wide range of learning opportunities including classroom based lessons, assemblies, tutorial sessions and drop down days as well as embedded themes throughout the core curriculum.

Our PSHCE programme is regularly updated to address new local and national issues and is personalised to each year group.

The Core Themes of PSHCE at Prudhoe Community High School are:

- Enterprise and Economic Education
- Health and Wellbeing
- Relationships and Sexual Education
- Human Rights, prejudice and discrimination
- Drugs and alcohol education
- Careers and preparation for employment

- Living in Modern Britain; the political and legal systems
- Cyber awareness including cyber bullying and staying safe online

3. Outcomes

The intended outcome of the PSHCE programme at Prudhoe Community High School throughout Years 9-13 is to equip our students with the knowledge, understanding, skills and strategies to live healthy, safe, productive, capable, responsible and balanced lives. We believe our programme of study encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic well-being.

Enterprise and Economic Education

Across all Key Stages students are given opportunities to:

- Partake in opportunities to develop teamwork skills, money management, communication, self-sufficiency, confidence, ambition and financial awareness.
- Identify their own personal brand by evaluating their personal strengths, weaknesses and how they can make a positive contribution to the local economy.

Health & Wellbeing

In all Key Stages, the main focus is the ability to deal with new transitions as a result of adolescence, teenage issues and becoming responsible adults. Prudhoe Community High School is committed to developing students who make informed choices, have positive influences on their peers and become role models for future generations.

Across all Key Stages we aim to develop students' knowledge so they:

- understand how to maintain their own physical, mental and emotional health and wellbeing (including sexual health).
- can assess and manage risks to health and to stay safe and the importance of developing positive relationships, looking after themselves and others and knowing where to access help, advice and support.
- Understand the law and their social responsibility regarding unhealthy relationships

Human Rights

Across all Key Stages, the PSHCE programme aims to prepare students to understand

- the changing culture of their local community, workplace and adapting to life in a diverse world where they have access to new opportunities and challenges.
- understand their own rights and responsibilities on becoming citizens that contribute to the local and national economy.
- their right to freedom, the law and how they are protected as consumers, comparing their rights to other countries/citizens and ensuring they interact with others as positive role models with an appreciation of the rules and systems that exist to protect them.
- multi-cultural issues, prejudice and community cohesion and the importance of tolerance and equality for all.

Relationships and Sexual Education:

Across all Key Stages, the emphasis is to encourage relationships that are built on trust, managing emotions, communication skills and accessing sources of information and guidance. Students are encouraged to

- understand the range of relationships that will form their personal and professional lives, as well as social/cultural contexts, sexual relationships and parenting skills.
- learn about how to deal with risky or negative relationships, respect equality and diversity, be aware of bullying, sexual orientation and the emotions experienced in teenage lives with unexpected circumstances.

For Further information see **Appendix 1** (Relationships and Sex Education Policy)

Drugs and Alcohol Education

PCHS is firmly committed to educating and raising awareness of the negative health and mental impact of drugs and alcohol on society, and in particular, on teenagers.

Across all Key Stages our programme is steered towards ensuring students

- are given information, consequences, sources of support, advice and peer mentoring
- are able to identify triggers and have a critical approach to the role and influence of the media on lifestyle choices.

For Further information see Drugs Policy

Careers and Preparation for Employment

PCHS was redesignated for the “Inspiring IAG” quality award in November 2020 for its commitment to delivering the highest quality careers education, information advice and guidance to students. This award is reviewed on a yearly basis by the awarding body and the current designation lasts until November 2023. The school encourages students to be aware of their talents, interests, skills and personality to develop greater self-awareness in preparation for the world of work. We aim to develop students who actively explore opportunities in the world of work and have the confidence to promote their skills and unique identities in all areas of employment.

Across all Key Stages, students are given opportunities to

- enhance their self-knowledge, career management and other employability skills
- use a range of resources and opportunities to investigate future choices and explore alternative routes to their goals
- access independent advice, guidance and support to help them firm up their choices and think about the implications
- choose and apply for an appropriate progression route (GCSE options, Post 16 options and Post 18 options) and, if necessary, financial support
- make a backup plan in case things go better or worse than expected

For Further information see CEIAG Policy

Citizenship, SMSC and Life in Modern Britain

Citizenship has been on the national curriculum in England and Wales since 1991, and compulsory in secondary schools since 2002.

When planned, taught and assessed well, citizenship education is a key element of SMSC. It helps prepare pupils for life as engaged citizens and to meet its opportunities, challenges and responsibilities.

Our PSHCE programme provides many opportunities to develop SMSC, promote British values and help teachers uphold the Prevent Duty.

They stipulate the citizenship curriculum's purpose as providing 'knowledge, skills and understanding' to 'play a full and active part in society'.

Across all stages we do this through:

- promoting an inclusive community and raising awareness of democracy, the rule of law, individual liberty and tolerance.
- encouraging students to question and challenge behaviour and opinions that devalue modern society and to develop critical thinking with reference to politics and the media.
- advocating that our students are respectful and caring individuals who accept responsibility, positively contribute to society and take initiative.

For Further information see the SMSC and British Values Policy

4. Roles and Responsibilities

The Assistant Headteacher i/c Enrichment and CEIAG is responsible for the strategic planning and management of the PSHCE programme in close liaison with the school's PSHCE Curriculum leader. In turn, the Curriculum leader liaises closely with the Heads of Achievement and Learning, teachers of PSHCE and form tutors to ensure continuity and the sharing of good practice. Students with additional needs are supported through the SENDCO. The Governing Body will nominate a link governor to support PSHCE.

All staff contribute to the delivery of PSHCE through their roles as tutors and subject teachers. Specialist sessions are coordinated and delivered by appropriate staff; whether internally or externally.

In Years 9-11 students have two half hour lessons per week during PM registration which is branded as Personal and Cultural Studies (PCS) and across Years 12-13 other elements of PSHE and citizenship are taught through a structured Assembly programme along with weekly Tutorial sessions, Drop Down Days and external support agencies. Year groups 9-11 have a record of their learning in the form of exercise books and year 12 -13 use booklets which follow the VESPA programme which includes elements of PSHCE alongside the structured tutorial programme. We take great care in providing a safe and secure classroom environment whilst delivering sensitive, challenging and difficult topics to prepare our students for adult life.

Themes such as: Relationships, Human Rights, Health and Wellbeing, Prejudice and Discrimination and Employability are embedded in subjects/curriculum areas such as: Philosophy and Ethics, English, Maths, Science, Food Technology, PE, ICT, Geography, Health & Social Care, History and Business

Studies.

The PSHCE programme is planned, monitored and evaluated by the Subject Leader for PSHCE in consultation with the school's Senior Leadership Team, its Governing Body and is Quality Assured through the annual PSHCE Quality Assurance cycle.

There are also annual consultations made with parents and students in order to engage and maintain dialogue with all stakeholders in the curriculum. These consultations feed into the constant monitoring and tailoring of the PSHCE curriculum which enables school leadership to ensure that it is reflective of our students' needs.

5. Policies and Procedures

Prudhoe Community High School is an outward looking organisation and recognises the mutual benefits of working in partnership with a number of local organisations. The number and strength of these partnerships will continue to grow as engagement with external providers increases.

The policy also recognises the range of partners that currently and will continue to support the PSHCE offer within school. These include:

- School Health Advisors - Sex Education
- Policy - local issues, drugs, alcohol, personal safety, anti-social behaviour, driver awareness, radicalisation and extremism.
- Sports Representatives e.g. from Sky Sports
- formal arrangements with external providers of careers guidance and other organisations such as the North East LEP
- liaison with post 16 providers, further/higher education institutions
- employers and training/apprenticeship providers
- employers relevant to Post 16 BTEC students
- parents and carers
- Anne Dale – Independent Councillor for Northumberland County Council and Councillor for the Division of Broomhaugh, Stocksfield and Mickley

6. Information and Training

Staff training needs are identified and PCHS will endeavour to meet training needs within a reasonable period of time. Training and advice is available through the CPD programme and in the following documents:

- PCHS Staff Handbook
- Confidentiality Policy
- E-safety Policy
- Child Protection Policy
- Sex and Relationships (SRE) Policy

8. Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the PSHCE area. The Assistant Headteacher is responsible for the effective deployment of resources. Sources of external funding for activities are actively sought to enhance provision.

9. Review

The PSHCE policy is reviewed annually, and as a result of changes in legislation and/or guidance and recommendations from the DFE and other expert bodies, and takes into account the results of consultation with all stakeholders.

The PSHCE programme should be reviewed annually to assess the quality and appropriateness of provision. Reviews should be robust and include a range of evidence, such as Student/Staff/Parent Voice, work scrutiny and learning walks.

Monitoring should be ongoing to ensure objectives are met and high quality PSHCE is being provided for the young people within Prudhoe Community High School.

Monitoring of this policy

What?	How?	When?
Updates will need to occur as DFE guidance, Ofsted guidance etc and legislation changes etc.	Review against frameworks as and when updated. In consultation with KWI and WLU	May 2018 by KWI and WLU
Staff/ Student/ Parent Views	Staff/ Student/ Parent Voice surveys	Annually

Action	By whom	By when
Updated	Kathryn Williams and Wendy Underwood	May 2017
Approved	Student Welfare & Personal Development Committee	23 May 2017
To be reviewed	Student Welfare & Personal Development	May 2018 annually
Updated	JPN	Aug 2021
Approved	Chair's Action	28/11/2021