



MUNTHAM HOUSE SCHOOL

PHSE POLICY

PHSE Policy

Overview

This policy sets out Muntham House School's Personal, Social, Health and Economic (PSHE) education provision and the ethos that underpins the PSHE curriculum. The three core themes are health and well-being, relationships, and living in the wider world. This policy explains the delivery methods and how the school meets national regulatory guidelines and expectations for the coverage of this area in Secondary School Education.

Aims

- To teach pupils how to be respectful, accepting, kind and understanding members of society.
- To enable pupils to understand their personal development, how their bodies function and why things happen at certain times.
- To ensure pupils feel secure and confident in their bodies and to be proud of who they are.
- To establish strategies for preventing and dealing with risks and challenging situations, including peer pressure and unhealthy relationships.
- To ensure the school ethos of being safe, caring and happy is also achieved outside the school community.
- To understand the influence of drugs, alcohol and harmful behaviours, both short-term and long-term.
- Promote confidence and competence with their life skills, including money management and employment.

Objectives

- To develop pupils' life skills and knowledge of themselves, others, and the world around them.
- To develop emotional intelligence, social skills and interpersonal relationships.
- To experience group discussions and role-play activities to further their understanding.
- To engage in debate and conversation where personal opinions are validated and explained/challenged.
- To enable pupils to communicate in a safe, structured environment whilst practising the skills to feel confident to say No.
- To present pupils with a broad range of age-appropriate topics relevant to today's ever-changing societal norms.

Teaching Guidelines

Relationships and Sex Education (RSE) was made compulsory for Primary and Secondary education (please see additional policy that details this subject).

All pupils come to school with varying levels of understanding and experience. We will determine their starting points by individual and group brainstorming assessments at the beginning of each topic. These mind maps are then used to inform planning and evaluate what was learned at the end of the term.

PSHE is a diverse subject which invites a wide range of teaching and learning styles,

including class discussions, individual writing tasks, role play and practical activities, scenario and debating sessions, topic and social skills learning games, creative and imaginative tasks, and self-reflection work. Learning sessions are planned to encourage independent and reflective learning, paired or small group work with sharing back to the whole class, or whole group discussions.

We help pupils connect with their learning and real life by using examples relevant to their backgrounds, home communities and family arrangements. Questionnaires and skills audits are used at the beginning of each year to inform planning and assessment tasks.

PSHE is a cross-curricular subject with teaching points and learning sequences in Science, Physical Education, Careers, Humanities, Food Technology, ICT and English. Subject curriculum maps align topic areas and common themes throughout the year. Regular, informal, and formal meetings occur with these subject leaders throughout the term to ensure links are cohesive and considered.

PSHE is taught through a 'spiral programme', organising learning into a series of recurring themes, each lasting half a term, which pupils experience yearly. At each encounter, the level of demand increases and learning is progressively deepened.

Curriculum Planning

This is organised in three stages – short-term, medium-term and long-term:

Long Term Planning

Long-term plans are based on the PSHE Association's Programme of Study for Key Stages 1-5. The PSHE Association's Programme of Study identifies the key concepts and skills to be taught through PSHE education and a broad range of topics through which these can be developed, expanded and rehearsed.

The PSHE coordinator undertakes this planning in conjunction with the Learning Support team. Planning, marking and workbook scrutinies are conducted regularly. Collaborative work with the Primary Lead ensures a progressive approach to the long-term planning of this subject.

Medium Term Planning

Medium-term planning organises the three main subject areas into *Health and Well-being*, *Living in the Wider World*, and *Relationships* learning sequences. Each topic area is planned half-termly, with the same topic being simultaneously taught across the year groups. The key concepts are planned progressively, which builds upon key skills and understanding as each pupil develops.

During Key Stage 3, pupils will explore the following topics and themes to develop the concepts and critical skills:

Year 7

Health and Well-being

Transition and Safety: transition to secondary school and personal safety. Health and

Puberty: healthy routines, influences on health, puberty, unwanted contact and FGM.

Living in the Wider World

Developing Skills and Aspirations: teamwork and enterprise skills and raising aspirations.

Financial Decision Making: saving, borrowing, budgeting and making financial choices.

Relationships

Diversity: diversity, prejudice and bullying.

Building Relationships: self-worth, romance, friendships (including online) and relationship boundaries.

Year 8

Health and Well-being

Drugs and Alcohol: alcohol and drug misuse and pressures relating to drug use.

Emotional Well-being: mental health and emotional well-being, including body image and coping strategies.

Living in the Wider World

Community and Careers: equality of opportunity in careers, life choices, and different types and work patterns.

Relationships

Discrimination: racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia.

Identity and Relationships: gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.

Year 9

Health and Well-being

Peer Influence, Substance Use and Gangs: healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.

Healthy Lifestyle: diet, exercise, balance, healthy choices, and first aid.

Living in the Wider World

Setting Goals: learning strengths, career options and goal setting as part of the GCSE options process.

Employability Skills: employability and online presence.

Relationships

Respectful Relationships: families and parenting, healthy relationships, conflict resolution, and relationship changes.

Intimate Relationships: RSE including consent, contraception, the risks of STIs, and attitudes to pornography.

During Key Stage 4, pupils will explore the following topics and themes and develop the concepts and key skills through learning about:

Year 10

Health and Well-being

Mental Health: mental health and ill health, stigma, safeguarding health, including during transition or change.

Exploring Influence: the influence and impact of drugs, gangs, role models and the media.

Living in the Wider World

Financial Decision Making: the impact of financial decisions, debt, gambling and the effect of advertising on financial choices.

Work Experience: preparation for and evaluation of work experience and readiness for work.

Relationships

Healthy Relationships: relationships and sex expectations, myths, pleasure and challenges, including the impact of media and pornography.

Addressing Extremism and Radicalisation: communities, belonging and challenging extremism.

Year 11

Health and Well-being

Building for the Future: self-efficacy, stress management and future opportunities.

Independence: responsible health choices and safety in independent contexts.

Living in the Wider World

Next Steps: application processes, skills for further education, employment and career progression.

Relationships

Communication in Relationships: personal values, assertive communication (including about contraception and sexual health), relationship challenges and abuse.

Families: different families and parental responsibilities, pregnancy, marriage, forced marriage and changing relationships.

POST-16

This is a needs-based curriculum and is dependent on each individual's experiences, prior knowledge and plans.

Short Term Planning

Short-term planning involves weekly lesson plans that set the learning objectives and outcomes, the main activities, reflective learning and plenaries. The short-term plans have both class and individual educational targets and therapeutic and intervention strategies/suggestions. Lessons must be sensitive to a range of views whilst ensuring pupils have access to the learning they need to stay safe and healthy and protect and enforce their human rights.

Monitoring and Assessment

It is important to recognise that assessment in PSHE education is not about 'passing or failing' or behavioural outcomes; it is specific to PSHE education and not other curriculum areas, such as literacy.

We will assess pupils' prior learning at the beginning of each half-term and then assess pupils' progression by revisiting the initial tasks at the end. Formative assessments occur throughout the lesson via informal questioning, discussion, reflection, scaling activities and role plays. We will evidence pupils' learning and progression through photographs, responding to marking, Wheel Outcomes and EHCP targets.

Monitoring the Effectiveness of this Policy

Annually (or when the need arises), the effectiveness of this policy will be reviewed by the Lead Teacher of PSHE, the Head of Education and the nominated governor.

Necessary recommendations for improvement will be made to the Governors.

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