



HALL GREEN SCHOOL

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY 2017

Adopted:	31 January 2017
Next Review:	31 January 2019
Governing Committee:	Pastoral and Curriculum Committee
Responsibility:	Mr D Adams - Headteacher Mrs M Shellis - Chair of Pastoral and Curriculum Committee

Statement of intent

Hall Green School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who are able to make a positive contribution to their community. At Hall Green, our PSHE curriculum is strongly tied to our sex and relationship education (SRE) and pastoral care programme.

The vision for students, staff and others linked to our school is to aim always to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is a welcoming and inclusive community where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents and carers will be informed about the policy via the school website where it, and the PSHE and SRE curriculum, will be available to read and download.
- This policy will be used alongside the school curriculum policy, the school special needs policy and the school career and work experience policy in order to ensure a comprehensive PSHE education.

Key roles and responsibilities

- 2.1 The governing body has overall responsibility for the implementation of the Hall Green's PSHE Policy.
- 2.2 The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.3 The governing body has overall responsibility for reviewing the PSHE Policy every two years.
- 2.4 The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 2.5 The Headteacher will be responsible for ensuring the overall implementation and management of the PSHE Policy.

2.6 The Deputy Headteacher, Assistant Headteacher and appointed Head of House (the PSHE team) are responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy. See appendix A

2.7 Together, the PSHE team will:

- (a) Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
- (b) Agree the overall aims, objectives and priorities of the PSHE curriculum.
- (c) Establish a shared view of best practice to which all pupils are entitled.
- (d) Develop and review this policy.
- (e) Agree the priorities for pupils' personal and social development.
- (f) Identify the major opportunities for meeting these priorities across the curriculum.
- (g) Provide appropriate support and training for departmental staff.
- (h) Monitor the PSHE programme including the use of outside agencies.
- (i) Evaluate the PSHE programme using pupil voice.
- (j) Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- (k) Attend relevant courses and network meetings.

2.8 As required by statutory guidance, the governing body and Headteacher will consult with parents to ensure that the SRE and PSHE policies reflect the needs and sensibilities of the wider school community.

2.9 Hall Green School will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from SRE education.

2.10 Hall Green School will ensure that pupils are also involved in the creation of this policy through the periodic use of pupil voice surveys.

Aims of the PSHE curriculum

2.1. Pupils will learn to:

- Understand what constitutes a healthy lifestyle.
- Understand safety issues, both in real life and online.

- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes ‘socially acceptable’ behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy and respect the rule of law.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other’s right to do the same.

Teaching methods and learning style

- PSHE is taught in a number of different ways: through curriculum subjects, through House and Year group assemblies, through Form Time activities, and through visiting speakers and workshops. A range of teaching and learning styles is used to teach PSHE. See Appendix A.
- We use visiting speakers, such as health workers and the police, to broaden the curriculum and share their real life experiences. Any such speakers are closely monitored by the class teacher who should use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- There is an element of PSHE in pastoral care and we ensure that PSHE and pastoral care teams work together to ensure that there is a safe environment where pupils feel comfortable discussing personal and/or sensitive topics.
- Teaching will take into account the ability, age and cultural backgrounds of all young people in the class and will be tailored accordingly.
- Adaptations will be made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- All pupils with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.
- We will consult with the local community on matters related to PSHE to ensure that local issues are covered in lessons.

- Pupils' questions will, unless inappropriate, be answered respectfully by the teacher.
- All pupils will be encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.

Reporting and confidentiality

- Every lesson should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable consulting their form or subject teacher or another member of staff about this.
- Pupils will be encouraged to have an open dialogue regarding any such issues with their form teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a pupil does wish to speak to a teacher about any such issue, the teacher should ensure that the pupil is aware of this responsibility and refer to the school safeguarding policy.

Key stage 3 and 4 programme of study

The programme of study will cover:

- Facts about drugs and alcohol.
- Contraception and safer sex.
- Sexually transmitted infections and AIDS.
- Safety in the home and on the street.
- Online safety.
- Healthy eating and the importance of exercise.
- Eating disorders.
- The political system of democratic government in the UK, including voting and how Parliament works.
- The justice system and the police.
- Money management, debt and budgeting.
- Responsibility and lifestyles.
- Mental health.
- How to maintain physical, mental and emotional health and wellbeing including sexual health.
- Parenthood and the consequences and responsibilities of teenage pregnancy.

- How to assess and manage risks to health and how to stay, and keep others, safe.
- How to identify and access help, advice and support.
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health.
- How to respond in an emergency, including administering first aid.
- The role and influence of the media on lifestyle.
- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and how to develop parenting skills.
- How to recognise and manage emotions within a range of relationships.
- How to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters.
- The concept of consent in a variety of contexts (including in sexual relationships).
- How to respect equality and be a productive member of a diverse community.
- How to identify and access appropriate advice and support.

Monitoring

As for any other lesson, teachers will keep an attendance record of pupils' attendance at PSHE sessions. The Head of House with responsibility for assemblies ensures that pupils who have missed important safety PSHE sessions are provided with catch up information on their return to school.

Appendix A: PSHE Topics covered in assemblies

Autumn Term 2016 House Assembly Rota

Week beginning	Theme	Delivered by:
05/09/16	No Assemblies	
12/09/16	Head Boy/Girl and House Roles Celebration	HOH / DAD
19/09/16	Learning to Learn	DAD
26/09/16	Various Themes	26 and 27 D of E, 28 Yr10 Work Experience, 29 Yr11 Motivation, 30 Yr10 and Yr11 Mental Health and Well Being External
03/10/16	PE Achievement	SPA
10/10/16	HGGT Launch	BWH
17/10/16	Peer Mentors	RMO
Half Term		
31/10/16	Celebration / House Update	HOH
07/11/16	Anti-Bullying	RMO
14/11/16	Pupil Resilience	ERO
21/11/16	Anti-Bullying	RMO
28/11/16	No Assemblies	Yr11 Mocks
05/12/16	No Assemblies	Yr11 Mocks
12/12/16	Achievement Assemblies	HOH / DAD

14 weeks (Autumn Term)

Spring Term 2017 House Assembly Rota

Week beginning	Theme	Delivered by:
03/01/17	No Assemblies	
09/01/17	Trial by Jury	DAD
16/01/17	Charity	JKD
23/01/17	Holocaust	SWA / 9H
30/01/17	First Aid	ESM
06/02/17	Holocaust	SMN and LOK
13/02/17	Achievement Assemblies	HOH
Half Term		
27/02/17	No Assemblies	Yr10 PIXAL Exams
06/03/17		ASI
13/03/17	No Assemblies	13 Injections, 15 NCS to Yr11, 17 Elevate Training
20/03/17		
27/03/17		
05/04/17	Achievement Assemblies	HOH / DAD

12 weeks (Spring Term)

PSHE Plan 2016-17

Year group	Topic	Provider	Date and time	Cost	Notes
7	Growth mindset	In-house: ASI	First day in September		✓Now done with all Year 7
	Drug awareness	“Natural High”	Autumn term	£350	Completed 10.11.16 ✓
	Sexual behaviour on public transport	WM Police	23 November 2016 9.30 – 10.30 am		✓
	Anti-bullying workshop	Kidscape	Monday 13 February p2-5		P2 7G + part 7E P3 7N P4 7H + 7L P5 7R + part 7E
	Healthy relationships	“Free to be me” materials ERO	To be delivered Thursday 2 March pd1-3 and Monday 6 March pd1-3 in teaching groups in a rotation		
	Peer on peer abuse	RMO/TSM			
	Drugs education	PEV/YKH Lethal high			PEV/YKH to deliver. This will focus on informing pupils about the effects and risks of various named drugs.
	Mental Health	KHA or SHA			KHA will approach New Start to see if one of the leads there would co-present
	CSE	LSM			
FGM/forced marriage	PEV to lead using primary materials			To be delivered by a presenter from Spurgeons or by KHA using resources provided by Spurgeons	

Year group	Topic	Provider	Date and time	Cost	Notes
8	“Safe and Sound” – healthy relationships	Loudmouth Theatre Company	Friday 4 November – as part of anti-bullying month	£157.50	Carried out ✓
	Child sexual exploitation	BAIT materials delivered by TSM/LSM	Week commencing Monday 30 January: Mon p1 8N Mon p2 8E Tues p2 8G Tues p3 8R Thurs p2 8H Thurs p3 8L		Cover to be provided Mon pd1 for LSM’s group, so that CMC can stay with 8N. For the other session, the normal class teacher should be used to cover LSM’s class.

Year group	Topic	Provider	Date and time	Cost	Notes
9	Growth Mindset	In-house: ASI	Tuesday 13 September 2016 and Wednesday 14 September 2016		✓Delivered to all of Year 9 CMC delivered separately to 9N (and BBE with 10FLT)
	Learning about the holocaust	Holocaust educational trust	Friday 27 January 10.00 - 11.30 am		90 minute talk to whole of Year 9 by weblink by a holocaust survivor (p3-4) 60 mins talk + 30 mins question + answer http://www.het.org.uk/education/outreach-programme/request-form-for-schools TSM will liaise with JMA and also SMN/LOK , who will be visiting one of the concentration camps, about an assembly to follow this up and perhaps link to other genocides
	Training for New Start well-being leads	Mandy McCrohon, Anna Bateman			P1 Shire and Isengard P2 Rivendell and Lorien 20 Y9 pupils from each house
	CSE “Working for Marcus”	Loudmouth Theatre Company	Friday 17 March Loudmouth and Michelle Burton booked. (Michelle will bring a colleague from her organisation.)	£157.50	Single sex groups On this model, the year group would be divided into 4 groups of max size 45 for a 4 period rotation after a presentation from Loudmouth during period 1. In 2016, we saw 9N boys separately in order to reduce group sizes and will consider doing this again. PEV/TSM still looking for a suitable external provider for FGM/forced marriage OR deliver in-house, using materials from Spurgeons. ASI/PEV/TSM to make decision on this

					and logistics for the day.
	Sexually transmitted illnesses	Michelle Burton	Friday 17 March Loudmouth and Michelle Burton booked. (Michelle will bring a colleague from her organisation.)		Single sex groups On this model, the year group would be divided into 4 groups of max size 45 for a 4 period rotation after a presentation from Loudmouth during period 1. In 2016, we saw 9N boys separately in order to reduce group sizes and will consider doing this again. 6x2 hour sessions in teaching groups History staff to be involved in supervision where possible, to enable a better link to history unit on roots of terrorism. TSM to book dates.
	Contraception	Michelle Burton			
	Forced marriage (+FGM?)	To be confirmed –			
	Anti-radicalisation	Birmingham youth service	Just before or just after half term in May	£1080 (2016 price) – possibility of discount	

Year group	Topic	Provider	Date and time	Cost	Notes
10	Sexual health “Trust me”	Loudmouth Theatre Company	Friday 30 June	£157.50	check hall availability and book the hall + calendar the event
	Mental health	Pause (part of “Forward Thinking – Birmingham”)	Friday 30 October 2016		✓Two 15 minute assemblies delivered to year 10 and year 11. Possible follow-up activity arranged by PEV/KHA
		HET			Three in-class workshops p1, 2, 5 from HET for GCSE history students. JMA organising

Other activities and plans

T2E: mock election, November✓ – see [details](#)

Educate and Celebrate: **1 February**, with a presentation to each year group, followed by a staff workshop after school. LEA £350.00
 Period 1 Year 7 Period 2 Year 8 Period 3 Year 11 Period 4 Year 9 Period 5 Year 10

TSM attending training 11 January with Elise Jeffery and a year 10 pupil to be chosen

Holocaust Education Trust

Friday 27 January 90 minute weblink to a holocaust survivor Year 9 in hall – currently 10.00 am to 11.30 am. Art curriculum will be used to produce a display on this.

Assembly w/c Mon 23 January SWA + 9H (For Holocaust day Fri 27 Jan)

Assembly w/c Mon 13 February SMN + LOK (based on trip to Auschwitz)

Date tbc: JMA organising 3 in-class workshops from HET for GCSE history students

Safeguarding topics to look to include in assembly programme:

- Fire safety
- Prevent

British Values – look for opportunities in assembly programme or other – especially any relevant presentation on how the British constitution works (separation of executive and judiciary!). MHD may deliver an assembly around this. May be able to coincide this with local elections in May.

We have recently received free copies of the film “He called me Malala” (84 mins) which comes with curriculum resources aimed at delivery in English lessons on the topic of girls education and related issues. We will be looking at the materials and discussing with ERO how they could possibly be used.

We have signed up to be part of a pilot of a series of workshops devised by the Red Cross and Cambridge University, looking at helping pupils to be more tolerant of other people’s differing opinions and are currently working on the logistics for this.

Year 11

The majority of the Year 11 PSHE programme concerns supporting them through the process of taking GCSEs. Key inputs from this will be added to the PSHE programme document.

Communication with parents and pupils

The PSHE programme is taking shape. We will now look to publish an outline of this to parents via the newsletter and website and a suitable way to give pupils an outline of this as well. (Form notice boards, websites, possible planner page giving overview?)