

Kings International College for Business & the Arts

Personal, Social and Health Education Policy

Introduction:

PSHE covers all aspects of the College's planned provision to promote students' personal and social development, including health and well being. There are links between Careers Education and Guidance and Citizenship. These include the development of personal and social skills and provision of opportunities which help promote the skills of enquiry and communication, participation and responsible action, together with good career management skills and managed transition. This is underpinned by encouraging students to be aware of the issues surrounding them that will affect their health and well being. The programme to encompass all of the required elements will be called the Personal Development Programme

Rationale:

PSHE is an important area for students as it is concerned with their physical and mental well being, allowing them to explore, within a safe environment, the issues that will affect them both in college and within their community.

Links with other policies:

The policy is supported and underpinned by the College's policies for teaching and learning, assessment, recording, and reporting achievements, Careers Education and Guidance, Citizenship, Enterprise and Work Related Learning, Equal Opportunities, Health & Safety, Sex Education and Drugs Education. It is underpinned by developments such as Every Child Matters, Healthy Colleges, Youth Matters and the Respect agenda.

Aims:

PSHE should enable students to become healthier, more independent and more responsible members of society.

Objectives:

To enable students to:

- be able to recognise the changes that will occur within themselves and manage these changes in a positive way;
- know and understand a healthy lifestyle;
- deal positively with Issues such as bullying, racism, stereotyping and discrimination;
- cope with the emotions related to death, divorce and changes within the family environment;
- understand health issues such as sexually transmitted infections, HIV and high risk behaviours;
- be aware of basic facts and laws, about alcohol and tobacco, illegal substances and the inherent risks therein;
- successful learners who enjoy learning make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- be responsible citizens who make a positive contribution to society
- promote positive and constructive relationships;
- recognise conflict and learn how to make compromises;
- understand the world of work and career choice, qualifications and progression routes;

- understand the skills involved in making effective transitions;
- manage risk and make safer choices;
- become more economically aware;

Curriculum Provision:

PSHE - personal, social, health and economic education is described in two new interrelated programmes of study for both Key Stages 3 and 4: one for personal wellbeing and one for economic wellbeing and financial capability.

Personal wellbeing draws together personal, social and health education, including sex education, the social and emotional aspects of learning, while economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning.

PSHE is at the heart of the curriculum with its emphasis on personal development, the acquisition of personal, learning and thinking skills, in reflecting the ECM outcomes such as Making a Positive Contribution and in cross-curricular dimensions such as healthy lifestyles, identity and cultural diversity, and sustainable futures and the global dimension.

PSHE also makes a major contribution to the statutory responsibilities on Colleges to:

- promote children and young people's wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education and sex education.

Rationale for PSHE Education

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities, students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, Colleges and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development.

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside College, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Education for economic wellbeing and financial capability improves motivation and progression by helping students see the relevance of what they learn in College to their future lives. It expands their horizons for action by challenging stereotyping, discrimination

and other cultural and social barriers to choice. It helps students to aim high. Students build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

Provision

- PSHE is delivered within a whole College approach, which includes:
- discrete curriculum time delivered by, for example, specialist team, form tutors, other staff
- teaching PSHE through and in other subjects/curriculum areas
- through PSHE whole College and extended timetable activities
- specific projects
- through involvement in the life of the College and wider community
- through pastoral care and guidance.

Year 7, 8, 9, 10 & 11 currently have 3 x 20 minute slots of PSHE content per week delivered by their Form Tutor. In addition Year10 also receive 1 x 50minute slot per week delivered by a PSHE team.

PSHE will be provided within a planned programme, which will also include CEG and Citizenship, delivered by the tutor. Where applicable, aspects will be embedded within the curriculum. Delivery will also be complemented by off timetable events or speakers within the assembly slot, with supported lessons.

Evaluation and Assessment:

The College will ensure that the CEG programme is evaluated and assessed in accordance with other college programmes. All parties involved will be consulted on the content, delivery and impact of the PSHE programme. All programmes are monitored, reviewed and evaluated with active involvement of the students. The findings are presented in the annual self-assessment report. The development priorities identified in the report form the basis of the programme's development plan.

Assessment, Recording and Reporting

In PSHE education there are two broad areas for assessment:

- Students' knowledge and understanding, for example, information on health, understanding of procedures including health and safety.
- How well students can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

The principles of assessment for learning underpin our policy and practice. We aim to improve learning by providing effective feedback to students, actively involving students in their own learning, adjusting teaching to take account of the results of assessment, recognising the profound influence assessment has on the motivation and self-esteem of

students, both of which are crucial influences on learning and students being able to assess themselves and understand how to improve.

Clearly defined learning outcomes based on the National Curriculum programme of study for PSHE assist the assessment process. Teachers are encouraged to collect evidence of learning to make a judgement about students' progress. This evidence might include:

- draw and write a concept
- mind-mapping
- display of a community action project, such as at parent's evening
- presentations
- observation of a group discussion or group task
- role play
- campaigning letters, emails or press releases
- silent debate - where students write down their arguments/opinions
- written evidence and extended writing.

A record of students' progress and portfolios of work will provide evidence for written annual reports to parents on strengths and areas for development in PSHE for each student in Years 7-11.

Assessment in PSHE does not imply that students are failing as citizens. It is not a judgement on the worth, personality or value of an individual student or their family. This can be particularly important in working with students from diverse backgrounds or who have emotional and behavioural difficulties.

Management of PSHE:

Vice Principal, Pastoral

- The Guidance Manager, co-ordinates and oversees the programme delivery and provides advice and recommendations on future developments.
- The appropriate Performance Managers & PSHE teacher team work with The Guidance Manager to support the provision.
- Form tutors & PSHE team of teachers deliver the programme with enthusiasm and commitment.

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Training

Training needs are identified through the annual needs assessment and appropriate arrangements made. Training for tutors delivering the programme will normally be offered through the College twilight training programme.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced

presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Confidentiality:

Situations will arise where there is serious cause for concern regarding the safety of students or staff are approached individually for advice regarding a sexual matter.

- students must be reassured that their best interests are of prime consideration
- **but no guarantee of confidentiality can be given by any member of staff**
- staff will ensure that the student knows that the information is to be shared before discussing it with the Vice Principal (VP) Child Protection and provide appropriate support
- it is not appropriate for any member of staff to give advice on sexual matters to **individual students**
- all suspected abuse cases must be reported to VP Child Protection immediately, in accordance with the College's Child Protection Policy
- students must be encouraged to talk to their parents or carers and given support to do so
- staff will ensure that the student is informed of the sources of help

During lessons staff will:

- set clear ground rules
- not force students to take part in discussion
- depersonalise discussions
- ensure that no one, staff, student or visitor, will have to answer a personal question
- develop a safe, non-threatening environment in which reflection and the development of decision making skills can take place
- refer back to the ground rules if questions asked, during the lesson, are inappropriate
- raise the issue with the Performance Manager, or VP Child Protection if the discussion causes concern.

Use of Community Based Agencies

Outside agencies and speakers may be involved in inputting to PSHE education lessons and as points of referral as support services for students. The College actively co-operates with other agencies appropriate to student needs such as theatre groups, the police, the LA - PSHE/Citizenship team and Health to enhance the quality of its PSHE education provision.

National Healthy Colleges

At Kings International College we recognise the National Healthy Colleges Programme as an effective vehicle to promote PSHE education which offers an integrated whole College approach, set alongside nationally agreed criteria, looking at health and wellbeing issues in their wider sense.

Kings International College is working with local partners, agencies, theatre in education companies, LA Advisers and Consultants to ensure appropriate provision in the key areas of PSHE, including RSE and Drug Education, Healthy Eating, Physical Activity and Emotional Health and Wellbeing.