



# HOE VALLEY SCHOOL

## PSHE POLICY

Person Responsible: Head Teacher  
Date Adopted: September 2015  
Date of last review: Summer 2024  
Date of next review: Summer 2025

*To be read in conjunction with the Sex and Relationship Education Policy, Safeguarding - Child Protection Policy, Teaching and Learning Policy, Curriculum Policy and Anti-bullying Policy.*

### **RATIONALE FOR PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)**

Personal, Social and Health Education is integral to the wellbeing of learners at Hoe Valley School (HVS). At its core is not only the quality of the PSHE curriculum across the age ranges taught but all aspects of life in school. The aim of this policy is to permeate throughout the life of every student taught in our school.

Today's young people are growing up in an increasingly complex world and living their lives in new ways, with the online influence ever more important. They need to be equipped with knowledge on how to manage their academic, personal and social lives that will enable them to make good choices and stay safe. Students need to understand the world in which they are growing up and know and respect British laws.

PSHE is delivered to all year groups through assemblies, two weekly 20 minute lessons, and throughout the curriculum where relevant. In the Sixth Form PSHE is delivered through weekly enrichment, a timetabled 1-hour lesson once per fortnight and assemblies. Students gain practical knowledge and skills to help them in the wider world. PSHE gives students opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between people. It also develops students' wellbeing and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

### **1. AIMS AND OBJECTIVES**

Through a variety of learning experiences both direct and indirect HVS helps each and every student to:

- Be able to think and act for him/herself and know where to seek appropriate help.
- Be able to identify safeguarding leaders within the school and know the correct channels to seek help or report anything.
- Be able to turn knowledge into personal understanding by developing values.

- Be able to explore, clarify and if necessary challenge their own and other's ideas in a respectful manner.
- Be equipped with skill and strategies in order to live a healthy, safe and fulfilling life, including the online component.
- Be able to access opportunities to develop resilience, independence, self-confidence and empathy.
- Be able to take their place in a wide range of roles in preparation for adult life.
- Be able to demonstrate social skills and model positive behaviour.
- Become empowered to participate in school life as active citizens.
- Be equipped to confidently take up a meaningful and active role in society beyond school.
- Be able to embrace cultural and religious differences.

## **2. APPROACH MODES OF DELIVERY**

At HVS PSHE is delivered not only in weekly lessons but in a number of other ways including;

- Through PSHE activities and school events, including key speakers.
- Through assemblies, pastoral care and guidance.
- In Science and Religious Studies lessons.
- Through charity events.
- Through the weekly 'Thought for the day' initiative.

Students will study 5 Core themes across the year;

- Core Theme 1: Mental and Physical Wellbeing (Year 8-11)
- Core Theme 1: Managing Change and Being Resilient (Year 7)
- Core Theme 2: Families, relationships and being Safe
- Core Theme 3: Online and personal safety
- Core Theme 4: Sexual relationships and sexual health
- Core Theme 5: Financial wellbeing and Careers

These themes are revisited in the Sixth Form and delivered in an age appropriate context.

In addition to the principles outlined in the teaching and learning policy, the PSHE curriculum also expects that:

- Learning is designed to allow students to draw on their own experiences, providing a place to demonstrate knowledge and skills with the application of ground rules.
- Time is given to classes to reflect and apply their learning where appropriate.

- Attention is given to developing a safe, secure and welcoming classroom climate through establishing the room as a safe space through collectively agreed ground rules, signed by the students at the beginning of the year. This means students can self-regulate when participating and agreeing on what is acceptable and appropriate to discuss.
- Furthermore, this process of ground rule establishment also enables all students present to contribute and participate in their learning, developing skills of responsibility, leadership and an opportunity to challenge constructively those students who do not conform to the ground rules as well as allow an opportunity for restorative practice.
- Students will be given preparation so that they will know how to minimise any embarrassment they feel.
- No-one (teacher or student) should be expected to answer a personal question.
- No-one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.
- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not encourage giggling and silliness, and to challenge silliness and inappropriate remarks as they happen.
- Students should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the student of the ground rules.
- If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. This will be particularly important with the governmental changes to the delivery model for SRE.
- Teachers should not be drawn into providing more information than is appropriate to the age of the student.
- If a teacher is concerned that a student is at risk of abuse the teacher must immediately log this on CPOMs as well as inform verbally and through email the relevant safeguarding lead.s

Some of the following are used as examples of teaching methods/approaches to deliver the PSHE curriculum:

- High order questioning skills/Bloom's Taxonomy.
- Establishment of ground rules.
- Working together/team workers.
- Real life scenarios.
- Information gathering and sharing.

- Teacher led discussion/paired work.
- Problem solving.
- The use of Empathy and Sympathy-evaluation.
- Working with feelings and imagination.
- Reflection, review and evaluation.

Many of these approaches to PSHE are intrinsically linked to the HVS core aims, values and visions coupled with the use of secondary SEAL (managing feelings, empathy and social skills).

### **3. OUTCOMES AND ASSESSMENT IN PSHE**

There are two broad areas for assessment:

- Student's 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.

Feedback on student's progress in PSHE will not be via curriculum levels but by mapping student's knowledge and skills via a traffic light system. They will receive both teacher and peer assessment and be given an effort grade that will appear on the student's reports.

#### **USE OF COMMUNITY BASED AGENCIES**

A growing number of community based agencies, including the police, drugs services, theatre in education groups, peer education projects and youth services are actively involved in PSHE in schools. Visitors will follow the standard safeguarding procedures and their input is reviewed and evaluated by the PSHE Curriculum Leader / any other staff linked to the visitor. Links are also being forged with the Lighthouse project, Woking, and with Charlie's Promise charity.