



The Thomas Adams School

Policy Statement

PSHE

Updated September 2021



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Policy Context and Rationale

At Thomas Adams, Personal Social Health Education (PSHE) covers the 3 areas recommended by the PSHE Association (2020) of Health and Wellbeing, Relationships and Living in the Wider World. The Citizenship curriculum is incorporated within PSHE lessons are where

This policy reflects the School's three key values of respect, resilience and success and its continued belief in the "Every Child Matters" agenda (DofE 2003) which states that all pupils should:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Achieve Economic Well-being
- Make a Positive Contribution

and with the recognised Safeguarding Procedures within school, including Child Protection and Health and Safety. These highlight the need for this policy to take into account the Social and Emotional Aspects of Learning (SEAL):

- Self awareness
- Managing feelings
- Motivation
- Empathy
- Social Skills

The policy was produced following the schools decision to change PSHE's place in the curriculum from being a weekly timetabled subject, to being taught as part of 6 drop down days as of 2019/2020 school year (During the 2018/2019 school year the subject had been taught as 5 drop down days). Due to the changes, it was considered that the policy needed updating to reflect the changes. It was produced by James Hargreaves (Subject Lead for PSHE) through consultation with members of SLT, including Mark Cooper (Head teacher), Tom McAleavy (Deputy Head Teacher) and Jenni Whitfield (Deputy Head Teacher).

The document was written following a review of the PSHE programme, through staff and students consultation. The findings of this research provided key findings, aiding the development of a sustainable programme as it develops from its conception to become part of the established school curriculum.

This policy will be reviewed as part of an annual review of the PSHE provision led by the subject lead at the end of each summer term. This will coincide with staff and student questionnaires, analysis of these results, the department development plan, review of the RSE policy and an audit against the PSHE Association's recommended curriculum in their *PSHE Education Programme of Study: Key Stages 1-5* (2020) or any update from the organisation and from the government's Relationships and Sex Education and Health

Education paper (Updated 2021) . This is consistent with the school's Plan-Teach-Review policy.

Policy Availability

Parents and carers were made aware of the policy through a text message to inform them of its availability through the website in September 2020. The policy would be offered in a variety of formats such as additional language by contacting the subject lead.

Policy Aims and Objectives

The school's aims and objectives for students are:

- To encourage and support the potential of all our students.
- To ensure there is a culture throughout the school where excellence, progress and achievement are valued.
- To provide an enjoyable and stimulating curriculum that meets the needs of all students.
- To provide a disciplined, caring and moral environment which supports and inspires young people to become useful and caring citizens and family members.
- To provide an ethos which promotes mutual respect, tolerance and individuality whilst appreciating the value of democracy and law.

(Thomas Adams Website 2019, <https://thomasadams.net/school/>)

This policy fulfils our school ethos by demonstrating how PSHE provides an intrinsic part of fostering pupils' skills and emotional wellbeing with the goal of creating positive members of society. The PSHE/Citizenship curriculum has been developed in order to help achieve these goals.

The school's core values are respect, resilience and success. The subject aims to help reinforce these values as part of an ongoing curriculum and assembly programme with the aim of embedding these within pupils. This document shall show how that is achieved.

The policy also seeks to explain how the programme works and justify the decisions about what to include in the programme and when. It will also seek to explain the PSHE assessment model and the decisions made.

Creating a safe and supportive learning environment

The school follows the principles of Maslow's hierarchy of needs; PSHE can be a difficult subject for some pupils due to the sensitive nature of the lessons included. As such, the subject lead needs to ask the guidance of the pastoral department, in particular the

safeguarding lead and school counsellor in those lessons considered by the subject lead to be of particular concern, e.g. FGM, grief or suicide.

When the pastoral department identify such a risk, the subject lead finds alternative provision, in the form of working in an alternative form, or working with TAs in the learning support department.

However, as it is not always possible to identify subjects that may affect the emotional state of pupils, support is offered as expected by staff and by the pastoral department should there be a need following the lesson. If staff feel that there is a concern about a pupil's welfare, the teacher should follow the school's safeguarding policy using the safeguarding laptop application.

In some lessons, where a student may feel they need outside support, PPT slides are shown to pupils which can sign post support e.g. CEOP for online safety. In July 2019, the school began a partnership with Kooth, (<https://www.kooth.com/>) who offer anonymous support, PPT slides and promotional material advertising the organisation are located in the school.

Entitlement and Equality of Opportunity

The school recognises the right for all pupils to have access to a relevant PSHE education learning which meets their needs. All pupils are expected to take part in the school's PSHE programme, apart from if a concern has being raised by the pastoral department, the pupil will be offered an alternative, however, the choice remains theirs.

The school recognises the importance of pupils with SEND to have access to PSHE and attendance of all lessons during the day is expected. Differentiation is available for SEND pupils to access the learning through differentiated questions following Bloom's Taxonomy in the majority of lessons, differentiated worksheets and through Teaching Assistant Support, using pupils designated support.

Intended Outcomes

Our PSHE programme allows pupils to;

- develop positive attitudes and values enhancing their personal and social development;
- create a deeper understanding of health and wellbeing, relationships and living in the wider world;
- develop the knowledge, skills and attributes they need to thrive as individuals, family members, members of the school and of their community;
- Have a greater understanding about the dangers of risk taking behaviour;
- Understand themes through a variety of teaching/learning styles and to provide a motivating context in which a holistic and relevant approach to learning will reinforce concepts, skills and attitudes across the Curriculum;

- to develop a positive sense of worth in the individual so that they may fully utilise and develop their talents and abilities and so realistically face the challenges and responsibilities of adult life in a rapidly changing world.

The goal of PSHE teaching and learning is to encourage active engagement in learning, rather than passively receiving information. Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. (PSHE Association 2018) As such teachers are given the opportunity to divert away from the proscribed lesson in order to engage the class more effectively.

Principles and Methodology

PSHE is taught in drop down days, through a bespoke form time activity programme and through assemblies.

In the 2019/2020 academic year, a sixth drop down day was added to enable a more comprehensive coverage of the PSHE Association's recommended content and to introduce a spiral curriculum, as recommended by the PSHE Association, where topics can be revisited in ever increasing complexity.

Each day features an over-riding theme in most cases (see PSHE Overview documents for details). This allows pupils to build upon skills and knowledge learnt throughout the day in a coherent manner. Teachers are given classes based on prior teaching, specialism (E.G. Drugs taught by Science teachers) and knowledge of year group (form tutors where available) are taken into consideration to create a stronger learning environment. Due to sixth form lessons and teacher frees and PPAs, different teachers build upon earlier sessions, the classes current knowledge is learnt through a baseline starting activity often involving a case study which tests students' current knowledge.

The aim for PSHE lessons are for pupils to enjoy (depending on content) the topics and be engaged, as such the lessons are taught through different teaching methods including:

- Videos
- Role Play
- Case Studies
- "Treasure Hunts"
- Collaborative learning.
- Drama
- Literacy exercises
- I.T. Career Exercises
- Notice board advice activities

Where subjects are of a sensitive nature such as drugs or knife crime, it will be taught as the PSHE recommends, in a way that does not scare, shock or glamorise (PSHE Association 2018) as this creates excitement and curiosity, instead lessons focus on informing students and explaining the risks and impact involved with such activity and where applicable, details of where to find support are included within the lessons.

Links to other curriculum subjects will be made through being taught by staff that specialise in those topics (E.G. Drugs taught by the science department where possible). Also, some PSHE topic areas are taught in other subjects such as FGM in Religious Education.

In the 2021/22 school year, Thomas Adams reinforced its commitment to its PSHE programme by allocating a form time per week to PSHE themes. This is to ensure students retain key knowledge or introduce topics which are taught later in the year e.g prevent. PSHE related topics also form part of the assembly programme which focuses on inclusivity and aims to create a caring and inclusive school community.

Planning

The lessons, form time and assembly programme follow the PSHE Association's recommended topics as laid out in their PSHE Education Programme of Study: Key Stage 1-5 Document (2020) and the DofE Citizenship Curriculum. The programme follows the PSHE Associations recommended 3 themes of:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The school's PSHE Programme is based around a spiral curriculum where pupils will be introduced to themes which will then be revisited as pupils' progress within the school.

During Year 7 pupils are introduced to key concepts, with a strong focus on health and wellbeing, puberty, online safety and extremism. The themes chosen are designed to be the building blocks of students' knowledge, and assist in keeping them safe. This progresses during Year 8 as pupils begin to learn about sex education and drugs, two areas of potential peer pressure over the course of the next few years. Pupils are introduced to citizenship by learning about the environment and topics from living in the wider world including basic financial management and employability skills. In Year 9, students build upon their knowledge of keeping safe through the more sensitive topics on the PSHE Association's recommended topics for Key Stage 3, such as FGM and Knife Crime. Citizenship is also taught in Year 9, with the themes of politics and immigration before learning more about financial management.

Lessons continue into Key Stage 4, with the school following the PSHE Associations recommended content.

Due to the nature of the school adopting a drop-down day approach, the school feels it is important that the schedule has a review process. As a result the PSHE Justification Policy was created in order to assess our curriculum against the recommended. This document also demonstrates that a spiral curriculum occurs.

The reasoning behind our programme is to enable pupils to make informed choices about their futures and to provide them with holistic social and emotional skills they will need

throughout their lives. These skills are developed through the programme and assessed as part of the assessment criteria.

The assessments take the form of group presentations where students work in groups of three or four to create a short presentation on the given task. Criteria include:

- Knowledge – the understanding of the assessed topic including facts and ideas.
- Opinions – Students have to present and formulate an opinion based upon what they have studied.
- Analysis and Evaluation – Pupils demonstrate understanding and explain the complexities of different opinions on the assessed topic.
- Synthesis/teamwork – Pupils create and develop a presentation and are judged on the quality of their teamwork. Pupils are all given the same grade, however, teacher discretion means this can be modified based on the pupil's attitude during the assessment preparation.

At Thomas Adams Sixth Form, PSHE is taught as part of the registration programme. Tutors are given one session per week in order to follow a PSHE programme provided by the Head of Sixth Form.

Timetabling

The decision was made in 2018 to introduce drop down days to teach PSHE, previously it was part of the curriculum, given one hour per week. The introduction of the drop down days in 2018/19 school year saw PSHE given five drop down days, each featuring 5 hours of lessons. However, the PSHE justification document showed that to provide a spiral curriculum and to include more topics that a sixth day was needed. Teachers receive a rota that takes into account frees, PPAs and Sixth Form teaching.

Student Absence

As PSHE is taught in drop down days, if a student is absent, they will miss crucial lessons, some of which are now statutory. Any student who is absent during a drop down day completes a reading and comprehension task during form time providing an overview of the work missed.

Assessment

PSHE follows the schools policy of using formative assessment and summative assessment. Pupils are formally assessed in PSHE as part of the Citizenship curriculum and some relevant PSHE topics where debate can be involved. They are assessed twice throughout the academic year (with the exception of Year 11, where this is only once).

The following topics are assessed:

- Healthy Living
- Internet Safety
- Drugs
- Climate Change
- British Politics
- Immigration
- Death Penalty
- Differing types of political systems
- Exploitation

Assessments take the form of 3 minute presentations by groups of three to four student, which are marked by the teacher. Students should be given the same grade as the rest of their team for the assessment, unless the teacher makes a reasoned judgement that a pupil has not assisted their group enough to be given a certain grade.

The structure of the drop down days means that PSHE and Citizenship, both combined together in the 'My Future' days, have to be assessed without physical marking for the teacher assessing. As teachers are chosen based on the timetable, the school feels that it would be unfair on those teachers who teach the last lesson of the day, should they have to mark an extended piece of work.

The school accepts that oral presentations are a difficult option for some students. If the teacher feels that a student can't be fairly marked on the basis of the verbal assessment, a written piece of work can be produced and then marked by the PSHE subject leader. However, as a team member, students should be given the same grade

The following categories are assessed over the course of the Key Stage 3 and 4.

- Knowledge
- Opinions
- Conceptual Understanding
- Use of Evidence
- Synthesis/Create

The assessments increase in complexity over time and through the years in order to challenge pupils.

Teachers give feedback in the lesson, verbally giving pupils feedback.

The grades are worked out as a best fit on a matrix (see below)

	Knowledge	Opinions	Analyse/Evaluate	Synthesis/Create
Working Towards	I can talk in simple terms about issues with help from my teacher. I can remember some facts.	I can state my own opinion on the issue chosen.	Give one point of view by showing one side of the argument.	Beginning to show some team work skills to achieve our presentation.
Approaching	Recall and begin to explain some facts and issues using everyday language.	I can show my own opinion and show that others may have a different opinion.	Starting to show a differing opinion from the one given by my teacher.	Beginning to work as part of a team.
On target	Recall and begin to explain some facts and issues using specific terminology.	I can show a good understanding of a counter argument.	Show two aspects of a different argument.	Work as a group to plan and carry out a presentation.
Above	Explain and recall an argument using terminology.	I can create a conclusion showing a consideration of other arguments.	Includes a conclusion summarising the argument.	Work well as a group showing good discussion and teamwork.
Significantly Above	Shows very good understanding of knowledge and uses specific terminology.	Analytical conclusion showing a good understanding of the arguments.	Have a clear well reasoned judgement.	Work very well as a group showing good discussion and teamwork and supporting each other.

The teacher needs to plot “a best fit” of the 4 categories and make a decision based upon this. This grade is then inserted into the school’s assessment software, in line with the school assessment policy for Key Stage 3, this reporting system also applies to Key Stage 4 pupils as well.

The school acknowledges that the function of PSHE is not to assess pupils but supports the PSHE’s Associations beliefs on skills and developing knowledge to allow them to become a fully rounded individual. Impact is measured with students giving a score out of 5 for each topic prior to the learning, and then completing

Teaching Responsibility and Staff Training

PSHE is taught by all staff at Thomas Adams, as the school believes that PSHE education is crucial for developing our students. PSHE is taught in drop down days for Key Stage 3 and 4, and in Key Stage 5 during tutor time. The programme is devised by the subject lead for PSHE for Key Stage 3 and 4 and by the Head of Sixth Form for KS5, with support by the PSHE subject lead.

The school recognises the need of staff training for teaching PSHE, staff training is a a priority of the 2021/22 academic year, with the aim of a PSHE Association training session to help build confidence.

Some PSHE sessions are taught by outside speakers. These include the following outside agencies during the first year.

- West Mercia Police
- Shropshire Road Safety Adviser
- Elevate Education
- Enabling Education/Skills Builder

When we have an outside organisation leading PSHE sessions, teachers are always present for safeguarding and to ensure that students behave.

Confidentiality and Handling Disclosures

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential (following school policy).

Should a disclosure occur during a lesson, teachers are to follow the school's current policy on safeguarding where teachers are to report issues through the safeguarding app on teachers' laptops. Teachers are to follow the advice in the document Keeping Children Safe in Education (Revised 2021) that all teachers in the school have read and responded to the questions set by the school.

Responding to Pupil's Questions

Pupils' will ask teachers questions during PSHE lessons that teachers may feel the need to ask the PSHE lead or a member of the School's Senior Leadership Team for advice on the school's position. Teachers should not feel pressured to answer questions if they are uncomfortable to do this. If questions are inappropriate, the teacher should feel vindicated in reprimanding the student.

Links to other School Policies and areas of the curriculum

This PSHE policy has links to other school policies, complementing other school policies, including:

- Safeguarding and Child Protection
- British Values and the Prevention of Radicalisation
- Bullying policy statement
- Careers Education Information and Guidance Policy
- Relationships and Sex Education
- Online Safety
- Drug Education Policy
- Mobile Phones Policy

Involving Parents and Carers

The School recognises the importance of PSHE education in school and the role that adults with parental responsibility have the strongest influence in the beliefs and values of children.

The school completed a Parental survey as part of the RSE 2020 update to PSHE. PSHE will be part of the 2021/22 stakeholder voice programme.

Relevant documentation and advice will be uploaded onto the school website e.g. links to CEOP and Kooth websites. It is the school's intention to create a personal development hub which will support students and parents/carers with challenging topics and conversations by providing a hub for useful information.

The school recognises the right of parents/carers to remove pupils from the Sex-Education element of PSHE. When a pupil is enrolled at the school, parents are given a form to fill with contact details which consists the option of the withdrawal of their child from Sex-Education. Parents have the right to withdraw pupils from Sex-Education at any point should they wish. With the changes to Relationship and Sex Education (RSE) in September 2020, parents will have the right to request withdrawal until three terms before their child's 16th birthday. The School will follow these changes and Year 11 pupils from September 2020 will be expected to have RSE. For further information, please consult the School's RSE Policy, available on the website.

Review Date

The document will be reviewed in August 2022 and updates to teacher CPD will be made.

Appendix 1: Drug Education Policy

Part One: Drug Education

The National Drug Strategy 2017 has the stated aim to ‘reduce all illicit and harmful drug use’. Under the ‘Reducing Demand’ theme, the strategy places an emphasis upon prevention work with young people, stating:

‘In order to protect society and individuals from the harms of drug misuse, we must act at the earliest opportunity to prevent people starting to use drugs in the first place, and prevent escalation to more harmful use’.

The strategy sets out the action needed at both a national and local level in order to ensure an effective universal approach to preventing drug use, including the promotion of health and wellbeing across the life course and building resilience.

The strategy goes on to underline the key role of schools and particularly PSHE in helping children and young people develop confidence and resilience, key protective factors in effective prevention.

Drug education is delivered in science as part of national curriculum as well as in PSHE through the My Future Drop Down Days and form time programme. Other curriculum subjects also make contributions towards the teaching of drug education and cross-curricular links and opportunities in RE, English, Drama etc. are utilised according to curriculum needs.

Drug Education at Thomas Adams aims to:

- Enable pupils to make informed healthy and safe choices by increasing their knowledge, challenge their understanding and develop their skills.
- Support pupils to develop positive self -esteem and resilience in order to help them assert themselves, respond to pressure, assess risks and seek help, support and advice to keep them and others safe from harm.
- Provide accurate, factual and upto date information about substances.

The PSHE programme is planned and taught in line with national curriculum guidance, DFE guidance, PSHE association recommendations and Ofsted requirements.

Our PSHE is a co-ordinated, spiral programme which addresses keeping safe, healthy relationships and understanding the world around you as part of a planned, progressive age appropriate curriculum. Pupils are educated on drug taking in Year 8, as part of an assessment with the topics including different drug clarifications, cannabis, synthetic drugs and the dangers they pose and the wider social impact of drugs on relationships. County lines is also discussed as part of a West Mercia police talk. The impact of alcohol is explored through a lesson on safe drinking, where students utilise the unit system in Year 8 and ‘binge drinking’ is studied in Year 11. Smoking and vaping are taught in Year 7 and 11. The taking or prescription drugs, part of the 2020 PSHE curriculum are explored in a Year 11 lesson on Keeping Healthy.

At the start of lessons, a baseline activity is undertaken for teachers to assess students’ current knowledge allowing for appropriate discussion of myths and misinformation, attitudes and

values are challenged and realistic case studies and scenarios will be explored to help pupils assess risk, consider options and consequences.

External agencies and visiting speakers will only be used to complement and support the planned spiral curriculum and, in all cases, will adhere to the school's visiting speaker policy.

We recognise the evidence outlined in 'The International Evidence On The Prevention Of Drug And Alcohol Use: Summary And Examples Of Implementation In England (Public Health England 2015) which indicates that the use of individuals in recovery from drug and / or alcohol dependency or police officers as guest speakers is not effective and may, in some cases, be counterproductive. The school recognizes that County Lines is a serious issue within the county and it is considered as child exploitation, this is taught as either a talk by West Mercia Police which has received positive pupil and staff feedback. However due to limitations on visitors during the COVID 19 outbreak, we have temporarily moved this to a classroom lesson.

Evidence has been used to inform not just what we teach but when. Year 8 & 9 is the optimum time to dispel myths and clarify peer norms and develop skills related to peer pressure and influence. Experimentation among those who are curious and are looking to establish status among peers can, and may be factors related to substance use for young people in Years 7 -9. Please see Appendix 1 for further information on resources.