

“Treat everyone you meet with dignity. Love your spiritual family. Revere (worship) God. This is the kind of life you’ve been invited into, the kin of life Christ lived. He never did one thing wrong, Not once said anything amiss.”

**1 Peter Chapter 2: Verse 17-23**



# Personal, Social, Health and Economic Education (PSHE) Policy

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## **Introduction**

Our Academy vision is “Living Well Together in Dignity, Faith and Hope”. We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our student to transform their lives and to hope for happy and successful futures.

This policy outlines our commitment to supporting the welfare of all students by ensuring that we deliver a programme of Personal, Social, Health and Economic education (PSHE). The personal and social development of students is a fundamental aim of education. PSHE is the planned learning which the Academy provides in order to support and enhance the personal and social development of students as they move through the Academy, believing that clear and effective education in this area will provide them with dignity and hope as they move forward into adulthood.

## **Aims**

At All Saints Academy, we want to support our students in becoming:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Personal wellbeing draws together personal, social and health education, including sex education (see SRE Policy), the social and emotional aspects of learning, while economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning. PSHE education is at the heart of the new 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 education also makes a major contribution to the statutory responsibilities on Academies to:

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

The PSHE policy will be reviewed every three years or when there is a change of government guidance or legislation.

## **Rationale**

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, Academy and communities. At All Saints Academy, we also uphold and teach students about British Values which are defined as:-

- Democracy
- Rule of law
- Individual liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

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These values are taught explicitly through PSHE and Religious Studies (RS). We also teach British Values through planning and delivering a broad and balanced curriculum.

### **The Curriculum**

PSHE education cannot always be confined to specific timetabled time. At All Saints Academy PSHE education is delivered within a whole Academy approach, which includes:

- discrete curriculum time delivered by form tutors and other staff
- teaching PSHE through and in other subjects/curriculum areas
- through PSHE whole Academy and extended timetable activities,
- specific projects
- through involvement in the life of the Academy and wider community
- through pastoral care and guidance.

### **Teaching Methods and Learning Approaches**

Good teaching PSHE relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods which allow students to explore issues through Academy and community involvement and in a way that is challenging and relevant to their lives. Effective teaching and learning approaches used at All Saints include:

- shared learning ethos and ground rules
- working together
- values clarification
- information gathering and sharing
- consensus building
- problem solving
- understanding another point of view
- working with feelings and imagination
- drama and role-play
- use of theatre in education
- discussion and debate.

### **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 Vice Principal (PDBW) has overall responsibility for PSHE, supported by the AAP with responsibility for PSHE development.

### **Inclusion**

This Academy policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality, (REGARDS). This is to ensure that PSHE education is provided for in a sensitive and non-judgemental way that will enable all young people, staff and the wider Academy community to feel valued and included in effective policy and practices. In order to achieve this we have included as wide a cross section of the Academy community as possible including the incorporation of the specific needs of particular groups in terms of age, gender, ethnicity, sexuality, ability and special educational needs.

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### **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 including: 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.

### **Sex and Relationship Education**

The aim of sex and relationship education is to equip the students with knowledge and understanding about sex, sexuality, emotions, relationships and sexual health in order for them to make informed choices. This occurs not only within PSHE but also in other curriculum subject areas (e.g. RE and Science). As part of the PSHE, this is taught in combination between tutors and the Academy nurse. It is monitored as part of the PSHE monitoring via student self-assessment, staff and student surveys and Every Child Matters (ECM) survey. Parents have the right to remove their child from SRE education. The policy will be reviewed alongside the PSHE policy.

### **Confidentiality**

Academy staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made. Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/guardian. An underlying principle in supporting students in our Academy is that all students are listened to sensitively and objectively. Although All Saints Academy cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

### **Related Academy Policies:**

- Anti-bullying Policy
- Behaviour Management Policy
- Collective Worship Policy
- Equality Policy
- Health and Safety Policy
- Sex and Relationships Education (SRE) Policy
- Safeguarding (including Child Protection)
- Race Equality Policy
- Anti-Radicalisation Policy