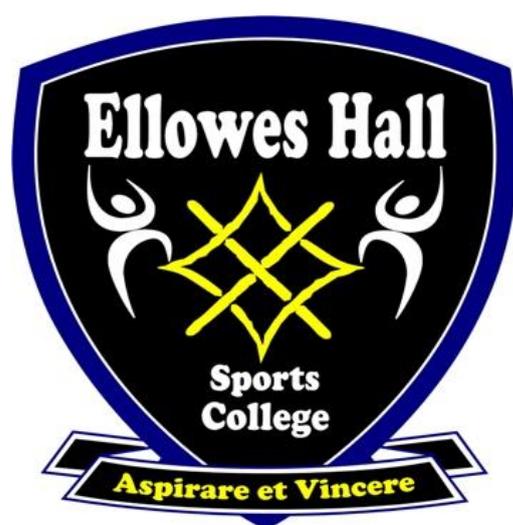


# Ellowes Hall Sports College



## PSHE POLICY

**Approved by the Governors: June 2021**

**Policy Co-ordinating Officer: Teaching & Learning Lead**

**To be reviewed by the Governors: June 2023**

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# PSHE Policy

## Introduction

PSHE (personal, social, health and economic) education remains a non-statutory part of the curriculum and was the subject of a separate DfE review which published its outcomes in September 2013. Pupils benefit from learning how to lead healthy lifestyles, manage their feelings, build positive relationships and become financially capable. No new programmes of study were published for the subject.

In the secondary curriculum, PSHE education is currently described in two, 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 relationship and sex education, and the social and emotional aspects of learning. Economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning. The programmes of study should be used flexibly to ensure that PSHE education programmes are appropriate to pupils' abilities and backgrounds. They should provide opportunities to address real life and topical issues and show pupils that they can make a difference to their own and others' lives.

It forms a part of the basic curriculum content at Ellowes Hall. The programme will inform and help students to lead confident, healthy and responsible lives as individuals and members of the school and local community.

## Commitment

PSHE is at the heart of the curriculum and wider aspects of school life. Ellowes Hall aims to generate an environment that is informed, accepting and understanding of the needs, attitudes and beliefs of other members of the community. PSHE is a vital component in nurturing and developing a secure learning environment where students and staff feel safe and are respectful, caring, confident, conscientious and happy. Such an environment will contribute to high standards of achievement.

Ellowes Hall has a responsibility to educate all students to gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. In response, students will be expected to positively contribute to school life and the wider community. PSHE programmes of study will be delivered across all curriculum areas and it is important to recognise that each

member of the school staff plays a role in reinforcing the values and attitudes embodied within the PSHE programme.

## References:

- DfE – PSHE Education guidance (2013)
- PSHE Association – Programme of Study for PSHE Education (2017)
- DfE - Citizenship programmes of study (Statutory guidance) (2013)
- DfE - Guidance - Promoting Fundamental British Values through SMSC (2014)
- Ofsted - Personal, Social, Health and Economic (PSHE) education survey visits (2013)
- Ofsted - School Inspection Handbook (2017)
- DfE - The Prevent Duty (2015)

## Development

This policy was developed and is reviewed in discussion with teaching staff, the school's Local Authority personal adviser(s), students, parents, governors, advisory staff and other external partners. It is underpinned by the school's policies for teaching and learning, assessment, recording and reporting achievement, equal opportunities, health and safety, relationship & sex education, careers & work related learning, drugs & their misuse, and special needs.

## Links with other policies

- Safeguarding Policy
- Relationship and Sex Education Policy
- Careers and Work-Related Learning Policy
- Mental Health Policy

## Definitions

**PSHE** refers to personal, social, health and economic education. PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

**Relationship and Sex Education (RSE)** is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

A **drug** is defined as any substance people take to change the way they feel, think or behave.

**SMSC** stands for **spiritual, moral, social and cultural** development

- **Spiritual** - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.
- **Moral** - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.
- **Social** - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.
- **Cultural** - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Schools should promote the fundamental **British values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

**Citizenship** education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld.

**Careers education** refers to a planned programme of activities within the curriculum that helps young people to gain the knowledge and understanding, and develop the skills and confidence, to make successful choices, manage transitions in learning and move into work.

**ACHIEVE** refers to the specific lesson that all students receive in KS3 and KS4. ACHIEVE lessons incorporate PSHE, Citizenship, Careers, SMSC and British Values.

## Objectives

Ellowes Hall is committed to raising standards of attainment and providing students with the skills needed to progress successfully into further education, employment, and adult life. We are sensitive to the needs of the individual and are committed to providing

emotional, academic, and social support and targeted guidance to all according to need. The school has an innovative ethos that encourages new ideas and risk taking in order to provide a rich and varied experience for students.

The development of the whole child is fundamental to achieving academic success. The PSHE programme and a wide range of extra-curricular activities are key aspects of school life in achieving this aim. The pastoral care system via tutors, heads of house/year, and a range of external agencies, provides students with a strong network of support.

The PSHE programme is planned to address local issues such as smoking and alcohol use among young people, and anti-social behaviour.

## PSHE

- to encourage the development of an enquiring outlook in order to make informed and reasoned decisions
- to enable students to acquire personal values and so develop their own ideology within the framework of socially responsible behaviour
- to develop awareness of physical, emotional, social, material, and ethnic needs both now and in the future
- to achieve successful and mature relationships with peers and adults both in and outside the Academy
- to develop a view of self and others that combats the limitations of stereotyping
- to develop an ability to adjust to change
- to enable students to identify their own support needs and have the confidence to seek information and advice relevant to themselves.

## Citizenship

- to help students to understand the context in which they live, at a local, national, and global level. This includes understanding of political systems and processes, environmental issues, and an appreciation of different cultures
- to ensure students are aware of opportunities to participate in society, including voluntary work and political processes
- to enable students to participate in Academy life as active citizens
- to equip students with the skills to participate in adult life as active citizens
- to prepare students for life in a multi-cultural society.

## Entitlement

### Statement of Intent:

To work towards Ofsted criteria for Outstanding Personal Development, Behaviour and Welfare, including:

1. "Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation."
2. "Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites."
3. "Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society".

## Implementation of Programme

### Management

The overall responsibility for the management of PSHE lies with a designated Assistant Headteacher who coordinates the PSHE programme alongside the Head of Careers, PSHE & Relationships. This area is supported by a link governor. The Head of Sixth Form is responsible for the delivery of PSHE in Year 12 and 13. The Head of Careers, PSHE & Relationships is responsible for coordinating the whole-school PSHE learning programme. He/she works closely with the Assistant Headteacher and Head of Sixth Form.

### Staffing

The programme is delivered by a team of ACHIEVE teachers led by the Head of Careers, PSHE & Relationships. Teaching staff are well placed to understand the needs of the students in their group, be sensitive to any issues that may be linked to personal development topics and to follow up any concerns raised. Teachers also have a knowledge of the academic attainment of their students, their attendance and behaviour records, and can tailor their delivery of PSHE topics accordingly.

## Curriculum

The content of the PSHE curriculum is based on national frameworks (National Curriculum for Citizenship, PSHE Association programme of study and the DfE guidance on Promoting British Values) and is responsive to local circumstances from information gained in school and from partner agencies (for example local trends in drug/alcohol use as reported by police). A cross-curricular whole school audit identifies opportunities for PSHE themes to be covered in school subjects, for example drug education through Science. PSHE is taught within ACHIEVE lessons where all students receive one timetabled lesson per week.

A scheme of work for ACHIEVE builds on the cross-curricular audit with topics to be covered from year 7 to year 11. The schemes of work are developed by the Head of Careers, PSHE & Relationships who plans ACHIEVE lessons. The schemes of work are reviewed annually and takes account of local trends, staff and student feedback.

The ACHIEVE programme is designed to ensure all students have a broad and balanced education to prepare them for adult life. In lessons, groups are banded by ability and staff differentiate materials to ensure all students can access content. It is recognized that some groups of students have particular needs for additional input, or early intervention. Such students may be identified as individuals or groups to receive targeted intervention, to be delivered by school staff or outside agencies. Where appropriate, students are referred to outside helping agencies for one-to-one support. Examples of targeted interventions include discussions with the School Nurse and smoking cessation groups delivered by an external agency.

The programme is designed to equip students with a range of skills and empower them to make and implement their own decisions. Wherever possible ACHIEVE topics use skills of research, action planning, and presentation to enable students to continue their personal development learning into adult life.

### Years 7-13

All students receive one hour each week within a timetabled ACHIEVE lesson with subject specific staff. The Sixth Form students receive their PSHE lessons within their tutor lesson once per week and during their weekly enrichment afternoon. It is the responsibility of the Head of Sixth Form to organize and deliver these lessons.

Whole school

Tutor time, assemblies and extra activities such as trips and theatre performances also contribute to the PSHE programme for example with visiting speakers. Subject areas such as Science and Humanities also cover PSHE subjects, for example learning about drugs in Science and British Values topics through History.

## Equality and diversity

The PSHE programme should be accessible and relevant to all students. Provision is made for students to access the programme where they are unable to do so via lessons. Equality and diversity are promoted within the schemes of work where students have opportunities to explore body image and stereotyping for example.

## Resource

A budget is available for ACHIEVE which funds curriculum materials, fees for external agencies and visits.

## Assessment

The ACHIEVE programme of lessons are assessed using the success criteria developed by the Head of Careers, PSHE & Relationships. There is no formal assessment but informal assessment to show progress is recorded using the school Ello VLE. Progress and attitude are reported to parents alongside other subjects as part of the school reporting procedure.

## Parents and Carers

We recognise that parental influence and support is key in helping students to prepare for adult life and achieve their potential. Information is provided to parents about the ACHIEVE programme via the school website, newsletters and information evenings. At parents evenings staff are available to discuss any aspect of personal development and specialist information and advice is made available.

We recognize that some ACHIEVE topics can be sensitive and upsetting for some students, for example abuse in relationships. The Ellowes Hall safeguarding policy is followed if any issues arise from the teaching of such topics. Staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Safeguarding procedures must be followed, for example when any

disclosures about abuse are made. In some cases, students may be referred to specialist agencies for support, for example health or counselling services.

## Partnerships

Wherever possible, links are made with outside agencies, either to support delivery of topics in specialist areas, to provide targeted support linked to an ACHIEVE topic (such as counselling services) or to support planning and review of the PSHE programme. Agencies include health promotion, Police, Magistrates, local colleges and universities, apprenticeship providers. In addition, where possible, ACHIEVE topics are delivered in the context of real life events – for example employability skills through applying for work experience.

## Staff development

Staff training needs are identified as part of the monitoring, review and evaluation process and in conjunction with the school CPD policy. Funding is provided from external funding and from school funds. The school will endeavour to meet training needs within a reasonable period of time. Staff training needs for planning and delivering the PSHE programme will be identified in the staff development plan.

## Monitoring, Review and Evaluation

Student and parent surveys are used on a regular basis to provide a student voice to check learning outcomes and inform development of the programme. Evaluations conducted by external agencies are shared with school staff and the results inform future planning. Professional learning sessions are scheduled to update staff on the ACHIEVE provision and programme of study. The programme is continually reviewed and developed to reflect the changing needs of students, changes in DfE guidance, and evaluations from staff and students.