



ASPIRE ACADEMY

PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)

POLICY AND PROCEDURES

POLICY FIRST ADOPTED AND RATIFIED BY THE TRUST	July 2014
POLICY REVIEWED / REVISED	November 2015
POLICY TO BE REVIEWED ANNUALLY OR AS REQUIRED	

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Date: 2nd November 2015

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CHAIR OF GOVERNORS

Personal, Social and Health Education (PSHE)

Introduction

This policy has been informed by:

- The National Curriculum Programme of Study for Personal, Social, Health and Economic Education
- Citizenship National Curriculum

Aims and objectives

PSHE forms one of the strands (along with careers education, RE and Citizenship) of our SMSC curriculum.

PSHE education contributes to achievement of the curriculum aims for all young people at Aspire Academy to become:

- Successful pupils 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

PSHE education within the SMSC curriculum has great importance and prominence.

Teaching objectives are taken from the interrelated programme 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.

At the heart of our curriculum, PSHE education through SMSC emphasises:

- Personal development (around attendance and behaviour in particular)
- The acquisition of personal learning and thinking skills to drive achievement
- Healthy lifestyles
- Development of identity and cultural diversity
- Sustainable futures and the global dimension

PSHE education through SMSC is intended to make a major contribution to the academy's statutory responsibility to:

- Promote pupils' wellbeing
- Achieve the whole curriculum aims
- Promote community cohesion
- Provide careers education and sex education

Rationale and vision for PSHE through SMSC at Aspire Academy

Personal wellbeing helps young people to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, academies and communities. As pupils 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 pupils explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotion and 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 pupils 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 the academy, pupils 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.

PSHE education through SMSC is intended to improve pupils' motivation and progression by helping them to see the relevance of what they learn in the academy to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps pupils to aim high. Pupils 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.

Pupils 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.

PSHE through SMSC

PSHE education is delivered within a whole academy approach to SMSC which includes:

- Allocation of curriculum time
- Teaching PSHE through and in other subjects/curriculum areas
- Through SMSC and the extended curriculum
- Specific projects and initiatives including opportunities for volunteering
- Through involvement in the life of the academy and wider community
- Through strong structures for pastoral care and guidance

SEAL (Social and Emotional Aspects of Learning) contributes to personal development by promoting social and emotional aspects of learning. It provides a framework and some ideas for teaching social and emotional skills within discrete lessons, across subjects and outside the classroom. PSHE education provides an invaluable contribution to learning the social and emotional skills that are identified in SEAL. SEAL in turn provides a framework that supports PSHE education.

Teaching methods and learning approaches

Good teaching of PSHE, RE, Citizenship and SMSC relies on using appropriate methods for the aim of the lesson or unit of work. All tutor/mentors are encouraged to develop a repertoire of flexible, active learning methods which allow pupils 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 including:

- Climate building 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
- School Council - preparatory activities
- 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:

- Pupils' knowledge and understanding, for example, information on health, understanding of procedures including health and safety.
- How well pupils 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 actively involving pupils in their own learning, adjusting teaching to take account of the results of data (both national and academy based).

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

- Mind-mapping
- Display of a community action project, such as at parent's evening
- Presentations
- Observation of a group discussion or group task
- Photographs of speakers
- Written evidence and extended writing

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

PSHE co-ordination and curriculum planning through SMSC

PSHE through SMSC is co-ordinated by the Subject Leader for English & SMSC at Aspire Academy.

He/she is responsible for:

Policy development- working with Senior Leadership Team (SLT) to develop the academy's:

- PSHE education delivery through SMSC
- SMSC strategic plan
- System for monitoring and evaluation

PSHE education through SMSC curriculum planning including:

- Drawing up a scheme of core provision for all pupils in KS3/KS4
- Identifying opportunities for PSHE learning in other subjects
- Identifying opportunities for PSHE learning beyond the classroom

Managing teaching and learning including through:

- Selecting, deploying, and updating resources with tutor/mentors
- Managing the PSHE education budget
- Building/supporting a PSHE delivery team of tutor/mentors

Liaising / communicating with:

- SLT
- Learning areas
- Tutor/mentors
- 'Home schools'
- external agencies, for example local council, police etc.

Training and support for staff:

- Tutor/mentors who will be delivering the SMSC curriculum of which PSHE is an integral part.

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 through SMSC is provided for in a sensitive and non-judgmental way that will enable all young people, staff and the wider academy community to feel valued and included in effective policy and practices.

Answering difficult questions

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This Academy believes that individual tutor/mentors must use their skill and discretion in these situations and refer to a Senior Teacher as necessary.

Teaching sensitive and controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Tutor/Co-Educators 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.

Tutor/Co-Educator will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' 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 pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Confidentiality

Academy staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

An underlying principle in supporting pupils in our academy is that all pupils are listened to sensitively and objectively.

Although Aspire Academy cannot guarantee confidentiality, pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

Use of Community Based Agencies

Outside agencies and speakers may be involved in inputting to PSHE education through SMSC lessons and as points of referral as support services for pupils. The academy actively co-operates with other agencies appropriate to pupil needs such as theatre groups, the police and to Health to enhance the quality of its PSHE education through SMSC provision. Visitors who support the academy will also be informed of the values held within this policy. The academy will work in partnership community based agencies and speakers to jointly plan their input in SMSC lessons.

Aspire Academy works with local partners (including pupils' 'home schools'), agencies, theatre in education companies and so on to ensure appropriate provision in the key areas of PSHE, including SRE and Drug Education, Healthy Eating, Physical Activity and Emotional Health and Wellbeing.

Monitoring, evaluation and review

The Subject Leader for English & SMSC with the Tutor/Co-Educator team play an essential role in:

- Reviewing delivery of the PSHE education programme through SMSC
- Contributing to the academy improvement plan
- Preparing for inspection and academy self-evaluation

They take the lead in the implementation of Social and Emotional Aspects of Learning (SEAL) with monitoring and action plans outlined:

- Reviewing delivery of the SEAL teaching objectives through SMSC
- Building on the SEAL provision
- Ensuring that the 50 SEAL Learning outcomes are adhered to
- Contributing to the academy improvement plan
- Preparing for inspection and academy self-evaluation