



PSHE Policy

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1. Introduction

The Farnborough Academy is an 11-16 years, mixed comprehensive school situated on Clifton Estate, south of Nottingham. Many of the pupils come from backgrounds of social and economic disadvantage. Few pupils within the school come from ethnic minority background, however this number is growing. The curriculum of the school has been created in response to the needs of the pupils who attend, including those with Special Educational Needs and Disabilities (SEND).

This outlines the Personal, Social, Health and Economic (PSHE) and Citizenship provision received by pupils at The Farnborough Academy, this is an ongoing provision which is subject to change should the needs of the pupils etc change. This policy has been produced in consultation with key stakeholders, including senior leadership, the safeguarding officers and governors. Parents and carers have also been informed about the policy and the policy is available for parents and carers via the school website. The policy will be reviewed on a 2 yearly basis to ensure all content is relevant and up to date.

2. Aims

PSHE at The Farnborough Academy will ensure that young people are healthy, happy and safe. The **curriculum should aim to promote pupils' spiritual, moral, social and cultural (SMSC) development** and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other and the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to Achieve, Believe and Commit and ultimately ensure pupils are healthy, happy and safe.

Through PSHE education, pupils will develop personal skills and attributes including: resilience; empathy and compassion; respect for others; employability skills; enterprise skills; valuing and respecting diversity; organisation and time management and decision making.

The Academy believes that PSHE should:

- Be an integral part of the curriculum received by pupils
- Be an entitlement for all pupils
- Encourage every pupil to contribute to make our community and aims to support each other as individuals
- Encourage pupils and teachers to **share and respect each other's views**
- Generate an atmosphere where questions and discussion can take place
- Recognise that parents are the key people in teaching their children about Personal, Social, Health and Economic matters and that we should work together to support and complement each other
- Recognise that the wider community has much to offer and we aim to work in partnership with such organisations

3. Subject content and delivery

The academy acknowledges that age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

PSHE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school, for example in Numeracy and Form Time Learning (FTL). The curriculum on PSHE will complement and be supported by, the Trust and Academies wider policies on Equality and Diversity, safeguarding, SEND provision, Relationship and Sex Education (RSE) and Drug Education.

Any PSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with **individually at another time. Should pupils have a question they don't feel able to ask in the lesson, the academy will have a 'PSHE question box' for pupils to submit their question to the PSHE lead who will then address the matter.**

The curriculum has been planned and designed using a variety of different sources, such as the Department for Education: Citizenship , the Department for Education: Personal, Social, health and economic (PSHE) education , the Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health education , the PSHE Association: Programme of study for PSHE Education and ECpublishing Resources .

The PSHE curriculum is devised from **the PSHE Association's Programme of Study and from this full Schemes of Work** are created by the PSHE Coordinator and sent out to teaching staff. These act as a guidance as to what should be taught but teachers should use their discretion as certain issues may arise which may need to be addressed in PSHE lessons. In addition to the timetabled programme, there are also focus sessions throughout the year which will focus on things such as additional careers guidance and Anti-Bullying week.

It is important that pupils are helped to make connections between the learning they receive in the **classroom and their current or future 'real life' experiences. With this in mind the knowledge, understanding and skills are taught in three core themes;**

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

By the end of each key stage. we aim to cover a variety of different themes/topics by adopting a spiral approach. This means pupils will build on knowledge from one year to the next, increasing the level of depth and understanding they have, ultimately putting them in a better position for life beyond the academy. It is important to note that the units studied in each year may change should the needs of the pupils change.

By the end of key stage 3		
Year 7	<ol style="list-style-type: none"> 1. RSE (Relationship) 2. Bullying (Health and wellbeing and living in the wider world) 3. Healthy lifestyles (Health and wellbeing) 4. British Values (Living in the wider world – Citizenship) 5. Substance awareness (Health and wellbeing) 	This content will be delivered by the Humanities department, who will receive up to date training to ensure all material and resources used as the most accurate and to help the member of staff be confident delivering each unit.
Year 8	<ol style="list-style-type: none"> 1. Staying safe (Living in the wider world and relationships) 2. Healthy lifestyles (Health and wellbeing) 3. Prejudice and discrimination (Health and wellbeing and living in the wider world) 4. British values (Living in the wider world) 5. Employability (Living in the wider world) 	
Year 9	<ol style="list-style-type: none"> 1. Finance Education (Living in the wider world and relationships – Citizenship) 2. Substance awareness (Health and wellbeing) 3. Staying safe (Living in the wider world and relationships) 4. RSE (Relationships) 5. RSE (Relationships) 	
By the end of key stage 4		
Year 10	<u>Drop down days</u> <ol style="list-style-type: none"> 1. Employability and CV writing (Living in the wider world) 2. Drug awareness (Health and wellbeing) 3. RSE (Relationships) <u>Form Time Learning</u> <ol style="list-style-type: none"> 1. British Values (Living in the wider world) 2. Finance Education (Living in the wider world) 3. Staying safe (Health and wellbeing and Living in the wider world) 	This content will either be delivered by a team of staff on a 'drop down' day, or by the tutors during Form Time Learning. In both of these instances those delivering the lessons will receive up to date training to ensure all material and resources used are the most accurate.
Year 11	<u>Form Time Learning</u> <ol style="list-style-type: none"> 1. College applications (Living in the wider world) 2. Healthy lifestyles (Living in the wider world and Health and wellbeing) 3. Revision and study skills (Living in the wider world) 4. Perseverance and procrastination (Living in the wider world and Health and wellbeing) 	

4. Evaluation and monitoring of content

The subject lead of PSHE will work closely with colleagues, such as the careers co-ordinator, to ensure PSHE is being taught in a safe and supportive manner, where the pupils are making healthy, happy and safe choices. As part of this process, pupils will be consulted throughout the year on the content being covered and whether they feel it is best suited to them.

As with all learning the effectiveness of the curriculum will be monitored throughout and pupils progress will be evident in their PSHE books, for example pupils may be asked to produce a spider

diagram on a topic at the start of the unit and then add to it at the end with information they now know. This will show the content is suited to those in the lesson. Along with this, staff will be asked to feedback at the end of each topic and the lead for PSHE will meet with the safeguarding lead in the academy to ensure there is no additional area which needs to be covered. Whilst the content has been outlined in the above table, the content and order of delivery is subject to change due to the needs of the pupils.

The Governors within the academy have a responsibility for overseeing, reviewing and organising the revision of the PSHE curriculum should they feel the need to do so arises.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's PSHE provision, Citizenship, RSE and on support and staff development, training and delivery.

Assessment in PSHE focuses on pupils learning against the lesson objectives and outcomes. Although pupils are not formally assessed in the subject, assessment is important in identifying **pupils' progress and ongoing needs**. **Teachers assess pupils' knowledge and understanding, e.g.** information on health and understanding of health and safety procedures through discussions and activities in lessons. Teachers can also assess pupils in how effectively they use the knowledge, understanding and skills they develop, e.g. through participating in discussions, group activities, resolving conflicts, making decisions and forming positive relationships. Teachers can also observe pupils progress of these skills as pupils apply them in other areas of the curriculum and extra-curricular activities.

5. Roles and responsibilities

The school governors

- Ensure the PSHE policy is fit for purpose
- Ensure parents and carers have had a consultation period before the implementation of the policy

The Principal

- Monitor the implementation of the policy
- Ensure all staff are informed of the policy and the responsibilities they have
- Ensure staff have time to receive up to date training
- Work with parents and carers to keep them informed of the curriculum and ensure all information is clear

PSHE lead

- Monitor the implementation of the policy and delivery of content with the principal
- Ensure Continued Professional Development (CPD) opportunities are provided for staff, specifically those who are delivering RSE
- Creating a PSHE programme which reflects current government guidance and legislation
- Establish a shared view of best practice to which all pupils are entitled
- Identify opportunities for PSHE learning beyond the classroom

- Monitor and **evaluate the programme, including the use of outside agencies, and pupils' and staff responses to the programme**
- Monitor and evaluate the quality of the curriculum in place to all pupils
- Liaise with the Designated Safeguarding Leads (DSLs) and careers co-ordinator to ensure the curriculum is most relevant to our pupils

Staff

- Ensure the classroom is a safe place with established ground rules prior to delivering the content
- Ensure they are aware of the policy
- Ensure resources are appropriate for those pupils they are teaching
- Emphasise the importance of making informed choices
- Ensure all teaching is unbiased
- Where appropriate they direct pupils to seek advice from an appropriate agency or individual

Parents and Carers

- The academy recognises that parents are the first educators of their children as you have the most significant influence in enabling their child to grow and mature, our PSHE programme is designed to complement the teaching which takes place within the family.

6. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns and action these where possible.

Pupils with Special Educational Needs and Disabilities (SEND)

We will ensure that all young people receive PSHE, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

As far as is appropriate, young people with SEND follow the same PSHE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one to one basis.

7. Working with external agencies

Where appropriate, outside agencies and speakers may be involved in inputting and enhancing the PSHE curriculum. This is agencies such as the police, drugs services, theatre in education groups and other community groups.

This involvement can be as part of the planning process as well as with the delivery of PSHE. When visitors are used this is to compliment the programme, they will never be used to substitute or

replace planned provision. When visitors and other outside agencies help and support in the delivery of PSHE, there will always be a member of staff present during the lesson and the content will always be looked at prior to the lesson taking place.

The Academy will also ensure that the visitor is aware of aspects of confidentiality and understands **how safeguarding reports should be dealt with in line with the Trust's Safeguarding Policy.**

8. Safeguarding and confidentiality

Staff cannot offer unconditional confidentiality. Staff are not legally bound to inform parents or principal of any disclosure, however any necessary information will be passed to the schools designated safeguarding officer.

In any case where child protection procedures are followed, the member of staff will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

Through the school nurse and other key members of staff (including the PSHE co-ordinator), pupils are signposted towards confidential sources of support for PSHE issues in their area.

The PSHE Association's guidance on 'Handling complex issues safely in the PSHE education classroom' is shared with all staff who deliver PSHE and provides practical guidance on the teaching of complex and sensitive issues.

9. Links with other policies

This policy should be read in conjunction with the following Trust/Academy policies:

- RSE policy
- Safeguarding policy
- Drug Education policy
- Equality and Diversity Policy
- SEND policy