
HOLYROOD

— ACADEMY —



POLICY

PSHE Policy

Reviewed: September 2021

Introduction:

This policy covers the provision of Personal, Social, Health Education at Holyrood Academy and includes CAEIG (Careers Advice, Education and Independent Guidance) as well as Relationship and Sex Education (see separate RSE Policy. It takes account of our Safeguarding and Child Protection Policy as well as our Bullying Policy. (link below)

<https://www.holyroodacademy.com/academy/parentscarers/policies/17/>

This policy also takes into account the following reports and initiatives, together with their outcomes:

- SMSC Education Reform Act of 1998
- The 'Every Child Matters' initiative of 2003
- Children's Act of 2004
- Education and Inspections Act 2006
- Government/OFSTED 'Not Yet Good Enough' PSHE in Schools (2013)
- The Children and Social Work Act (2017)
- PSHE Association Programme of Study 2017

'All schools must provide a balanced and broadly-based curriculum which:

- *Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *Prepares pupils at the school for the opportunities and responsibilities and experiences in later life'*

(Education Act 2002 / Academies Act 2010)

The 2006 Education and Inspections Act placed a duty on Governing Bodies *'to promote the wellbeing of pupils at the school'*.

Rationale:

The success, health and wellbeing of our students is at the very heart of Holyrood Academy's core values. Our school's overarching aim is to support our students to thrive in a time of rapid change, with new and unpredictable opportunities and challenges which may emerge. The Personal Development Programme (PDP) is designed to teach students about a range topics and issues and provides the opportunity for them to explore their own attitudes, values and beliefs, as well as those of others and enables students to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives. At Holyrood Academy we believe our PDP lessons are vital in contributing to the ongoing health and wellbeing of all our students.

Research shows that PDP lessons can make a significant contribution to many positive outcomes for our school and our students, including:

- Maximising academic achievements (Pro-Bono Economics Report 2017)
- Addressing local health priorities and safeguarding concerns
- Fulfilling the Academy's statutory duty to:
 - Deliver health and relationships and sex education aspects of Personal Development
 - Promote wellbeing and spiritual, moral, cultural, social (SMSC) development
 - Prepare students for the opportunities, responsibilities and experiences of later life
 - Promote 'British Values'

Aims and Objectives:

We believe PDP lessons are most effectively taught through a 'spiral programme'. This means our programme will revisit themes, which students experience every year, gradually extending thinking, expanding knowledge and developing skills.

There are three core themes explored in our Personal Development Programme:

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

Framework:

As a result of our Personal Development Programme framework, students will:

- Be actively engaged in learning, rather than passively receiving information
- Have opportunities to consider and clarify their values and beliefs
- Develop enquiry and interpersonal skills
- Know and understand how to stay safe and healthy
- Be able to say and do the right thing in any situation
- Understand they have a responsibility to respect the rights of others and should contribute to creating a safe environment both in and out of school
- Have access to a comprehensive, balanced and relevant body of factual information to inform their present and future choices

Working with Parents/Carers:

The Academy is committed to working in close partnership with parents and carers who are the key people in teaching their children about issues covered in our Personal Development Programme. The Academy aims to complement parents in the role. The religious convictions and culture of students and their parents/carers will be respected.

Parents/Carers have the right to withdraw their children from all or part of the sex and relationship education provided at the Academy except for those parts included in the statutory National Curriculum for Science. (For further information, see Relationships and Sex Policy)

Content and Organisation

The approach to planning the Personal Development Programme is no different from other curriculum areas. It is delivered predominantly in PDP lessons, but issues are explored in other curriculum subjects such as Science, Health and Social Care, PE, Food Technology, Computer Science and RE. Some issues may arise spontaneously in other lessons such as English and Drama. This is not considered to be part of the planned Personal Development Programme and parents or carers cannot withdraw students in these circumstances.

The Personal Development Programme is carefully planned within the spiral programme structure referred to earlier in this Policy.

The three core areas across both key stages are:

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

An outline of the PSHE Programme for KS3 – KS4 can be found following the link on the Academy's main website.

<https://www.holyroodacademy.com/academy/parents/carers/pshe/189/>

We allocate 1 hour of curriculum time every fortnight and topics are may be extended into Tutor time or classroom discussions. Some topics are strategically presented in assemblies.

The Personal Development Programme will be delivered by a dedicated team who will have devised the units of work they teach so that they specialise in the subject knowledge and delivery of the lessons.

Timetabling of lessons, use of Knowledge Organisers and setting of homework will be organised in the same way as other curriculum subjects.

Our provision is further enriched by independent Careers Guidance and outside speakers and professional agencies and, from time to time, interactive workshops or performances.

The Personal Development Programme for KS3 – KS5 can be found using the following link: <https://www.holyroodacademy.com/userfiles/files/PDP%207%20year%20Curriculum%20Plan%202021-22.pdf>

The Personal Development Programme is led by Ms E Bateson and is line managed by a member of SLT. In addition, the programme will be supported by Mrs Emma Higman (Careers Advisor) and Miss K Lemon (CEIAG).

Assessment:

Assessment will focus on learning, set against the lesson objectives and outcomes, and is based on progression of understanding and response to information covered in each unit of work.

Evidence of learning may take the form of self, peer or teacher assessment and will normally present in a range of formats such as mindmaps, 'I can...' statements, Test sheets, activity sheets and so on.

Equal Opportunities:

PDP lessons are inclusive of all students. The programme will be delivered in line with the Academy's Equal Opportunities policy within an atmosphere of mutual respect. No individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

The programme will aim to be sensitive to the needs of all students at the Academy, regardless of gender, race, disability, sexual orientation or health status.

Specific Issues:

Personal Beliefs

The personal beliefs and attitudes of teachers should not influence their teaching of PDP.

Language and Ground Rules in Lessons

Teachers will promote the use of appropriate terminology and respond sensitively and effectively to the inappropriate use of language. PDP plays a crucial role in reducing racist, sexist, sexual, homophobic and transphobic bullying. Staff will respond to reports and incidents of bullying by referring to the Academy's Bullying Policy. Teachers will promote the use of inclusive language i.e.: 'partner' rather than boy/girlfriend/husband/wife in appropriate contexts. Staff and students will be involved in the negotiation and setting of ground rules in their lessons.

Sensitive Issues

- Staff will need to be aware that some students might already have negative experiences relating to particular topics. Staff should be aware of the support that is available to students and how it might be accessed. Where disclosure occurs staff should refer to the Academy's Safeguarding Policy.
- Students will have the opportunity to explore dilemmas, enabling them to know and understand about issues surrounding topics such as grooming, radicalisation, inappropriate / abusive relationships, drug and alcohol addiction, sexual identity, domestic abuse, FGM, STIs, debt and gambling, extremism and develop the communication skills to discuss these issues with parents and health professionals where appropriate
- The Academy will seek to ensure that PDP is relevant and positive for all students, and that teaching about these issues is inclusive and undertaken by teachers who will give information regarding relevant support.

Monitoring and Evaluation:

The monitoring and review of the PDP programme is carried out annually using the Academy Improvement Plan, Curriculum Review, Student Voice and Team Improvement Plan.

Further information on PSHE/PDP and Citizenship can be found here:
www.pshe-association.org.uk