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HOLYROOD

— ACADEMY —



POLICY

# PSHE Policy

*Reviewed: June 2019*

## **HOLYROOD ACADEMY PSHE Policy**

### **Introduction:**

This policy covers the provision of Personal, Social, Health Education in school and includes CAEIG (Careers Advice, Education and Independent Guidance) as well as Sex and Relationship Education (see separate SRE Policy). It takes account our Safeguarding and Child Protection Policy as well as our Anti-Bullying Policy. (Links below)

<https://www.holyroodacademy.com/userfiles/downloads/69/SexandRelationshipEducationPolicy.pdf>

<https://www.holyroodacademy.com/userfiles/downloads/575/Safeguarding%20and%20Child%20Protection%20Policy%20Oct18%20-%20VLT.pdf>

<https://www.holyroodacademy.com/userfiles/downloads/57/VLT%20Anti-bullying%20policy.pdf>

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 Academy'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 PSHE programme 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 PSHE programme is vital in contributing to the ongoing health and wellbeing of all our students.

Research shows that PSHE can offer 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 school's statutory duty to:
  - Deliver health and relationships and sex education aspects of PSHE
  - 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 PSHE is 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 PSHE Programme:

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

### **Framework:**

As a result of our PSHE 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 PSHE 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 Sex and Relationships Policy)

### **Content and Organisation**

The approach to planning the PSHE programme is no different from other curriculum areas. It is delivered predominantly in PSHE 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 PSHE programme and parents or carers cannot withdraw students in these circumstances.

The PSHE 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 School's main website.

<https://www.holyroodacademy.com/userfiles/files/Outline%20of%20KS3-%20KS4%20PSHEe%20programme%202018-19.pdf>

We allocate 1 hour of curriculum time every fortnight and topics are often extended into Tutor Time discussions. Some topics are strategically presented in assemblies.

The PSHE programme will be delivered by Tutors who will have devised the units of work they teach so that they specialise in the subject knowledge and delivery of the lessons. It will also be delivered by Year Leaders.

We operate a rotation system so that students are taught by Tutors delivering the same unit of work.

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 PSHE Programme for KS3 – KS4 can be found via a link on the Academy's website. (also see under 'Content and Organisation')

The PSHE programme is led by Mrs E Naylor and is line managed by the Deputy Headteacher. In addition, each year group's curriculum is managed by its respective Year Leader. It is taught by tutors at Holyrood Academy. The programme will also 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.

Assessment 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 mind maps, 'I can...' statements, Test sheets, activity sheets and so on.

### **Equal Opportunities:**

PSHE is inclusive of all students. The programme will be delivered in line with the school'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 in 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 PSHE.

#### **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. PSHE 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 Anti-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 PSHE 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 PSHE programme is carried out annually using the School Improvement Plan, Curriculum Review, Student Voice and Team Improvement Plan.

Further information on PSHE and Citizenship can be found here:

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)