



## **PSHE Guidance**

Approved by:	Governing Body
Approval date:	January 2018
Review date:	January 2019

## **Basic information**

This guidance covers our Academy's approach to PSHE

It was produced by KBN and L Jones through consultation with all key stakeholders; students, staff, parents/carers and governors.

It will be reviewed in January 2019.

## **How will the guidance be made available to parents/ carers and the wider community?**

Parents/carers will be informed about the guidance through the Academy's website

The guidance will be available to parents/carers on request

## **Creating and safe and supportive learning environment**

We will create a safe and supportive learning environment by ensuring that where students indicate that they may be vulnerable and at risk, they will get appropriate support from the Safeguarding team (KBN, DS, FC,RH and BA). All staff in school are aware of the Safeguarding procedures and will signpost any student who needs support to the designated staff.

## **Equality and diversity**

We promote the needs and interests of all students, irrespective of gender, sexuality, culture, ability or aptitude by celebrating our multi-cultural and diverse ethos.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision.

We promote social learning and expect our students to show a high regard for the needs of others by teaching students to be tolerant and respectful of all members of our community.

We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all. This will be through the teaching on AC days and the reinforcement of topics in form time.

## **What values will we promote?**

Our programme promotes British Values as well as ambition, equality, creativity, sense of belonging, honesty and self-belief.

## **What are the aims and objectives of our programme?**

Our programme of study identifies the key concepts and skills that underpin PSHE education and help the academy to fulfil our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. Our programme of study at Key Stages 3 and 4 is based on three core themes within which there will be broad overlap and flexibility:

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

The overarching aim for PSHE education at Castle Hall Academy is to provide students with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

### **What are our intended outcomes?**

The learning outcomes of our programme will be that students will:

- know and understand how to prepare themselves for the opportunities, responsibilities and experiences of life
- be able to participate in modern society and understand their own need for financial and economic wellbeing
- understand that they have a legal, social and moral rights and responsibilities
- understand how to keep themselves safe and healthy

### **Key Principles and Teaching Methodology**

The programme will be taught through a range of teaching methods, including pair/group work, outside speakers and assemblies.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by effective pre-teaching and building on prior knowledge.

We will ensure cross-curricular learning by auditing departmental contributions and utilising departmental specialists to deliver key topic.

### **What topics will be covered and (broadly) when?**

#### **During Key Stage 3 students will:**

- Develop the concepts of Health and Wellbeing, Relationships and Living in the Wider World.
- Develop the skills of keeping themselves and other healthy and well, how to stay safe and happy in a range of differing situations and relationships, how to be successful and a responsible member of our wider community including careers and finance skills. This learning will be carried out through creative learning platforms and differing teaching styles including debating, role play, demonstrations and participation from outside guest speakers.

#### **During Key Stage 4 students will:**

- Further develop the concepts of Health and Wellbeing, Relationships and Living in the Wider World.
- They will build upon the skills of keeping themselves and other healthy and well, how to stay safe and happy in a range of relationships and situations including parenting, how to be successful and a responsible member of our wider community which will further investigate economic wellbeing and career paths. This learning will be carried out through creative learning platforms and differing teaching styles including debating, role play, demonstrations and participation from outside guest speakers.

### **How will we assess this learning?**

We will assess students' learning through peer and self-assessment.

### **How will we involve and consult pupils?**

Student voice is gathered during regular quality assurance of the ACD and tutorial programmes.

### **How will we ensure inclusion and differentiate learning?**

We will respect students' unique starting points by providing learning that is differentiated according to need, ensuring that students with special educational needs receive access to PSHE education through effective differentiation according to individual needs and plans and in liaison with the SENCo.

Heads of Year will be consulted to ensure what is delivered to individual students takes in to account any safeguarding or personal issues.

### **How will parents and carers be involved?**

Any parent who questions the delivery of SRE will be informed by school staff of their right to withdraw.

Parents will be kept up-to-date with PSHE delivery via the school website.

### **How will we ensure the curriculum is balanced?**

While promoting the values above, we will ensure that students are offered a balanced programme by providing a programme that offers an unbiased range of viewpoints. Provision is quality assured to ensure that lessons are sensitive to a range of views and that students have access to the learning they need to stay safe and healthy, and protect and enforce their human rights. This includes clear, impartial information in relation to matters outlined in statutory guidance for schools and colleges (such as forced-marriage, female genital mutilation, sexual exploitation, extremism and abortion.)

### **How will we ensure that our equalities obligations are fulfilled?**

We will ensure equality by helping students to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

We will review this guidance annually and take into account any relevant issues that may arise throughout the year.

### **Who will be responsible for teaching the programme?**

The programme will be led by Lucy Jones. It will be taught by all teaching staff in school and supported by specialist outside agencies and outside speakers.

### **How will the PSHE education guidance link to other school policies and other subjects on the curriculum?**

This guidance supports the following policies:

Safeguarding Guidance

Child Protection Guidance

E-Safety Guidance

Anti-bullying Guidance

Religious Education

Science

### **How will students' questions be answered?**

Students' questions will be answered honestly and openly with consideration of their prior learning and individual needs. It is important that children feel able to ask any questions that they wish and that their questions are valued.

We will allow students to raise anonymous questions by providing purple comment boxes around school. Any concerns are passed to the relevant staff member/school council.

### **The use of visitors to the classroom**

We will use external contributors to deliver sessions for students on aspects of the planned PSHE programme. The objectives and outcomes will be agreed in advance and there will always be a teacher present to manage the learning.

### **What is our guidance on confidentiality?**

Every session will adhere to the CP Guidance's guidance on confidentiality.

### **Timetabling PSHE education**

PSHE education at Castle Hall Academy is delivered through six AC days throughout the academic year and during form time on weekly basis.