



Beamont Collegiate Academy

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

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Signature of Chair to Curriculum & Learning Committee	G Porter
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1. Introduction

- 1.1 The Department for Education launched a review of personal, social, health and economic (PSHE) education, as outlined in the Schools White Paper 2010. The internal review, which will report to the Secretary of State, will look at the quality of teaching of PSHE in schools, along with its content.
- 1.2 Heads, teachers, parents, pupils and other interested parties were invited to submit their views and evidence to the Department. After the review of PSHE education which finished in November 2011, the Secretary of State will next publish proposals for public consultation.
- 1.3 This policy follows the current guidance for the teaching of PSHE and will be reviewed and amended once the review has been evaluated and any National Curriculum amendments have been made.

2. Aims

- 2.1 Beamont Collegiate Academy recognises and values the benefits that the Personal, Social, Health and Education (PSHE) programme offers its pupils. **As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.**
- 2.2 This programme is linked with the compulsory section of Citizenship and collectively they offer a broad scope of subjects. Beamont Collegiate Academy will offer learning opportunities that will enable pupils to be taught the knowledge, skills and understanding they need to take responsibility for themselves, show and offer respect to others and develop their confidence and self-awareness. This will enable them to be more informed when making decisions and more able to cope with the challenges life brings.

3. The Organisation of PSHE

- 3.1 Beamont Collegiate Academy has designated a PSHE co-ordinator who will have overall responsibility for monitoring pupil performance and the quality of learning and teaching in this area and who will have a target for improving attitudes and behaviour. The co-ordinator will ensure that all teachers and teaching assistants are given current information on any changes to the curriculum
- 3.2 Beamont Collegiate Academy recognises the importance and value of parents/carers and families in helping their children to develop and make responsible decisions for themselves based on informed choices. This will be reflected in the delivery of the PSHE curriculum. PSHE education equips pupils

to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

3.3 The Academy will follow the PSHE curriculum at **Key Stage 3** and 4 as outlined in the National Curriculum guidance

3.4 **Overarching concepts developed over Key Stage 3 & 4:**

- i. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- ii. Relationships (including different types and in different settings, including online)
- iii. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- iv. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- v. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- vi. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- vii. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- viii. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- ix. Career (including enterprise, employability and economic understanding)

4. The Key Stage 3 Curriculum

4.1 During Key Stage 3 our pupils will learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power. PSHE education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships

and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

4.2 The areas covered in KS3 are;

- Developing confidence and responsibility and making the most of their abilities
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people

4.3 During this Key Stage, most secondary pupils will be taught knowledge, skills and understanding through opportunities to;

1. How to manage transition
2. Develop key skills (speaking and listening), confidence and general life skills
3. How to maintain physical, mental and emotional health and wellbeing;
4. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and relationships (sexual health is delivered Year 9 onwards).
5. All about parenthood and roles and responsibilities in family life.
6. How to assess and manage risks to health; and to keep themselves and others safe
7. How to identify and access help, advice and support
8. How to respond in an emergency, including administering first aid
9. The role and influence of the media on lifestyle
10. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
11. How to recognise and manage emotions within a range of relationships
12. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
13. About the concept of consent in a variety of contexts (including in sexual relationships)
14. Strategies of managing loss including bereavement, separation and divorce
15. To respect equality and be a productive member of a diverse community
16. How to identify and access appropriate advice and support
17. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
18. How to make informed choices and be enterprising and ambitious
19. How to develop employability, team working and leadership skills and develop flexibility and resilience
20. The economic and business environment

21. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers

- Meet and work with people (for example, people who can give them reliable information about health and safety issues, such local professional agencies (examples include school nurses and community drug awareness workers))
- Discover aspects of resilience
- Develop relationships (for example, by working together in a range of groups and social settings with their peers and others)

5. The Key Stage 4 Curriculum

- 5.1 During Key Stage 4 pupils are expected to use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take new and more adult roles in the Academy and the wider community.
- 5.2 They develop the self-awareness and confidence needed for adult life, further learning and work. They will have opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them.
- 5.3 They develop their ability to weigh up alternative courses of action for health and well-being.
- 5.4 They gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions.
- 5.5 They learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek advice about these and other personal issues. They learn to respect the views, needs and rights of people of all ages.

6. Developing confidence and responsibility and making the most of their abilities

- 6.1 Pupils will be taught to;
- Be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals
Have a sense of their own identity and present themselves confidently in a range of situations
 - Be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience
 - Recognise influences, pressures and sources of help and respond to them appropriately

- Use a range of financial tools and services, including budgeting and saving, in managing personal money
- 6.2 They will also learn about the choices open to them post-16, including continuing education, training and employment, and about their financial implications. They will use high quality information, advice and guidance to help them choose their next steps, negotiate and plan their post-16 choices with parents/carers and others, develop career management skills, and prepare and put into practice personal action plans

7. Developing a healthy, safer lifestyle

7.1 Pupils will be taught to;

- Think about the alternatives and long- and short-term consequences when making decisions about personal health
- Use assertiveness skills to resist unhelpful pressure

- Understand the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management
- Be aware of the link between eating patterns and self-image, including eating disorders
- Be aware of the health risks of alcohol, tobacco and other drug use, CSE, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make
- Understand that in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- Seek professional advice confidently and find information about health
Recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures.

8. Developing good relationships and respecting the differences between people

8.1 Pupils will be taught;

- Aspects of being healthy and staying safe in a variety of life situations
- Risky behaviour
- Internet safety
- About the diversity of different ethnic groups and the power of prejudice and discrimination, with the promotion of tolerance and respect for all people in society
- To recognise British values
- Effective spiritual, moral, social and cultural aspects of life and develop awareness

- To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support
- To work cooperatively with a range of people who are different from themselves
- To be aware of exploitation in relationship
- To be able to talk about relationships and feelings
- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- About the nature and importance of marriage for family life and bringing up children
- About the role and responsibilities of a parent, and the qualities of good parenting and its value to family life
- About the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
- To know about the statutory and voluntary organisations that support relationships in crisis
- To develop working relationships with a range of adults.
- Career and aspirations
- Money matters (finance)

9. Throughout Key Stage 4

9.1 During this Key Stage, pupils will be taught PSHE knowledge, skills and understanding through opportunities to;

- Take responsibility (for example, by representing the Academy to visitors and at outside events as part of departmental provisions.
- Feel positive about themselves (for example, by gaining recognition for the role they play in Academy life). Participate (for example, in an initiative to improve their local community or in challenging activities involving physical performance, public performance or organised events outside the Academy)
- Make real choices and decisions (for example, about their priorities, plans and use of time and/or about their choices post-16, with regular review and support)
- Meet and work with people (for example industry days)
- Develop relationships (for example, by discussing relationships in single and mixed sex groups)
- Consider social and moral dilemmas (for example, young parenthood, genetic engineering, attitudes to the law)
- Find information and provide advice (for example, by providing peer support services to other pupils)
- Prepare for change (for example, in relation to progression to further education and training)

10. Delivering the PSHE Curriculum

- 10.1 Beamont Collegiate Academy recognises its role in delivering these programmes and will be sensitive to the content and style of delivery. It will at all times ensure that appropriate teaching practices relating to age, ability and cultural identity of the pupils are implemented.
- 10.2 The Academy will hold discussions with those parents/carers who feel that the subject matter is inappropriate for their child and will explore other alternatives that enable age appropriate learning and teaching to take place.
- 10.3 The Academy follows the statutory requirements, as stated by the Department for education July 2015, for sex and relationship education (SRE), drug education and careers education and guidance. It is intended that the PSHE lessons will complement this learning, helping to reinforce the notion of making positive choices. The SRE provision is at the heart of this policy to raise standards and expectations of all pupils.
- 10.4 We will ensure that pupils receive PHSE teaching regardless of their ability and that learning opportunities are matched to the individual need of the student.
- 10.5 Beamont Collegiate Academy will use both direct and indirect teaching opportunities for pupils to learn and all subjects will be underpinned by PSHE, enabling the pupils to relate their educational experience with their life and the lives of others and recognise the correlation between them. Areas of the PSHE schemes of work will be delivered through flexible learning tutor sessions delivered through the academic year.
- 10.6 We will work closely with other partner agencies and organisations to reinforce the key concepts and to access specialist expertise that will enhance and support consistency of delivery in the PSHE programmes.

11. Assessment of Progress

- 11.1 Beamont Collegiate Academy will use a range of methods to assess the quality and effectiveness of PSHE on the student's progress and development. The areas that contribute to this are;
- Pupil voice surveys
 - **Staff surveys / audit**
 - Quality assurance via learning walks conducted to assess the quality of PSHE delivery during tutor sessions.
 - Peer and self-evaluation and discussion
 - Monitoring patterns and trends within pupil data to improve our PSHE provision (examples include; behaviour incidents, bullying records and derogatory language used by pupils)
 - Local data provided by healthcare providers

- 11.2 Beamont Collegiate Academy will also assess the pupils' learning in PSHE by making informal judgements of their level of understanding as they observe them during lessons and in their individual and group contributions to Academy life.
- 11.3 The achievement of each student will be reported to parents/carers each year in their annual report. Beamont Collegiate Academy will not have formal examinations in PSHE and as such the assessments made on achievements will be positive and reflect the student's individual development and understanding of the subject throughout the year.

12. Monitoring, Evaluation and Review

- 12.1 The PSHE co-ordinator will review this policy at least annually and more often when legislation and guidance changes.
- 12.2 Its implementation and effectiveness will be monitored by the PSHE co-ordinator and the Vice Principal with overall responsibility for curriculum.
- 12.3 The policy will be promoted and implemented throughout the Academy.

Appendix 1

Confidentiality

The subject matter involved in supporting the social and emotional aspects of learning relates in a specific way to the individual. When discussing feelings and the circumstances that give rise to them, it is inevitable that some pupils will find areas of the work challenging and distressing for a range of reasons.

Teachers, Teaching Assistants and other adults need to be sensitive to the individual circumstances of the pupils in their care. The Academy uses the opportunities available to talk through any issues that arise, or might arise, in response to the materials, with colleagues or other professionals where appropriate.

We aim for all adults involved with pupils to be aware of Academy protocols with regards to disclosure and they should refer to the **Beamont Collegiate Academy's Child Protection Policy** where appropriate.