

Ocker Hill Academy



Personal, Social, Health and Economic Education (PSHE) Policy

To be reviewed in line with Ocker Hill Academy Policy Guidelines

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Statement of intent

Ocker Hill Academy believes that a strong PSHE education enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the academy and the wider community. In doing so, we help to develop their sense of self-worth and they learn to appreciate what it means to be a positive member of a diverse multicultural society. At Ocker Hill Academy, our PSHE curriculum is strongly tied to our sex and relationship education (SRE) and pastoral care programme.

The vision for students, staff and others linked to our academy is to always look to achieve our personal best in every aspect of academy life.

- Our academy is one where everyone is encouraged and supported to achieve their personal best.
- Our academy is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our academy.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents and carers will be informed about the policy via the academy website where it will be available to read and download.

1. Key roles and responsibilities

- 1.1. The governing body has overall responsibility for the implementation of the academy's PSHE Policy.
- 1.2. The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has overall responsibility for reviewing the PSHE Policy annually.
- 1.4. The principal has responsibility for handling complaints regarding this policy, as outlined in the academy's Complaints Policy.
- 1.5. The principal will be responsible for the day-to-day implementation and management of the PSHE Policy.
- 1.6. The PSHE co-ordinator (middle leader for the curriculum, or person delegated by them) is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- 1.7. As required by statutory guidance, the governing body and principal will consult with parents to ensure that the PSHE policy reflect the needs and sensibilities of the wider academy community.
- 1.8. Ocker Hill Academy will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from PSHE and SRE education.
- 1.9. We will ensure that pupils are also involved in the creation of this policy through feedback and suggestion forms and/or class discussions.

2. Aims of the PSHE curriculum

2.1. Pupils will learn to:

- Understand what constitutes a healthy lifestyle.
- Understand safety issues, both in real life and online.
- Develop responsibility and independence within the academy which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our academy community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at the academy, in society and online.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.
- Understand the importance of emotional wellbeing.

3. Teaching methods and learning style

- 3.1. A range of teaching and learning styles will be used to teach PSHE.
- 3.2. Teaching will be pupil-led and there will be an emphasis on active learning techniques such as discussion and group work.
 - Use appropriate language and correct terminology.
 - No raised voices/shouting.
 - No talking over people.
 - Show respect for another's views, even when disagreeing with them.
 - Keep comments subject-specific, as opposed to personal.
- 3.3. 'Ice-breaker' activities and clear ground rules regarding discussions will be put in place in order to ensure a safe, supportive and positive learning environment.
- 3.4. Pupils will learn, research and study techniques and have the opportunity to engage in investigations and problem-solving activities.
- 3.5. All pupils will be encouraged to take part in charity work and volunteering, as well as organising academy events such as assemblies and parent exhibitions.
- 3.6. We will use visiting speakers, such as health workers and the police, to broaden the curriculum and share their real life experiences. Any such speakers must be closely monitored by the class teacher who should use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our academy
- 3.7. We will consult with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 3.8. Pupils' questions will, unless inappropriate, be answered respectfully by the teacher.

4. Timetabling

- 4.1. We will use direct teaching via timetabled lessons.
- 4.2. We will ensure cross-curricular learning where meaningful links can be made e.g. E-safety taught in computing sessions.
- 4.3. There is an element of PSHE in pastoral care and we will ensure that PSHE and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

5. Reporting and confidentiality

- 5.1. Every lesson should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable to discuss this with staff.
- 5.2. Pupils will be encouraged to have an open dialogue regarding any such issues but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues

raised. When a pupil does wish to speak to a teacher about any such issue, the teacher should ensure that the pupil is aware of this responsibility.

6. Tailoring PSHE

- 6.1. Discussion and other activities will be used in initial PSHE lessons in order to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects.
- 6.2. Teaching will take into account the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 6.3. Adaptations will be made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- 6.4. All pupils with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.

7. Key stage 2 programme of study

7.1. The programme will cover:

- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- Managing change, including puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in various emergencies.
- Identifying different influences on health and wellbeing.
- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse, as well as how to respond to these and ask for help.
- How to respect equality and diversity in relationships.
- Respect for the self and others, and the importance of responsible behaviours and actions.
- Rights and responsibilities as members of families, other groups and ultimately, as citizens.
- Different groups and communities, and how to respect equality and be a productive member of a diverse community.
- The importance of respecting and protecting the environment.
- Where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives.
- A basic understanding of enterprise.

8. PSHE coordinator (middle leader for curriculum or person delegated by them)

8.1 The PSHE coordinator (middle leader for curriculum or person delegated by them) will:

- Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
- Agree the overall aims, objectives and priorities of the PSHE curriculum.
- Establish a shared view of best practice to which all pupils are entitled.
- Develop and review this policy.
- Agree the priorities for pupils' personal and social development.
- Identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for staff.
- Monitor the PSHE programme including the use of outside agencies.
- Evaluate the PSHE programme annually.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of academy improvement.
- Attend relevant courses and network meetings.