

Personal, Social, Health and Citizenship Education (PSHCE) Policy

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1.

Rationale

PSHCE is integral to the development of children and young people (CYP) and should involve students, teachers, parents and the wider school community. This policy is designed to provide the basis for consistent and effective delivery of PSHCE in order to fulfil school and statutory guidelines and, ultimately, to promote safety and wellbeing. This policy relates to all aspects of school life and includes its role in promoting spiritual, moral, social and cultural development (SMSC) of all students.

At King Alfred's Academy (KAA) we are committed to our students' academic, personal, cultural, social, emotional, spiritual and moral development and to preparing them for the responsibilities and experiences of life outside of formal education. Evidence shows that well-delivered PSHCE programme will have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. The National Curriculum 2000 QCA also states that '*all schools should make provision for personal, social, health and economic education (PSHCE), drawing on good practice*'. PSHCE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum.

As young people move toward independence, it is hoped that good Personal, Social, Health and Citizenship Education will contribute to the four strands of the framework provided by the National Curriculum 2000. These are:

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

Overall responsibility for the organisation of the PSHCE curriculum lies with the PSHCE Co-ordinator, working closely with the Heads of Site, their Tutor teams and with the Academy Counsellor, especially in relationship to Sex and Relationships Education (*see separate SRE Policy*).

2.	<p>Equal Opportunities</p> <ul style="list-style-type: none">○ At KAA we will ensure that young people with SEN and learning difficulties are adequately provided for in the provision of PSHCE and that their individual needs are appropriately met. This is achieved by collaborating with the school's SEN and Inclusion team.○ Throughout the PSHCE curriculum, all students are treated equally regardless of age, race, gender, sexuality, disability and religion in line with our Single Equality Policy (See separate SEP Policy).○ Equality and respect for all people is modelled at KAA by all adults in school. All staff at KAA promote equal opportunities by the quality of relationships and mutual respect for others that they espouse as they work together to create a safe, respectful and caring environment in which all can flourish.
3.	<p>Assemblies</p> <ul style="list-style-type: none">○ A comprehensive assembly programme is planned yearly by the PSHCE Co-ordinator for all year groups. This includes assemblies on age appropriate PSHCE topics such as modern British values, mental health awareness, e-safety and anti-bullying, the Single Equality Policy and marking national events such as Remembrance Day.○ The Head teacher and wider senior leadership team take a lead in the delivery of key PSHCE messages in assemblies such as equality, respect, growth mind-sets and behaviour for learning.○ Younger students have the opportunity to connect with older students in assemblies led by VI Form students, Peer Supporters, transition assemblies and performances from the School Production team.○ Students are encouraged to consider their increasing responsibilities with assemblies relating to examinations, aspirations, post-16 options and work experience as well as hearing from KAA alumni.

<p>4.</p> <p>4a.</p>	<p>WHOLE SCHOOL PSHCE THEMES</p> <p>Anti-Bullying</p> <ul style="list-style-type: none"> ○ PSHCE at KAA is part of the implementation of the school's Anti Bullying and Single Equality Policies by teaching and upholding values such as respect and equality. ○ Issues around e-bullying are engaged with in assemblies and tutor times and students learn how to raise concerns about e-bullying both in and out of school. <i>(See separate IT acceptable usage Policy).</i> ○ Outside agencies such as production companies are welcomed at KAA to help students consider issues around bullying and e-bullying. ○ AHT (in charge of safeguarding) leads staff in setting high expectations in and out of the classroom. High expectations of behaviour reduce the opportunity for bullying <i>(See separate Anti Bullying Policy and Behaviour Management Policy).</i> ○ A dedicated member of staff works with a student panel to contribute towards parental communications on this matter.
<p>4b.</p>	<p>Citizenship and Modern British Values</p> <ul style="list-style-type: none"> ○ The five British values, set out in the Government's 2011 Prevent Strategy, are incorporated into tutor time activities and assemblies; <ul style="list-style-type: none"> ▪ The values of democracy ▪ The rule of law ▪ Individual liberty ▪ Mutual respect ▪ Tolerance for other faiths and traditions ○ Topics such as racism, religious discrimination and homophobia are taught in relation to UK law. ○ A cross curricular approach to teaching Modern British Values is achieved as all staff seek to find opportunities to teach respect and equality in their classrooms.
<p>4c.</p>	<p>Risky Behaviour Prevention</p> <ul style="list-style-type: none"> ○ The risks of behaviours such as the abuse of drugs and alcohol are taught through a range of methods. The impact of smoking is taught at KS3 through

	<p>the science curriculum.</p> <ul style="list-style-type: none"> ○ Sex and Relationships education covers the issues around safe sex and signposts students to local agencies and health providers who can advise them outside of school. ○ Our behaviour policy takes risky behaviours such as smoking and the use of drugs or alcohol under age very seriously and students receive a clear message from school in this area (See Behaviour Policy). ○ Fire safety and road safety are taught at KS3 as part of the tutor times and assemblies programme. ○ The academy uses relevant data and student information to inform it's response to risky behaviour.
<p>4d.</p>	<p>Spiritual Development</p> <p>Students are provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:</p> <ul style="list-style-type: none"> ○ Develop their self-esteem, self-knowledge and belief in themselves. ○ Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs. ○ Explore the spiritual values of others through stories, drama, music, art and Ethics and Philosophy curriculum . ○ Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in relationships with others. <p>In practice, this is delivered through</p> <ul style="list-style-type: none"> ○ An Ethics and Philosophy curriculum which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values. ○ A tutor time PSHCE programme which provides opportunities to develop an awareness of core values. ○ Collective worship and assemblies – a themed approach that allows many opportunities to explore spiritual and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific assemblies such as Remembrance Day. ○ Educational enrichment trips and partnerships (such as with the School's Prayer Space) provide students with a range of experiences which may promote a sense of awe and wonder about the world. ○ A rewards system developing student self-esteem through house points, postcards home, and celebration assemblies at all levels. ○ Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual.

	<ul style="list-style-type: none"> ○ Provision of a Prayer Space room for reflection and prayer for all students.
4e.	<p>Social and Moral Development</p> <p>Moral development refers to the students' knowledge, understanding, intentions, attitudes and behavior in relation to what is right and wrong. The intention to develop students' morals and sense of responsibility is reflected in the school Behaviour Policy.</p> <ul style="list-style-type: none"> ○ KAA upholds a clear model of good and reinforcement of school and classroom rules both inside and outside of lessons. ○ Student managers and the inclusion team have been trained to support students in conflict with one another with a focused on conflict resolution and restorative justice. ○ Themed tutor time and discussions based on moral issues, where appropriate, across the school. ○ Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality and global responsibility. ○ Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues. ○ Local, national and global incidents give an opportunity for teaching about morality. ○ A whole school approach to engaging with student voice and student leadership is seen through the House System, Change Teams and student leadership in lessons and electives as well as through the Peer Supporters programme. ○ Students are able to engage with the school and wider community, such as World Challenge, community work, charity involvement, Year 10 work experience and numerous other enrichment opportunities.
4f.	<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> ○ Healthy eating and exercise are promoted throughout KAA, particularly through the PE curriculum. ○ The school nurse is involved in the promotion of healthy eating and healthy lifestyles and uses student leaders to create displays on such topics. ○ Topics such as stress, depression and anxiety are discussed with students, particularly around exam and revision seasons and have been given dedicated curriculum time. ○ The school works with a range of external organisations such as CAMHS, PCAMHS, EIS and the school counselling service.
5.	<p>Delivery of PSHCE</p>

	<p>Tutor time</p> <ul style="list-style-type: none"> ○ All tutors have the responsibility to deliver PSHCE weekly to their tutees, in line with the PSHCE Topics Overview that the PSHCE Co-ordinator has designed. Tutors should use a range of T&L styles to ensure the engagement and learning of all tutees. <p>Theme Days</p> <ul style="list-style-type: none"> ○ PSHCE theme days are incorporated into the Theme Day plan with topics such as Human Rights, Gender Equality, Exam Revision and coping with stress, Risk and Safety, Mental Health Awareness. <p>Cross Curriculum</p> <ul style="list-style-type: none"> ○ Faculties and departments all have the opportunity to incorporate into their schemes of work opportunities for PSHCE learning. This could include discussing PSHCE topics through literature in English through to discussing respect and teamwork in PE. (See Curriculum Policy). <p>Enrichment</p> <ul style="list-style-type: none"> ○ The extensive KAA trips and elective programme offers opportunities for PSHCE and SMSC related learning as discussed above. <p>Use of Visitors</p> <ul style="list-style-type: none"> ○ Although King Alfred's staff remain primarily responsible for the delivery of PSHCE, input from visitors to this part of the curriculum is encouraged. These will include health professionals, subject consultants and other professionals we feel can complement our programme. These visitors are made aware of the Academy policy and the PSHCE programme. They work closely with us to provide appropriate teaching on a variety of PSHCE subject areas.
6.	<p>Evaluation and Monitoring</p> <ul style="list-style-type: none"> ○ Site walks in tutor time are led by the Head of Site (supported by LT and HoH) and will monitor engagement and content delivery of PSHCE tutor times. ○ During termly learning walks, members of SLT audit tutor time PSHCE as part of the week of monitoring and evaluating teaching and learning. ○ The PSHCE Co-ordinator ensures that both staff delivering the programme and students evaluate the PSHCE programme. ○ These evaluations are considered for future planning of the programme. ○ The PSHCE programme is constantly under review and is regularly updated to ensure current issues and concerns raised by the staff, students, parents

	and the wider community are included. The PSHCE Co-ordinator collaborates with staff to allow the Academy full ownership of the programme.
7.	Documents for further reading National Curriculum 2000 QCA Education Act 2002 Academies Act 2010 Links with other policies Drugs Education policy Anti bullying policy Health and Safety policy Behaviour Management policy Sex and Relationships Education Policy

POLICY: ROLES AND RESPONSIBILITIES

It is the responsibility of the Governors:

- To ensure the effective implementation of the Policy.

It is the responsibility of the SLT:

- To provide appropriate support, training and resources for PSHCE Co-ordinator.
- To undertake audits and observations of department developments in PSHCE provision.
- To promote and facilitate enrichment events in school.
- To promote student “voice” opportunities and the related teams in order to maximise student participation.
- To encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

It is the responsibility of the PSHCE

Co-ordinator:

- To monitor and evaluate the delivery and impact of the Policy.
- To modify and update the Policy in the light of ongoing developments and the changing needs of the school.

It is the responsibility of all tutors and classroom teachers:

- To implement the PSHCE programme into tutor times and curriculum areas where appropriate.

It is the responsibility of all students:

- To engage positively with PSHCE lessons to enable staff to implement the Policy effectively.

It is the responsibility of those with parental responsibility:

- To support the Policy of the school
- To ensure that concerns are raised with the staff if they arise.