

## PSE Policy

### **RATIONALE:**

The Personal Studies Programme (PSHCE) has been designed in consultation with our students and based on the PSHE Association's programme of study to support them to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. It should also address the expectations of the statutory Health Education and Sex & Relationships Education and the expectations of the Ofsted Inspection Framework. These have been carefully designed as a context through which to develop the concepts, skills and attributes set out below. Although the specific content of this programme will constantly evolve as the world changes, these concepts are timeless. It is vital they have the opportunity to explore their attitudes, values and beliefs and to develop the skills, language and strategies necessary to lead confident, healthy and responsible lives.

This represents an opportunity to help our students flourish. The knowledge and attributes gained will support their own wellbeing and attainment, and that of others, and help our students become successful and happy adults who make a meaningful contribution to society.

### **Intent:**

Personal, Social, Health and Citizenship Education (PSHCE) at Key Stage 3 and 4 endeavours to support students in leading confident, healthy and responsible lives both as individuals and members of society. Through work in lessons and a range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they may face as they approach adulthood. Personal Studies provides opportunities to reflect on experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature and to show respect for the diversity of and differences between people. It develops student well-being and self-esteem encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career. It will compliment lessons already across the curriculum covering areas such as issues in politics, the law, family, the environment, relationships, British Values, e-safety, self-awareness and the media.

### **Implementation:**

#### **Context of the Achieve Curriculum:**

The outcomes of PSHE cannot always be confined to specific timetabled time and so helps to contribute to their wider Spiritual, Moral, Social and Cultural (SMSC) development. At Armthorpe Academy PSHCE is delivered within a whole school approach which includes:

- Discrete curriculum time delivered by teaching staff.
- Teaching PSHCE through and in other subject/curriculum areas.
- Through PSHCE activities and external speakers.
- Through pastoral care and guidance.
- Through values activities and assemblies.

#### **Curriculum Time**

At both KS3 and KS4 the PSHE programme is delivered to students through timetabled lessons for one hour a week. This time is split into 4 topic areas, Health and Wellbeing, Healthy Relationships, Citizenship and Diversity. These sessions are interleaved throughout the year with values activities, assembly content and drop-down curriculum days, including the master of recall quiz, which is specifically designed to aid recall by students.

#### **PSHCE Through Other Subject/Curriculum Areas**

Provision for some aspects of PSHCE is made through other subject areas. Other curriculum subjects have opportunities to make links with the PSHE Framework through their programme of study. **English**

– skills in enquiry and communication, use of resources, discussion and presentation of arguments, texts with personal, health and relationship issues

**Maths** – financial literacy

**Science** – teaching and learning on health, drugs (including medicines), sex education, hormones and safety

**Design/Technology** (including, Food and Nutrition) – health, safety and hygiene issues, the consideration of social, moral and cultural dilemmas associated with the global environmental impact of products

**ICT** – finding ICT based information, e-safety, handling data, e-mail for communication and exchange of ideas

**Business** - developing pupils' understanding of the world of work and their role as consumers and aspects of financial capability; looking at the ethical nature of businesses, balance profit against morals; impact of employment legislation

**History** – ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity including Britishness and Democracy

**Geography** – implications of sustainable development for pupils' own life, study of cultural differences, skills of geographical enquiry including communication

**Modern Foreign Languages** – communication in the target language and learning about culture, customs and beliefs, exchange visits and host visits

**Art and Design** – respect of the differences between people through an investigation of artists, craftspeople and designers from Europe and the rest of the world

**Performing Arts** – making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and expression

**Physical Education** – teaching and learning about health, safety and fitness, development of cooperation and commitment, teamwork. Inter school competition

## **ROLES AND RESPONSIBILITIES: Teaching**

### **Staff**

- To actively support the planning and delivery of the PSHCE curriculum
- To engage with outside agencies and specialists that are supporting the academy in the delivery of effective PSHCE opportunities
- Classroom practice and pedagogy take into account students ability, age, readiness and cultural backgrounds, and should adjust lessons/planning to enable all pupils to access the learning
- Students need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills
- To provide a comprehensive, balanced and relevant body of factual information to inform their present and future choices
- Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE.
- No teacher or student will be expected to answer personal questions or be forced take part in a discussion
- The meaning of words will be explained in a sensible and factual manner
- Students with special educational needs should follow the same PSHE education programme as all other students. Careful consideration should be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants should work with individual pupils where required, and if appropriate.
- To consistently implement the agreed PSHCE policy