



Sandwell Academy PSHE Policy

Policy Title:	PSHE Policy
Policy Reference:	SA/Curriculum and Assessment
Description:	This document sets out how the Academy will ensure the non-statutory guidelines from the National Curriculum for PSHE are taught at Sandwell Academy.
Status:	Statutory
Category:	Academy/Curriculum and Assessment
Contact:	Name: Mr C Mills Deputy Head Manager
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Change Record		
V	Date	Description
1.1	January 2012	Update of the existing policy
1.2	May 2013	Update of the existing policy
1.3	Feb 2015	Update of the existing policy
1.4	Jul 2016	Update of the existing policy
1.5	Jul 2017	Update of existing policy

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THE ACADEMY'S RESPONSIBILITY

Personal, social, health and economic education (PSHE)

PSHE education remains a non-statutory part of the curriculum and was the subject of a separate DfE review which published its outcomes in September 2013. Pupils benefit from learning how to lead healthy lifestyles, manage their feelings, build positive relationships and become financially capable. No new programmes of study were published for the subject.

In the secondary curriculum PSHE education is currently described in two, interrelated programmes of study for both key stages 3 and 4: one for personal wellbeing and one for economic wellbeing and financial capability.

Personal wellbeing draws together personal, social and health education, including sex education, the social and emotional aspects of learning. Economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning. The programmes of study should be used flexibly to ensure that PSHE education programmes are appropriate to pupils' abilities and backgrounds. They should provide opportunities to address real life and topical issues and show pupils that they can make a difference to their own and others' lives.

It forms a part of the basic curriculum content at the Academy. Together with Citizenship the programme will inform and help students to lead confident, healthy and responsible lives as individuals and members of the Academy and local community.

PSHE is at the heart of the curriculum and wider aspects of Academy life. The Academy aims to generate an environment that is informed, accepting and understanding of the needs, attitudes and beliefs of other members of the community. PSHE is a vital component in nurturing and developing a secure learning environment where students and staff feel safe and are respectful, caring, confident, conscientious and happy. Such an environment will contribute to high standards of achievement.

Sandwell Academy has a responsibility to educate all students to gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. In response, students will be expected to positively contribute to Academy life and the wider community. PSHE programmes of study will be delivered across all curriculum areas and it is important to recognise that each member of the Academy staff plays a role in reinforcing the values and attitudes embodied within the PSHE programme.

Positive role models are essential if students are to develop and enhance their own understanding, behaviour, values, attitudes and participation in Academy life. This document will refer generally to PSHE across all the Curriculum Areas, but programmes of study relating to health, drugs and sex education will be planned and delivered by the Science curriculum area and are outlined in the 'Drugs Education Policy'.

AIMS

The aims of this Policy are to provide, through a broad and balanced curriculum at Key Stage 3, Key Stage 4 and Sixth Form, PSHE which:

- Provides students with the practical knowledge and skills to help them live healthily.
- Helps students to deal with the spiritual, moral, social and cultural issues they may encounter.
- Provides opportunities for students to reflect on their experiences and their physical and emotional development.
- Helps students to understand and manage responsibly a wide range of relationships as they mature, to show a respect for the diversity of, and differences between, people.
- Develops students' self-confidence and self-esteem. Encouraging them to believe in their own ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.
- Encourages students to play a helpful part in Academy life and in their neighbourhoods, communities and the wider world.
- Prepares students for the opportunities, responsibilities and experiences of adult life.

PROGRAMME OF STUDY FOR PSHE

PSHE brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability. There are two non-statutory programmes of study at Key Stages 3 and 4: personal wellbeing, and economic wellbeing and financial capability. The programmes of study are based on the Every Child Matters outcomes and build on the existing frameworks and guidelines in these areas

Key Stage 3

Education for economic well-being and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside the Academy, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Personal well-being helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviors and make positive contributions to their families, schools and communities. As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities.

During Key Stage 3 students:

- will learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power.
- will learn to become more self-aware and capable of more sophisticated moral reasoning.
- will be encouraged to take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages.
- will learn new skills to help them make decisions and play an active part in their personal and social life.
- will learn how to plan and manage choices for their courses and career.
- will be encouraged to continue to develop and maintain a healthy lifestyle whilst coping with their physical and emotional changes.
- will learn to cope with changing relationships and understand how these can affect their health and well-being.
- will be encouraged to take part in the life of the Academy and the local community.

Key Stage 4

Education for economic well-being and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Personal well-being helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities

During Key Stage 4 students:

- will be encouraged to use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take a more mature role in Academy and community life.
- will further develop the self-awareness and confidence needed for adult life, further learning and the world of work.

- will be given opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them.
- will develop their ability to weigh up alternative courses of action for health and well-being.
- will gain a greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning through clarifying their opinions and attitudes in discussions with peers and adults, considering the consequences of their decisions.
- will learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek appropriate advice.
- will learn to respect the views, needs and rights of people of all ages.

Teaching in all years should ensure that the following Programmes of Study are covered as indicated in the DFE guidelines published in September 2013 and that a breadth of opportunities are provided:

- 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.

For specific areas of study within each Programme of Study reference to the National Curriculum is required. Note that the Science curriculum area will cover Health, Drugs and Sex education.

Sixth Form

During the Sixth Form, students will continue to study PSHE through the courses undertaken. The content will be similar to that studied at Key Stage 4 with more emphasis placed on the Sixth Form students to be positive role models for the younger students in the Academy. Students will be encouraged to take an active part in helping and advising younger students within the Academy together with developing the skills and confidence to make active, responsible contributions to their neighbourhoods and local community through voluntary project work in liaison with associated outside agencies.

THE DELIVERY AND MANAGEMENT OF PSHE

Within each of the 7 Curriculum Modules delivered each year at Key Stage 3 and 4, specific areas of study within PSHE should be planned and delivered. PSHE will be taught across all the subjects. Subject Leaders will lead their team

Subject Leader Responsibilities:

- Responsibility for the planning and oversight of specific areas of study associated with PSHE within subject specific study.
- Co-ordinate the work of the staff.

- To create an appropriate learning environment for the delivery of PSHE and take all the necessary action to guarantee that all staff and students are fully briefed.
- Recognise and facilitate teamwork to ensure the successful delivery of PSHE.
- Ensure all staff are properly informed of the specific areas of study relating to PSHE.
- Provide any additional documentation detailing resources to staff at least a module in advance of delivery.
- If outside speakers are to be used, make sure that they are booked well in advance and have clear guidance as to the expectations. Arrange for Hospitality and communicate the arrangements to the Hospitality Manager.
- If outside visits are part of the module, make sure that clearance is given (see the Academy Visits Pack) and that all necessary documentation is completed and letters to parents are prepared and issued well in advance.
- To ensure appropriate formal assessment is completed and communicated to all the relevant parties at the end of each module. Formal reporting of progress will be done through the annual Record of Achievement.

POLICY MONITORING AND EVALUATION

The Subject Leader will evaluate the content and organisation of the areas of study during the annual PSHE audit. This will be initially through discussion with the teachers delivering it. Subject leaders will be requested to amend the programmes and return them to the Deputy Head responsible. This will ensure that areas not covered by curriculum subjects can be targeted for inclusion in the PSHE and Citizenship programme for delivery during tutor time.