



Mildenhall College
A C A D E M Y

PSHE Policy

Adoption Date: February 2015

Last Reviewed: July 2018

Next Review: February 2021

This policy is reviewed every three years. It can be reviewed sooner if amendments to legislation or educational practice necessitate a change.

Links to other policies:

- Safeguarding Policy
- E-Safety Policy
- Anti-Bullying Policy and Procedure
- Equalities Policy
- Sex and Relationships Policy
- Anti-Bullying Policy
- PSHE Curriculum

LOCATED: Intranet & Website

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1 Purpose and Aims

- 1.1 The purpose of the Academy Transformation Trust PSHE (Personal, Social and Health Education) Policy is to ensure all of our academies promote the spiritual, moral, cultural, mental and physical development of pupils including educating pupils on citizenship, and prepare them for the opportunities, responsibilities and experiences of later life.
- 1.2 The Trust expects academies to deliver a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives.
- 1.3 The overarching aims for PSHE education are to provide pupils with accurate and relevant knowledge so they have the opportunity to turn that knowledge into personal understanding.
- 1.4 Academies should aim to give pupils the opportunity to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities and give pupils the skills, language and strategies to live a healthy, safe life in modern Britain.
- 1.5 The Trust are committed to raising the profile of PSHE across all our academies.

2 Responsibilities and Expectations

- 2.1 Academies have statutory duties to meet to promote the spiritual, cultural, mental and physical development of their pupils, and to prepare pupils for later life. These duties are set out in the 2002 Education Act and the 2010 Academies Act. Academies also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2014) and community cohesion (Education Act 2006). PSHE education plays an important part in fulfilling all of these responsibilities.
- 2.2 Each academy has a Local Governing Body (LGB) whose responsibility it is to make sure that the academy has an effective PSHE curriculum. The LGB should ensure that this policy is adhered to.

It is the responsibility of the leadership team and the PSHE subject leader to ensure that provision for personal, social and health education (PSHE) is made, drawing on good practice locally and nationally. They should follow the 10 principles for personal, social and health education issued by the PSHE Association May 2014:

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.

3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

3 Equality and Diversity

- 3.1 The Trust promotes the needs of all pupils irrespective of gender, culture, ability or aptitude by ensuring teaching will take account of ability, age, readiness and cultural backgrounds of our pupils and those with English as an additional language to ensure that all can fully access PSHE education provision. See the Trust Equalities Policy for more details.

4 The PSHE Education Curriculum

- 4.1 PSHE Education is the planned provision for social and emotional development. It will help children and young people develop a sense of identity and to function well in the world.
Section 2.5 of the national curriculum framework states all schools should make provision for PSHE, drawing on good practice, as an Academy Trust we will follow the framework.
- 4.2 Although there is not a standardised framework or programmes of study. PSHE can encompass many areas of study. The Trust believes teachers are best placed to understand the needs of their pupils. However the Trust advises academies to have regard for programmes of study Key Stages 1-4 written by the PSHE Association; funded by Department for Education. These programmes of study are based on three core themes-
1. Health and wellbeing
 2. Relationships
 3. Living in the wider world
- 4.3 Academies should be mindful of the key safeguarding issues in their area and include these within the PSHE programme.
- 4.4 Academies should ensure that e-safety is embedded into the curriculum including within the PSHE programme (see e-Safety Policy).
- 4.5 As part of living in the wider world we have duty of care to ensure that all our pupils are competent, informed safe users of ICT and web based resources. Understanding safety online is a life skill and empowering children from an early age to safeguard themselves and their personal information should be nurtured throughout their education to see them into adult life. We are committed to supporting teachers and parents to understand what safe internet use means, to identify and prevent potential risks, and identify risky behaviour.

5 Academy Requirements

- 5.1 Each academy must have in place:
- A Sex and Relationships Education Policy which was developed in consultation with stakeholders.
 - An Anti-Bullying Policy and Procedure which involved the pupils creating it and enforcing it.
 - An outline of the PSHE programme of study which identifies how each element listed in 4.2 - 4.4 are delivered and how parents and outside visitors are involved.

Appendix 1

Citizenship

Citizenship is central to developing the whole individual in a way the Academy and wider community expect young people to progress to adulthood. The development of attitudes and values consistent with social expectation aids the teacher and supports the learner.

Citizenship is taught through the Skills for Life programme also encompassing PSHE. Both elements are an essential element of Academy life, which foster pupil's personal, social and health development, along with encouraging a sense of community within the Academy. At Mildenhall College Academy a whole Academy approach is used, because good citizens are essential to the whole Academy community.

Purpose

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Aims

The curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
 - develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
 - develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Appendix 2

WHERE WILL YOU SEE EVIDENCE OF PSHE & CITIZENSHIP?

There are a variety of opportunities for pupils to experience the skills we state in our aims:

- Assemblies
- Charity events
- Community projects
- Curriculum subjects
- Ethos of Academy
- Extra-curricular activities e.g. Social activities, Sports, Visits
- Skills for Life Programme
- Sports Day
- Whole Academy productions and concerts
- Work experience
- House and Academy Councils
- Peer groups
- Tutor Activities
- Mildenhall College Academy Traits

WHO SUPPORTS PSHE & CITIZENSHIP?

All staff are involved in Citizenship and PSHEe. Wherever staff are working with pupils, irrespective of the lesson or activity, they are supporting pupils' understanding of Personal, Social, Health and Economic education. This may be through the subject taught curriculum, the pastoral system or extra - curricular activity. Skills for Life lessons are delivered by a specialist team, led by the PSHEe and Citizenship coordinator. Outside speakers and experts are enlisted to support and compliment the programme such as the Police, Nurses, Recovering addicts, Employers etc. Their contribution is monitored by the PSHEe and Citizenship co-ordinator.