

John Port Spencer Academy



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

Safeguarding Team

The Designated Safeguarding Lead is: Mr L Shepherd

The Deputy Designated Safeguarding Lead is: Mrs C Golaub

The Designated Teacher for Looked after children: Mrs K Thomas

The Designated Lead for Mental Health: Mr W. Perry

The Designated Lead for Prevent is: Mr N Collier

The Designated Lead for Sixth Form is: Mrs G Barnett

The Designated Lead for Anti-bullying: Miss A Southall

Acting Safeguarding Officer: Mrs M Pemberton

The Designated Link Governor for Safeguarding is: Mrs Emma Twigg

Other John Port Spencer Academy documents/policies referred to are:

John Port Spencer Academy Anti-Bullying Policy

John Port Spencer Academy's Equality and Cultural Diversity Policy

John Port Spencer Academy's Sexting Policy

John Port Spencer Academy's Search and Confiscation policy

John Port Spencer Academy's Physical Restraint Policy

Revised: September 2018

To be reviewed: September 2019 or before

Aims

The overarching aim for our PSHE education is to provide pupils with:

- Accurate and relevant knowledge;
- Opportunities to turn that knowledge into personal understanding;
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Attainment targets

There are no attainment targets for PSHE education. The Department for Education end of Key Stage statements are used to inform the assessment process. Opportunities for both Assessment for Learning and Assessment of Learning will be built into provision. Baseline assessment, in order to understand pupils' prior learning, will ensure new learning is relevant and progress can be assessed. Providing pupils with opportunities to reflect on and assess their learning, recognising its relevance to their day to day lives and how they are progressing is a fundamental aspect of PSHE education. Assessment of PSHE education will encompass opportunities for teacher, peer and self-assessment.

Subject Content

The three overlapping and linked 'Core Themes' (Health and Wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

Our PSHE education respects and takes account of pupils' prior learning and experiences. Programmes reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the Academy. PSHE education is taught through a progressive programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

The programme is taught mainly through our collapsed Enrichment days where we work hard to organise a mixture of tutor led lessons as well as inviting a range of guest presenters with specific expertise. In addition to our Enrichment days the programme is taught in Year 7 and 8 through a timetabled citizenship lesson, as well as in Year 8 and 9 through a timetabled Philosophy, Religion and Ethics (PRE) lesson. Registration time with form tutors and themed assemblies each week also play a large role in our PSHE programme. Our PSHE programme has also been mapped out to show where all other subject areas contribute.

Our PSHE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. Our PSHE education has a rich body of knowledge taught through topics.

Overarching Concepts

- Identify their personal qualities, attitudes, skills, attributes and achievements and what influences these;
- Relationships (including different types and in different settings);
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet);
- Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings);
- Diversity and equality (in all its forms);
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts);
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance);

- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes);
- Career (including enterprise, employability and economic understanding);
- PSHE education makes a significant contribution to the development of a wide range of essential skills.

Essential Skills

The *intrapersonal* skills required for self-management

- Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour);
- Learning from experience to seek out and make use of constructive feedback;
- Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them);
- Making decisions (including knowing when to be flexible);
- Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers);
- Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress);
- Self-regulation (including managing strong emotions e.g. negativity and impulse);
- Recognising and managing the need for peer approval;
- Self-organisation (including time management).

The *interpersonal* skills required for positive relationships in a wide variety of settings

- Active listening;
- Empathy;
- Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively);
- Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience);
- Negotiation (including flexibility, self-advocacy and compromise);
- Recognising and utilising strategies for managing pressure, persuasion and coercion;
- Responding to the need for positive affirmation for self and others.

Skills of enquiry

- Formulating questions;
- Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources);
- Analysis (including separating fact from opinion);
- Planning and deciding;
- Recalling and applying knowledge creatively and in novel situations;
- Drawing and defending conclusions using evidence and not just assertion;
- Identification, assessment (including prediction) and management of risk;
- Evaluating social norms;
- Reviewing progress against objectives.