

PSHE and SRE Policy
Ormiston Meridian Academy
Ormiston Academies Trust

Revision level	Revision date	Description of changes	
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PSHE and SRE Policy

Policy Version Control

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Policy prepared by (name and department)	Gavin Davies PSHE, SMSC and Careers Co-ordinator
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Aims of PSHE

Learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

PSHE - personal, social, health and economic education is described in two **new** 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, while economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning.

PSHE education is at the heart of the new curriculum with its emphasis on personal development, learning and thinking skills, making a positive contribution and in cross-curricular dimensions such as healthy lifestyles, identity and cultural diversity, and sustainable futures and the global dimension.

PSHE education also makes a major contribution to the statutory responsibilities on academies to:

- promote children and young people's wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education and sex education.

The PSHE policy will be reviewed annually or when there is a change of government guidance or legislation.

Rationale for PSHE Education

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, academy's and communities. As students 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. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms (please also see SMSC and FBV policy).

Personal wellbeing helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development.

Education for economic wellbeing 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 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.

PSHE improves motivation and progression by helping students see the relevance of what they learn in academy to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps students to aim high. Students build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

At OMA we uphold and teach students about Fundamental British Values which are defined as:

Democracy

Rule of law

Individual liberty

Mutual Respect

Tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum (for more information on FBV at OMA see SMSC and FBV policy).

The PSHE Education Curriculum Provision

PSHE education cannot always be confined to specific timetabled time. At OMA PSHE education is delivered within a whole academy approach, which includes:

- discrete curriculum time delivered by form tutors and other staff
- teaching PSHE through and in other subjects/curriculum areas
- through PSHE whole academy via pre determined lessons & activities (see PSHE and SMSC timetable)
- specific projects and academy activities
- through involvement in the life of the academy and wider community
- through pastoral care and guidance.

Teaching Methods and Learning Approaches

Good teaching PSHE relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods which allow students to explore issues through academy and community involvement and in a way that is challenging and relevant to their lives.

Effective teaching and learning approaches used at OMA include:

- Shared learning ethos and ground rules
- working together
- values clarification
- information gathering and sharing
- consensus building
- problem solving
- understanding another point of view
- working with feelings and imagination
- having prefects, head boy & girl
- drama and role-play
- use of theatre in education
- discussion and debate.
- developing specific teaching groups for all PSHE subject area.

Assessment, Recording and Reporting

In PSHE education there are two broad areas for assessment:

- Students' knowledge and understanding, for example, information on health, understanding of procedures including health and safety.
- How well students can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

Clearly defined learning outcomes based on the National Curriculum programme of study for PSHE education assist the assessment process. Teachers are encouraged to collect evidence of learning to make a judgement about students' progress. This evidence might include:

- mind-mapping
- presentations
- observation of a group discussion or group task
- photographs of speakers
- written evidence and extended writing
- on line surveys and questionnaires
- interview
- Visitors' views
- Teachers' Views
- Debates
- Students' self-assessment sheets

Assessment in PSHE education does not imply that students are failing as citizens. It is not a judgement on the worth, personality or value of an individual student or their family. This can be particularly important in working with students from diverse backgrounds or who have emotional and behavioural difficulties.

The PSHE Co-ordinator has overall responsibility for PSHE, supported by the Head of Years 7-11 who are responsible for PSHE within their own teams.

This Responsibility includes:-

1. (PSHE Co - coordinator) Policy development- working with Senior Leadership Team (SLT) to develop a:

- PSHE and SRE education policy
- PSHE and SRE education development plan
- System for monitoring and evaluation via PSHE walks
- Identifying opportunities for PSHE learning in other subjects

2. (PSHE Co - coordinator) Curriculum planning-including:

- Drawing up a scheme of core provision for Key Stages 3 and 4 which reflect current government guidance and legislation
- Identifying opportunities for PSHE learning beyond the classroom.

- System for monitoring and evaluation through monitoring student self-assessment, student and staff surveys
 - Liaising with Heads of Year and PSHE team leaders in development of topics
3. (PSHE Co - coordinator) Managing learning and teaching-including:
- selecting, deploying, and updating resources
 - managing the PSHE education budget
 - building/supporting a PSHE education team
 - Supplying all students with a specific PSHE exercise book
4. (PSHE Co - coordinator) Liaising / communicating with:
SLT
- subject departments/faculties
 - Heads of Year
 - PSHE team leaders
 - post-16 education in the academy and training providers to be organized
 - external agencies/initiatives, for example local council, police.
5. (PSHE Co - coordinator) Training and support for:
- PGCE students, Newly Qualified Teachers (NQTs) and staff who deliver PSHE.
 - other colleagues within academy.
6. (PSHE Co - coordinator)Monitoring and evaluation-including:
- reviewing delivery of the PSHE education programme
 - contributing to the academy improvement plan
 - preparing for inspection and academy self evaluation.
7. (PSHE Co - coordinator) Implementation of PSHE with monitoring and action plans outlined
- contributing to the academy improvement plan
 - preparing for inspection and academy self evaluation.

Inclusion

This academy policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality. This is to ensure that PSHE education is provided for in a sensitive and non-judgemental way that will enable all young people, staff and the wider academy community to feel valued and included in effective policy and practices. In order to achieve this we have included as wide a cross section of the academy community as possible including the incorporation of the specific needs of particular groups in terms of age, gender, ethnicity, sexuality, ability and special educational needs.

Answering Difficult Questions

Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This academy believes that individual teachers must use their skill and discretion in these situations and refer to PSHE co-ordinator should additional support be necessary.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs including: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Where required students may be taken out normal lessons to deal with personal issues. If this is the case they will normally be placed in the academies learning support centre however this is reviewed on a case by case basis, with outside agencies such as the Dove service being involved in supporting students.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Sex and Relationship education

The aim of sex and relationship education is to equip the students with knowledge and understanding about sex, sexuality, emotions, relationships and sexual health in order for them to make informed choices. This occurs not only within PSHE but also in other curriculum subject areas (e.g. RE and Science).

As part of the PSHE, this is taught in combination between tutors and the academy nurse. It is monitored as part of the PSHE monitoring via student self-assessment and PSHE learning walks.

Parents have the right to remove their child from SRE education with in PSHE as stated in the *role and responsibility of parents* section of this policy.

Confidentiality

Academy staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made (please see Keeping children safe in education statutory guidelines).

Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/guardian.

An underlying principle in supporting students in our academy is that all students are listened to sensitively and objectively.

Although OMA cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

Use of Community Based Agencies

Outside agencies and speakers may be involved in inputting to PSHE education lessons and as points of referral as support services for students. The academy actively co-operates with other agencies appropriate to student needs such as theatre groups, the police, the Fire and Rescue Services, Barclays to enhance the quality of its PSHE education provision. Visitors who support the academy will also be informed of the values held within this policy. The academy will work in partnership with them and jointly plan their input in PSHE education lessons.

At OMA we involve the following organisations in our PSHE education programme:

- Police
- Theatre productions
- Fire and Rescue Services
- Barclays Life Skills
- Academy Nurse
- Visiting Speakers
- Politicians
- Sexual Health Team (NHS)

Dissemination and Professional Development

This Policy is held on the academy network and is available on the academy Website Staff will be given regular opportunities to develop their thinking and skills in delivery of PSHE education for example through:

- INSET sessions
- Specific time allocated during the year
- PSHE team meetings and correspondence.

Role and responsibility of parents

Parents and carers have the right to withdraw their children from all or part of the sex and relationship education provided as part of PSHE and to do so must inform the principal in writing of their wishes. The principal will then discuss the reasons for the withdrawal and implications of doing so with the parent. The parents may be asked to state the reasons for seeking withdrawal. In this instance it is the responsibility of the academy to make alternative arrangements in such cases.