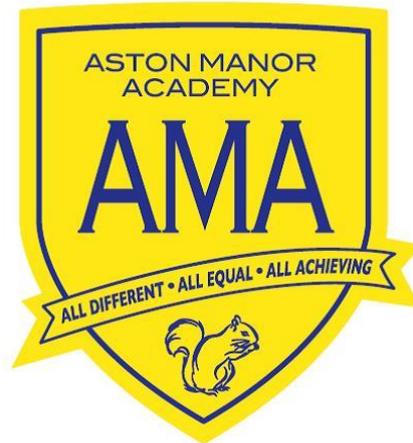


EQUITAS ACADEMIES TRUST



Chilwell Croft
Academy

PERSONAL, SOCIAL, HEALTH, ECONOMIC (PSHE) EDUCATION AND CITIZENSHIP POLICY

Review Date: December 2018
To be Reviewed: December 2020
Agreed: Policy Lead
Policy Lead: Stacy Dooley

POLICY FOR PERSONAL, SOCIAL, HEALTH, ECONOMIC EDUCATION AND CITIZENSHIP

1. INTRODUCTION

Equitas Academies Trust recognises the importance of Personal, Social, Health, and Economic Education (PSHE), and Citizenship and its value within the Trust's current curriculum.

This policy encompasses recommendations by OFSTED, Department for Education, the PSHE Association, the PSHE and Citizenship Framework in addition to operating in accordance with current government legislation.

Parents and carers will be informed about the policy at the beginning of each academic year, and will be able to access the policy via each Academy's website within the Trust, or a hard copy can be made available upon request. A reference copy will be kept in the Academy Policy folder in the HR department. It will be distributed among all PSHE teachers and stored on the staff drive at each Academy.

2. THE AIMS OF PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This policy embraces many aspects of each Academy's improvement plan, particularly in relation to the following priorities:

- Ensuring that all pastoral structures are consistently effective in providing support to all students
- Aiming to increase the range and take up of extra-curricular activities offered to students
- Ensuring that the Trust is fully prepared for the forthcoming changes to the curriculum

The policy aims to make clear the role of PSHE Education and Citizenship in providing well planned and valuable learning experiences to promote the Personal, Social, Health and Economic Education of students and to ensure that all students can fulfil their individual potential.

Under the education act 2002 / Academies Act 2010 we have a responsibility to provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, social, mental and physical development of pupils, and prepares students for experiences of later life.

The 2006 Education and Inspections Act placed a duty on Trust Boards '*to promote the wellbeing of pupils*'. This is supported in curriculum guidance by the DfE that provision should be made by all Trusts to teach students PSHE, which draws on good practice. In addition, OFSTED has highlighted the importance of teaching and learning within PSHE, through creation of specific guidance focusing on the quality of the curriculum within the subject in April 2014.

Section 29 of the Education Act 2011 placed Trusts (including some free Trusts and academies) under a duty to secure access for all students to independent careers advice for students in years 9-11. This has now been extended to include students in years 8 – 11 and is reflected within revised statutory guidance produced in 2013. In addition to the above and as a response to the government's 2011 'Prevent' strategy, the DfE have reinforced the need for Trusts "*to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*" The

strengthened regulations take effect from September 2014 and will sit alongside the requirements of the equalities act 2010.

The overall aim for delivering PSHE Education and Citizenship is to:

- Provide students with relevant and accurate and up to date knowledge to make the right choices.
- Give students the opportunity to turn the knowledge gained into a deeper understanding of the wider world.
- Allow students time to explore, clarify and, if necessary, challenge their own values, attitudes, beliefs, rights and responsibilities and those of others.
- Provide students with the strategies and skills that they require to live healthy, safe fulfilling, responsible and balanced lives.
- Provide students with a range of information /helplines to access support if required.

Overall the PSHE Education and Citizenship policy is a clear reflection of the Trust's ethos of enjoying and achieving which includes the development of self- awareness, a sense of responsibility both for their own actions and towards family, friends and the wider community and understanding and respecting diversity regarding religion, culture and sexual orientation.

3. CURRICULUM CONTENT

Aston Manor Academy

A comprehensive Learning for Life curriculum which is a five-year programme has formed the basis for the content within PSHE Education and Citizenship at Aston Manor Academy. This incorporates the statutory requirements for PSHE, citizenship, careers education, relationship and sex education and promotes Every Child Matters outcomes.

The way the curriculum is managed, and its organisation is central to Equitas Academies Trust's philosophies and values. PSHE Education and Citizenship feature as a timetabled part of the Curriculum with students receiving 1 lesson of PSHE a week in year 7 and 8 and 1 lesson a fortnight in years 9, 10 and 11. It is also featured during assemblies, enrichment afternoons, extracurricular activities and through students undertaking Trust responsibilities. PSHE Education comprises of three interrelated strands which are delivered across all key stages and which build upon Early Years Foundation Stage learning and key stage 1 and 2 learning.

Chilwell Croft Academy

In Chilwell Croft PSHE is taught as part of the fundamental values on which our society is built. It is the basis for building confident and self-assured learners and is introduced through various topics and themes, resulting in pupils gaining a clear understanding of how important PSHE in everyday life.

Our overarching themes are: Healthy lifestyle, Personal Safety, Relationships and Living in the Wider World, which are embedded in the British Values.

Health and Wellbeing

This includes: How to manage changes, maintaining physical wellbeing (including sexual health), parenthood and the consequences of pregnancy, making informed choices, coping in

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emergencies (including first aid), the role and influence of the media, managing risk to ourselves and others and how to access help, advice and support.

Relationships

This includes: Maintaining a healthy relationship, parenting, managing emotions, dealing with negative relationships (including abuse and violence), understanding consent, managing loss, respecting equality and accessing appropriate advice and support.

Living in the wider world: economic wellbeing, careers and the world of work

This includes: Understanding the rights and responsibilities of diverse and active citizens in the national economy which involves learning about; democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs alongside promoting British values. In addition, students will learn about how to make informed choices in enterprise, be ambitious, develop employability, make the right financial choices and the rights and responsibilities of consumers.

In addition to ensuring all students can access learning within each strand, the curriculum also offers opportunities for students to gain further understanding of specific national or local issues such as extremism, FGM, exploitation, victimisation and gangs.

Delivery

The Trust believes that PSHE Education and Citizenship should be taught by qualified teachers who ideally will have accessed training specifically related to PSHE Education and Citizenship. In delivery staff, may use their own methods when teaching PSHE and Citizenship, whilst at the same time, ensuring these complement and reflect the overall aims and philosophy of the Trust, and provide effective delivery of subject content.

In recognising the value of prior understanding in PSHE Education and Citizenship, it is important that students are given the opportunity at the beginning of each topic to share their prior knowledge enabling learning to begin from 'where pupils are'. This will take the form of baseline assessments.

Equality is achieved through personalising the learning, tailoring sessions for specific classes, supporting teachers in differentiating the content and enabling it to be accessible to all pupils regardless of prior knowledge, ability or whether they have special educational needs. The Trust also ensures that it strives to do the best for all pupils irrespective of disability, race, nationality, ethnic or national origin, pregnancy, upbringing, sex, gender identity, religion, sexual orientation or whether they are looked after children.

In delivery of the curriculum, teachers at Equitas Academies Trust provide:

- A clear, consistent framework of values
- A classroom climate that encourages a high level of interest
- A safe and supportive learning environment
- Opportunities for personal growth outside the classroom

All staff promote positive approaches to behaviour and the Trust's 'Behaviour and Student Discipline Policy' reflects this. It sets clear guidelines for both parents and students.

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During PSHE lessons staff provide opportunities for personal, social health and economic development through:

- Individual, peer group, collaborative group work, discussion and role-play
- Involvement in a range of problem solving activities
- Preparation and presentation of tasks for different target audiences
- Positive self-assessment
- Positive and constructive marking, with oral or written comments
- Use of external agencies and visitors to complement our current curriculum
- Asking questions anonymously and within an open setting

There is no expectation that any teacher delivering PSHE Education and Citizenship will automatically answer student questions, as this may infringe personal boundaries. However, in this instance, students will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

Transition for New Students

At the secondary Academy within the Trust strong partnerships have been established with primary feeder schools and a smooth transition for year 7 pupils is provided. The PSHE curriculum is provided so that the outcomes from the end of Key Stage 2 are incorporated into the early units in Year 7 enabling students to reflect on prior knowledge.

Programme Review

The PSHE Coordinator will also continually liaise with Head of Years (secondary) and Phase Leaders (Primary) and teaching staff for the purposes of monitoring, delivery, evaluation of units, concerns and suggestions for improvement. The subject will be reviewed in accordance with the school's year group review timetable include focus groups, lesson observations and marking scrutiny. A bi-annual subject audit will be conducted which will involve a survey of all staff and students.

Enhanced Provision

The personal and social development of students in secondary provision is enhanced further through environmental education in Years 7 to 9 which involves students looking after and improving the Academy environment.

In addition, Key Stage 5 PSHE Education and Citizenship is primarily delivered through enrichment. Enrichment refers to activities that encourage the development of subject based skills ensuring greater success as well as activities that provide students with broader experiences.

The Trust encourages all students to be involved in a wide range of enrichment activities and opportunities in the Sixth Form such as:

- Sporting activities including football, basketball, table tennis, and many more
- Leadership opportunities for example Academic Ambassadors and the Sixth Form Committee
- Debating Team
- Envision, Social Action Project

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- Duke of Edinburgh
- MOOC's (Massive Open Online Course's)
- Young Enterprise
- Sports Leaders
- Extended Projects
- First Aid
- Mentoring Younger Students
- Community work outside the Academy for example volunteering in local primary Trusts and retirement homes

These experiences not only enable students to improve their confidence and life skills, but also demonstrate a more rounded character that helps when applying for University, Apprenticeships and Employment.

These experiences will increase to introduce safe driving, interview skills, basic cooking skills, managing money (including mortgages and bank accounts), communication and time management.

Assemblies

Equitas Academies deliver weekly assemblies to each year group which follow a variety of themes throughout the academic year. These themes include:

- Safer internet use
- Democracy
- Making a positive contribution
- Conflict resolution
- Anti-bullying
- Staying healthy
- Raising achievement
- Individual liberty
- Hopes, dreams and aspirations
- School improvement
- Making the right decisions/role of the law
- Looking after your environment
- Economic wellbeing
- Mutual respect

Each of these themes are designed to supplement student understanding within the topics covered during PSHE lessons. This level of understanding is also developed further through student participation in PSHE themed enrichment activities. British Values are promoted through assemblies and our PSHE programme.

Related policies

The interdependent aims for the Trust curriculum cannot be achieved fully without the provision of PSHE Education and Citizenship. PSHE Education and Citizenship are also linked

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closely with other cross-curricular policies. This policy should be read in context with the following Trust policies:

- Anti-bullying
- Behaviour and Student Discipline
- Child Protection
- Health and Safety
- Equal Opportunities

Cross Curricular Links

Input from other curriculum areas and coordinators including careers and business will ensure that PSHE Education and Citizenship are high profile and extensive, as they are essential in the bid to raise aspirations, prepare students for adult life and lifelong learning. Input will also be sought through liaison with subject areas with regards to delivery of elements within the PSHE curriculum.

The assessment strategy for PSHE has been revised such that students are assessed at the end of each term. This allows for regular assessment of the learning and allow for a clearer dialogue to exist between parents, staff and students.

Partnership with Parents and the Local Community

At Equitas Academies Trust the aim is for PSHE Education and Citizenship to complement the personal and social development of students provided in the home and the local community. Parents are encouraged to become actively involved in the life of each Academy within the Trust.

The Trust values the contributions of the community and outside agencies to the personal, social and health development of its students through active involvement in the life and philosophy of the Trust. The Trust invites a wide range of representatives to talk to the students, including Trust nurses, representatives from local businesses, police, fire Service, charities, drug agencies, and local religious and community-based organisations. Sessions are led by the teachers and used to supplement and enhance the learning as part of the planned programme and the impact on pupils' learning will be evaluated by both staff and pupils after each session.

Students and staff are also involved in raising money for a variety of charities including Poppy Appeal, Children in Need, Comic Relief and countries affected by natural disasters, famine, war and violence.

Parental Right to Withdraw from Sex Education

Parents will be advised of the sex education programme when their child starts school in year 7. They will be informed of their right to withdraw from all or part of the Relationships and Sex Education (RSE) programme outside of the statutory curriculum. Parents are encouraged to meet and discuss their concerns with their child's Head of Year / Phase Leader or PSHE Coordinator before delivery, as strong partnerships are built with parents to provide an inclusive curriculum. Please see the Trusts Sex Education Policy for more information.

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Confidentially

Staff are aware that they cannot offer students complete confidentiality, and teachers and students alike are clear about what cannot be kept confidential. Staff and External Visitors will adhere to the Trust's Child Protection Policy and this will be communicated to visitors before delivery. External visitors will also be made aware of the Designated Senior Person responsible for Child Protection and will be bound by the Trust's policy whilst working within each Academy within the Trust.

Monitoring and Evaluation

The PSHE Coordinator will review with appropriate staff this policy and PSHE Education as part of the Trust's improvement plan annually.

Date of Review: December 2019