



## Iffley Academy PSHE Policy

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## **Personal, Social, Health and Economic Education Policy**

### **Introduction**

At The Iffley Academy we approach PSHE through a planned programme of teaching and learning that promotes pupils' personal and social development, their health and well being. This supports young people by developing the knowledge, skills and understanding they need to lead confident, healthy and independent lives and understand how they can play an active role as a member of the community. We regard PSHE as pivotal to our school's ethos.

### **Definition**

PSHE constitutes the skills, knowledge and experiences which help people relate to each other and deal with the demands of living in society. It is about understanding the mental, physical, emotional, spiritual, environmental, cultural and social influences that shape the community and the interactions of individuals within it. It is about understanding the complexities of living in the wider world and how economics and finances link to both the individual and wider communities. It is about understanding different relationships we have with each other and how to manage and nurture these. Although PSHE is a subject taught within the classroom, concepts and skills which are key to this subject permanent throughout the school and are intrinsic through our restorative approach.

### **Aims**

We aim both implicitly and explicitly to:

- Encourage the development of informed and responsible healthy life choices
- Develop effective relationships
- Nurture mutual trust and respect between individuals and groups
- Foster self-respect and self-esteem among all members of the community developing understanding and tolerance of others
- Prepare pupils for the opportunities, responsibilities and experiences of adult life, including financial ones
- Develop an awareness of social, economic, political and ecological issues
- Learn about the world around them and how they fit into this
- Develop core skills such as resilience, managing risk and being able to adapt to change

The key aim of PSHE is to help children achieve more, previously set out under the framework called 'Every Child Matters'. There is a focus on students learning about how to be healthy; stay safe; and enjoy and achieve through learning. These topics link to the information outlined in the Government Review of PSHE (March 2013) and the 3 core themes. The Iffley Academy PSHE lessons relate to these: Core Theme 1: Health and Wellbeing Core Theme 2: Relationships Core Theme 3: Living in the Wider World.

### **Core Theme 1: Health and Wellbeing Education**

We recognise that good health is a key contributor to personal well-being. Its absence will also have an effect on attendance and pupil progress. Understanding healthy lifestyles helps pupils develop the confidence to make informed choices about their current and future health. Understanding key factors about how to create good health and wellbeing also enables students to understand risks and to make informed choices.



Key topics explored within this core theme are:

#### Physical and Mental Health

Our program of study involves students understanding how to maintain both physical and mental health and the factors which may make this difficult. With this work, students explore the idea of choice and how the choices they make may effect them. Students are encouraged to develop strategies to support their own health and to explore how to gain help or access services which can provide help. Key factors such as the pressure of the media and social media and how this may make student's feel is discussed.

#### Drugs Education

Our program of study involves educating young people in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and recreational drugs. (See our Drugs Policy) It is important that our students understand the risks associated with drug misuse and explore the emotional and physical effects any substance misuse can have on the individual and those around them. Through this explorations, students learn about the law and strategies for dealing with peer pressure.

#### Sex and Relationships Education (Statutory from 2020 and named Relationship and Relationship and Sex Education RSE)

Our program of study allows young people to make responsible, informed and healthy decisions about their lives both now and in the future. It helps young people learn to be responsible for themselves and others and move with confidence from childhood through adolescence and into adulthood (See our Relationship and Relationship and Sex Education (RSE) Policy for further information).

### **Core Theme 2: Relationships**

We recognise that relationships and having positive relationships is a key factor to the emotional and mental wellbeing of many people. Through positive relationships an individual can feel supported, part of a community, have a positive self image and feel loved and cared for. Positive relationships can support an individual to flourish, providing them with the feeling of safety and security which can then enable them to learn and manage their own behaviour. We recognise that learning to problem solve in relationships and learn how to create positive realtionships is an important lifeskill for all of our students. Building and modelling positive and respectful relationships between students and staff and students is a fundamental part of our school ethos.

Key topics explored within this core theme are:

#### Emotional Literacy

Students are explicitly guided in their emotional literacy, in order that they are able to understand their own emotional responses and learn to control them. We students empathise with others, so that they understand the effect of their actions. The main framework for this work is provided by our Restorative Approches ethos. Due to the needs of many of our students, explicitly developing their emotional literacy is of key importance. As well as being taught explicitly, this learning strand runs through much of the PSHE curriculum.



### Positive Relationships

Students are encouraged to explore and discuss key factors which create positive relationships and why these are important. Through this work students identify a range of positive relationships a person may need and the emotional impact this may have on them. Through this work, students also explore how to respect differences, how to treat others and the effect of negative relationships and behaviours. We explore the effect of bullying and consider why people may bully others. Students are encouraged to consider all forms of bullying including on-line and discuss the emotional and mental impact this has on others. How to support an individual and strategies which can be used to ask for help are a key factor of this work.

### Problem Solving

A key part of the work about relationships is learning and exploring how to problem solve. Students discuss strategies which can be used to ask for help or seek support and discuss factors which may show there is a problem, identifying behaviours which are not acceptable in different relationships.

### **Core Theme 3: Living in the Wider World**

We recognise that we are living in a fast paced, technological global society and that it is important to support our students in understanding their role, rights and responsibilities as citizens of this society. It is important for our students to understand how to respect themselves and others and the importance of demonstrating responsible behaviours and actions. It is important for our students to understand that there are many different groups, communities and cultures in the world and that demonstrating respect, tolerance and equality are of great importance.

Key topics explored within this core theme are:

#### Financial Competency

The Iffley Academy also aims to develop the financial capability in all young people and support them in making informed and effective decisions about managing money in their present and future lives. We aim for students to understand the importance of managing money, learning to budget and to explore the effects of debt and poor money management.

#### Rights and Responsibilities

Our program of study encourages students to discuss and learn about their human rights and their responsibilities as individuals, as part of a local community and as part of a country. Students explore the importance of having rights and the effect of anti-social, aggressive and harmful behaviours. Students explore how they can develop these skills and how they can support their community and environment.

#### Diversity and Equality

Students are encouraged to consider the lives of people living in other places, and people with different values and customs and to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. As part of this work students explore how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.

The aims and concepts explored, which are outlined above, are key points and aims of the PSHE program. It is important to note that this does not represent the only themes explored and that topics may be explored at specific points in the term to support issues being raised by students or to support particular need. It is



also important to note that the three core themes often link to each other and are not taught exclusively from each other.

### **British Values:**

Both embedded and taught explicitly through our PSHE program of study is the ethos and principles outlined by the four British Values. As a school we both uphold and teach students about:

- Democracy
- The rule of law
- Individuality and liberty
- Mutual respects and tolerance for those of different faiths and beliefs

### **Teaching and Learning**

Good teaching of PSHE relies on teachers being encouraged and using a repertoire of flexible, active learning methods which allow students to explore issues through school and community involvement and in a way that is challenging and relevant to their lives.

Effective teaching and learning approaches used at The Iffley Academy include:

- Shared learning ethos and ground rules
- Working together
- Values clarification
- Information gathering and sharing
- Problem solving
- Understanding another point of view
- Exploring feelings
- Discussion and debate.

It is important to note that PSHE education is not only taught or confined to specific timetabled lessons. At The Iffley Academy PSHE education is delivered within a whole school approach, which includes:

- Our Restorative Approach which permeates the whole school
- Discrete curriculum time delivered by form tutors and other staff during registration time
- Teaching PSHE through and in other subjects/curriculum areas (Communication Lessons are particularly closely linked)
- Through whole school activities, for example; artist's week, reward assemblies and reward trips
- Through assemblies
- Through involvement in the life of the school and wider community
- Through pastoral care and guidance
- Through the work and support of the Gallery team

The Iffley Academy uses and adopts aspects of the SEAL (Social, Emotional Aspects of Learning) curriculum to further support students. This work may be delivered at appropriate times during the school year and can provide the framework for individual and small group working in addition to whole class teaching. The materials provide an explicit, structured framework for teaching social, emotional and behavioural skills as a whole school approach.



## 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 school believes that individual teachers must use their skill and discretion in these situations and refer to Mrs Y Fay 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.

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.

## Timetabling and Delivery

There are specifically timetabled PSHE lessons across each Gallery and a number of topics are re-enforced across the curriculum. It is important to provide students with a breadth of knowledge.

Learning activities are primarily delivered by class teachers, instructors and teaching assistants, but may also involve Health professionals, community police officers, local employers, Theatre and Drama workshops, and community organisations and volunteers.

Differentiation and progression is ensured through a variety of approaches:

- The same activity but different expectations of outcome;
- The same theme but different levels of input;
- Allowing for different pace of working;
- Different groupings of children;
- Developing modules of work at different times of the year for different times of the year for different abilities. (See our Teaching and Learning Policy)

## Subject Management

Learning Managers for each Gallery are responsible for ensuring that each of the Core Themes are covered equally across the year and for tracking coverage within the year. Learning Managers are responsible for ensuring that the Schemes of Work reflect the needs of each Gallery and that the Program of Study (Attachment 1) is used to identify coverage and progress. Learning Managers are responsible for ensuring that the curriculum map (Attachment 2) for PSHE elements is adhered to and that links to British Values are clearly outlined on each Scheme of Work. Learning Managers may suggest resources and ideal teaching methods but may refer to the SLT link for further support with this. Learning Managers will coordinate with the SLT link regarding questions and concerns about the subject area.



The PSHE SLT lead is responsible for informing staff about new developments and, where appropriate, and for organising appropriate training. They may advise colleagues on resources to aid planning and to use in the classrooms (including visits and visitors). They may attend Partnership Network meetings or participate in continuing professional development, where appropriate. They are responsible for developing the leadership of the subject across the school and for monitoring the subject.

### **Equal Opportunities**

See Equal Opportunities Policy.

### **Assessment**

PSHE outcomes can be assessed in any curriculum area, also through the monitoring of Termly Outcome Plans and through the evaluations of interventions. Arrangements should be matter for the professional judgement of teachers, who should involve, wherever possible, the pupils through discussion, review and target setting . Each student's Termly Outcome Plan will have an appropriate Friendship/Relationship/Community/Safety and Transport target which is reviewed.

### **Policies which link to this**

- SRE Policy (Realtionship and Relationship and Sex (RSE) policy from 2020)
- Teaching and Learning Policy
- Equality Opportunities Policy
- SEN Policy
- Safeguarding Policy
- E-Safety Policy
- Behaviour Policy

### **Documents used to support the writing of this policy**

- <https://www.pshe-association.org.uk>
- PSHE Guidance (DfE 2020)
- PSHE Education in schools: strengths and weaknesses (Ofsted 2013)
- PSHE and SRE in schools: government response (DfE 2016)
- Relationships and sex education (RSE) and health education (DfE 2019)