



# THE EAST MANCHESTER ACADEMY

## PERSONAL SOCIAL AND HEALTH EDUCATION POLICY

**Policy Name: Personal Social and Health Education Policy**

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## Introduction

The East Manchester Academy recognises and values the benefits that the Personal, Social and Health Education (PSHE) programme offers its pupils. This programme is linked with the compulsory section of citizenship and collectively they offer a broad scope of subjects. The Academy will offer learning opportunities that will enable pupils to be taught the knowledge, skills and understanding they need to take responsibility for themselves, show and offer respect to others and develop their confidence and self awareness. This will enable them to be more informed when making decisions and more able to cope with the challenges life brings.

## The Organisation of PSHE

The Academy will designate a PSHE co-ordinator who will have overall responsibility for monitoring pupil performance and the quality of teaching and learning in this area and who will have a target for improving attitudes and behaviour. The co-ordinator will ensure that all staff are given current information on any changes to the curriculum and will be the catalyst for whole Academy awareness raising campaigns. She/he will lead Pupil Voice activities and establish an effective Academy Pupil Council

The Academy recognises the importance and value of parents/caress and family in helping their children to develop and make responsible decisions for themselves based on informed choices. This will be reflected in the delivery of the PSHE curriculum.

The Academy's PSHE lessons will be underpinned by the 5 Every Child Matters outcomes:

- Be healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well being

QCA has published new non-statutory programmes of study for PSHE education at key stages 3 and 4 for implementation from September 2008 for year 7. At key stages 3 and 4, PSHE education has been split into two areas;

- economic wellbeing and financial capability, which brings together careers education, work-related learning, enterprise, and financial capability,
- personal wellbeing, which concentrates on the personal development of pupils and covers sex and relationships, as well as drugs education.

The Academy will follow the PSHE curriculum at Key Stages 3 and 4 as outlined in the QCA National Curriculum guidance. (See the National Curriculum Online – PSHE)

## **The Key Stage 3 Curriculum**

**During key stage 3** pupils learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power. They become more self-aware, and are capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages. They build on the experience, confidence and competence they developed in key stage 2, learning new skills to help them make decisions and play an active part in their personal and social life. They learn how to plan and manage choices for their courses and career. They continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and feelings. They also learn to cope with changing relationships and understand how these can affect their health and well-being. They make the most of new opportunities to take part in the life of the Academy and its communities

### **Developing confidence and responsibility and making the most of their abilities**

- 1) **Pupils will be taught;**
  - a. to reflect on and assess their strengths in relation to personality, work and leisure,
  - b. to respect the differences between people as they develop their own sense of identity,
  - c. to recognise how others see them, and be able to give and receive constructive feedback and praise,
  - d. to recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations,
  - e. to relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at key stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work ,
  - f. to plan realistic targets for key stage 4, seeking out information and asking for help with career plans,
  - g. what influences how we spend or save money and how to become competent at managing personal money.

## **Developing a healthy, safer lifestyle**

### **2) Pupils will be taught;**

- a. to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way,
- b. how to keep healthy and what influences health, including the media,
- c. that good relationships and an appropriate balance between work, leisure and exercise can promote mental and physical health,
- d. basic facts and laws, including Academy rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs,
- e. in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity,
- f. to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel,
- g. to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help,
- h. basic emergency aid procedures and where to get help and support.

## **Developing good relationships and respecting the differences between people**

### **3) Pupils will be taught;**

- a. about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively,
- b. how to empathise with people different from themselves,
- c. about the nature of friendship and how to make and keep friends,
- d. to recognise some of the cultural norms in society, including the range of lifestyles and relationships,
- e. the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help,
- f. about the role and importance of marriage in family relationships,
- g. about the role and feelings of parents and carers and the value of family life,
- h. to recognise that goodwill is essential to positive and constructive relationships,

- i. to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises,
- j. to resist pressure to do wrong, to recognise when others need help and how to support them,
- k. to communicate confidently with their peers and adults.

**During the key stage, pupils will be taught the knowledge, skills and understanding through opportunities to;**

- a. take responsibility [for example, for carrying out tasks and meeting deadlines such as taking assembly, running the Academy newspaper, establishing an eco group, becoming Prefects],
- b. feel positive about themselves [for example, by taking part in a public performance],
- c. participate [for example, in developing and putting into practice Academy policies about anti-bullying; in an action research project designed to reduce crime and improve personal safety in their neighbourhood],
- d. make real choices and decisions [for example, about options for their future, based on their own research and career portfolios],
- e. meet and work with people [for example, people who can give them reliable information about health and safety issues, such as school nurses, community drug awareness workers],
- f. develop relationships [for example, by working together in a range of groups and social settings with their peers and others; by being responsible for a mini-enterprise scheme as part of a small group],
- g. consider social and moral dilemmas [for example, how the choices they make as consumers affect other people's economies and environments],
- h. find information and advice [for example, about the risks of early sexual activity, drug misuse, self-defence for keeping safe],
- i. prepare for change [for example, by anticipating problems caused by changing family relationships and friendships, and by preparing for new styles of learning at key stage 4].

## **Delivering the PSHE Curriculum**

The Academy recognises its role in delivering these programmes and will be sensitive to the content and style of delivery. It will at all times ensure that appropriate teaching practices relating to age, ability and cultural identity of the pupils]s are implemented.

The Academy will hold discussions with those parents/carers who feel that the subject matter is inappropriate for their child and will explore other alternatives that enable age appropriate learning and teaching to take place.

The Academy will follow the statutory requirements for sex and relationship education (SRE), drug education and careers education and guidance. It is intended that the PSHE lessons will complement this learning, helping to reinforce the notion of making positive choices.

The Academy will respond to the statutory requirements for the teaching of PSHE to all pupils from September 2011.

The Academy will ensure that pupils receive PSHE teaching regardless of their ability. The Academy will create Individual Education Plans (IEP) for pupils with additional needs to ensure that learning opportunities are matched to the individual need of the pupil.

The Academy will use both direct and indirect teaching opportunities for pupils to learn and all subjects will be underpinned by PSHE, enabling the pupils to relate their educational experience with their life and the lives of others and recognise the correlation between them. Sessions will also be timetabled throughout the year on a rolling programme; There will be occasions when the formal timetable is suspended to deliver particular objectives as well as for visiting speakers and through dedicated times spent with the pupil's Form Tutor.

## **Assessment of Progress**

The Academy will use a range of methods to assess and report on the pupil's progress and development in PSHE. These are:

- Recognition of achievement and personal progress within the curriculum
- End of year and end of Key Stage 3 assessments
- Ofsted inspections
- Peer and self-evaluation and discussion
- Reporting annually to parents/carers

The Academy will also assess the pupils' learning in PSHE by making informal judgements of their level of understanding as they observe them during lessons and in their individual and group contributions to Academy life. The achievement of each pupil will be reported to parents/guardians each year in their annual report. The Academy will not have formal examinations in PSHE and as such the assessments made on achievements will be positive and reflect the pupil's individual development and understanding of the subject throughout the year.



The Academy will work closely with other partner agencies and organisations to reinforce the key concepts and to access specialist experience that will enhance and support consistency of delivery in the PSHCE programmes.

## **Monitoring, Evaluation and Review**

The Trust Board will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

**Adopted by the TEMA On** .....

**Chair of Academies Trust Board** .....

**Principal** .....

**Review date** .....