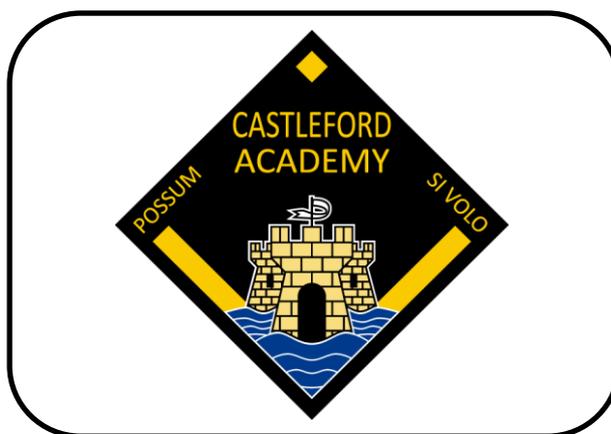




Castleford Academy



PSHE Policy 2020

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1. Rationale & Ethos

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributed they need to manage their lives now and in the future. It helps children and young people to stay healthy and safe, whilst preparing them to make the most of life and work. Most PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships and Sex Education (RSE) and Health Education.

This policy covers our school's approach to the importance of PSHE education. It was produced by the Head of PSHE, through consultation with the governing body. Pupils have also been involved in the creation of the policy through discussion at the most recent Student Leadership Team meeting.

2. Policy availability

We view the partnership of home and school as vital in providing the care, support and advice needed for students to thrive in modern Britain. Parents and carers will be informed about the policy through the academy website. If you require a printed copy, please contact the school.

3. Policy aims and objectives

Our school's overarching aims and objectives for our pupils are for them to be able to make healthy, informed choices, now and in their future. This fulfils our school values of 'Care, Aspire and Succeed'. Care especially is a priority with regards to PSHE education.

4. Entitlement and equality of opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by fostering equality through our extensive SMSC & Fundamental British Values programme, which is at the heart of our curriculum. Teaching will take in to account age, ability, readiness and cultural backgrounds of children to ensure that all can fully access PSHE education. We promote diversity and inclusion for all pupils through our first universal rule; respect. We expect this in return from our pupils.

5. Intended outcomes

As a result of our PSHE programme of learning, pupils will:

- Know and understand how to keep themselves and others safe
- Be able to make informed choices.
- Develop their interpersonal skills.
- Understand they have a right to a comprehensive, balanced and relevant body of factual information.
- Understand they have a responsibility to be upstanding citizens, now and in their future lives.

6. Creating a safe learning environment

Teachers and pupils will agree ground rules in accordance to the academy's three universal rules; ready, respect and safe to ensure a professional and positive learning environment. Content is delivered in a non-judgmental, factual way and allows scope for young people to ask questions, those questions will be answered in a sensitive manner.



This policy is also informed by the school's safeguarding policy.

7. Teaching & learning

The programme will be taught through a range of teaching methods, including Drop-Down Days, Life and Society lessons, Well-being Wednesdays, Themed Weeks and extended assemblies. We will determine pupils' prior knowledge through the use of self-evaluation, knowledge quizzes and student voice. We will help pupils make connections between their learning and 'real life' behaviours by keeping the curriculum age-appropriate and relevant to modern Britain. We will also make links to other areas of the curriculum through the use of Fundamental British Values and SMSC – 'The Bigger Picture'.

To ensure our PSHE curriculum is broad and balanced, it is mapped around three core themes; Health & Wellbeing, Relationships and Living in the Wider World.

7.1. Health & Well-being

- Managing transition
- Maintaining physical, mental and emotional health & wellbeing
- Making informed choices about health and wellbeing matters, including sexual health
- Knowing about parenthood & consequences of teenage pregnancy
- Assessing & managing risks to health and keeping self & others safe
- Identifying & accessing help, advice & support
- Responding in an emergency, including administering first aid
- Understanding the role and influence of the media on lifestyle

7.2. Relationships

- Developing & maintaining healthy relationships & developing parenting skills
- Recognising & managing emotions within a range of relationships
- Dealing with risky or negative relationships
- Knowing about the concept of consent in a variety of contexts
- Knowing about managing loss including bereavement, separation & divorce

7.3. Living in the Wider World

- Respecting equality and being a productive member of a diverse community
- Identifying & accessing advice & support
- Understanding rights & responsibilities as community members, citizens & participants
- Making informed choices & how to be enterprising & ambitious
- Developing employability team working & leadership skills, flexibility & resilience
- Knowing about the economic & business environment
- Understanding how financial choices affect self/others & rights as a consumer

The programme will be led by the Head of the Wider Curriculum, and will be taught by both a number of teaching and pastoral staff, and external agencies. Teachers responsible for teaching PSHE will receive training through quality CPD, and when using external speakers to deliver aspects of our PSHE programme, we will ensure they all follow normal safeguarding procedures.

This policy supports the following policies;



- Safeguarding & Child Protection
- Relationships & Sex Education
- Anti-Bullying
- E-Safety

8. Involving parents and carers

We are committed to parents and carers by providing their child with an outstanding PSHE curriculum, with care and respect at its core. Parents will be asked to comment on their child's PSHE education through the parent survey. The majority of PSHE education is statutory from September 2020, but the parental right to withdraw pupils from RSE (Relationships & Sex Education) remains in secondary education, this is only for aspects of sex education which are not part of the Science curriculum. If you would like to discuss this further, please contact the academy.