



PSHE POLICY

June 2016-19

Introduction:

Personal Social and Health Education is an integral part of the curriculum which affects every aspect of school life. All pupils are entitled to appropriate planned elements as outlined in the whole school framework, which is designed to promote their personal and social development. The Coritani ethos, social climate and the type of learning environment created within the classrooms and school are crucial to this.

The organisation and rules, the relationships of staff with staff, and staff with pupils, carry messages about the value that the school places on attitudes, behaviour, principles of conduct. This part of the hidden curriculum is as important as the planned curriculum. At Coritani Academy, the whole staff share common attitudes and beliefs about the kinds of values and behaviour, which are essential to help promote the ethos of the school.

PSHE can and should be one of the main drivers and influences on the school experience for our young people. The underlying principal is about putting children and young people first, which has always been at the heart of good PSHE practice and life at Coritani Academy.

The 'Every Child Matters' five outcomes that underpin our work are: 1. Be healthy 2. Stay safe 3. Enjoy and achieve 4. Make a positive contribution 5. Achieve economic well-being

We feel that an environment where pupils feel safe and secure to explore and investigate new experiences, whilst also being able to reflect on and evaluate what has been learned, will further a pupil's learning. We ensure that the contributions and opinions of every pupil are valued and deserving of attention.

The central element of personal, social and health education is the development of the student's self-esteem. Anyone with a poor self-image finds it harder to learn new skills, to be confident in making decisions or to form stable relationships. It is vital, therefore that we help pupils to increase their self-awareness and self-confidence by ensuring that they all have the opportunity to achieve and be successful.

We acknowledge the importance of our pastoral role in the welfare of young people and through the general ethos of the school, will seek to persuade children in need of support to come forward. Personal, Social and Health Education are thus an important part of every pupil's entitlement and a whole school policy will help to move the school towards achieving those aims.

DEFINITION OF PSHE AT CORITANI ACADEMY

PSHE is the intentional promotion of the personal development of the pupils.

PSHE is a planned programme of learning opportunities and experiences that help children and young people of Coritani Academy grow and develop as individuals, members of families and communities. It equips them with knowledge, understanding and practical skills to live healthy, safe, fulfilled and responsible lives. PSHE also enables pupils to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short, PSHE makes a significant contribution to

children and young people's personal development and to the five outcomes within 'Every Child Matters'.

This includes opportunities provided by: - The core subjects of our Curriculum, ASDAN PSHE course, ASDAN Citizenship course , Guidance and support systems, Trips and visits and break/lunchtime activities.

The areas covered by the ASDAN courses are:

- Rights and Responsibilities
- Individuals and Communities
- Government and Democracy
- Laws and the Courts
- Finance, Work and the Media
- Global Citizenship
- Healthy and Safe Food
- Conflict Resolution
- Drugs and Alcohol
- Personal Wellbeing
- Sex and Relationships
- Becoming a Parent
- Economic Wellbeing

All of these areas have a strong focus on British Values and will also include other areas as necessary to respond to student needs.

Aims: At Coritani Academy we aim to:

- Develop a set of personal values and attitudes;
- Develop principles for distinguishing between right and wrong;
- Develop self-esteem/promote pupils' self esteem, self confidence and emotional well-being;
- Develop positive relationships/help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and others;
- Provide opportunities for pupils to achieve and be successful;
- Take responsibility for their own actions and learning;
- Take responsibility for the consequences for their actions;
- Develop skills and knowledge to understand personal health and growth;
- Develop positive attitudes towards health;
- Prepare them for adult life;
- Help them to be responsible and caring citizens;
- We aim to enable each young person to fulfil their individual potential and leave school equipped to deal with the adult world
- Develop knowledge, understanding and appreciation of the pupils' own and different cultures;
- Promote equal opportunities and challenge discrimination and stereotyping;
- Enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity;
- Develop their ability to relate to others and work for the common good;
- Contribute towards the school's welcoming and health-promoting environment;

- Pupils will receive praise and acknowledgment for their successes.

Teaching and Learning Strategies:

- The pupil is central to the whole learning process and must be actively involved in it.
- Learning is based on first hand experience, whenever possible. This can also be extended by the use of secondary resources.
- Teachers use a range of strategies such as team teaching, visits, visitors and brain-storming, in order to achieve the learning objectives.
- Learning strategies range from discussion, questioning and negotiation to games and role play.
- Students have the opportunity, and are encouraged, to work both independently, individually, and within a variety of groups, which differ in size and purpose. They are encouraged to communicate with respect and learn from other pupils and adults.
- From the moment a pupil arrives they are encouraged to exercise informed choices between and within activities, so that as they grow they develop in self-confidence and judgement.

Content:

A planned P.S.H. E. Curriculum is essential to avoid important issues being missed. A P.S.H.E. lesson is scheduled for every pupil each week. It is not possible to rely solely on incidental happenings to promote personal/social development. Without a framework some key issues could be missed altogether, or only arise in relation to certain circumstances.

Sensitive and controversial issues arise from time to time within the programme. They may be cultural, ethical, racial, social or moral. We aim to deal with such issues in a sensitive and diplomatic manner, but never to avoid or dismiss them.

Other ways PSHE is delivered in Coritani Academy:

Incorporated into lesson planning

As separately timetabled sessions, e.g. visits by the community police, DELTA, NHS, Humberside Fire and Rescue etc - By means of tutorial time - Group work and discussion - Use of video and ICT etc

PARENTAL INVOLVEMENT Partnership between school and parents is the key to success. Parents are welcome to contact the Academy or arrange a personal meeting to discuss any issues relating to the PSHE curriculum. Parents can access the policy and curriculum frameworks at any time via the school web site.

PUPIL INVOLVEMENT Pupils actively take part in lessons, outside activities, work related placements and works shops to promote all aspects of the PSHE curriculum. At Coritani Academy we also respond to any issues that may arise and outside agencies are often brought into to do individual, focused work, or group sessions

RESOURCES

Visits and Visitors play an important part in the PSHE in the school. Experts in particular areas are used not only for their specialist knowledge, but also to encourage pupils to see the relevance of the subject to life outside school. Some use is also made of visits. It is important that visitors are

aware of school policy and agree to operate within them.

External links to the school have been listed below:

- Big Talk Education – Sex related education and protective behaviours
- School Nurse (NHS) - Personal Hygiene, healthy living, drugs and medication and protective behaviours;
- DELTA – Drug awareness & safe environments;
- IAG – referral units and helpful agencies;
- Community Police – Rights, responsibilities & punishment;
- Humberside Fire and Rescue – Fire, home and road safety

All parties involved in work with children and pupils at school are made aware of the school confidentiality policy.

Materials The materials we use to deliver the PSHE curriculum are listed below.

ASDAN PSHE Booklets; ASDAN Citizenship booklets; - Topic specific related books and worksheets;
- Topic specific related dvd's and videos; - Topic specific games and posters; - internet resources

EQUAL OPPORTUNITIES Coritani Academy is committed to a policy of equal opportunities for all pupils. PSHE is an entitlement for all pupils regardless of their particular beliefs, gender, social class or ability and the curriculum and learning approaches are planned with this in mind. All people working with or supporting the pupils at Coritani Academy should be made aware of the necessary policies.

HEALTH AND SAFETY Teachers should be aware of the school's Health and Safety Policy, especially when taking pupils on visits.

LINKS TO OTHER POLICIES The broad nature of the content of PSHE means that links can be made with a large number of other aspects of school life and organisation. Other policies that can be read in conjunction with this PSHE policy include:

- Child protection - Smoking - Confidentiality - Discipline/behaviour - Anti-bullying - Health and safety - Equal opportunities - Outside visits

MONITORING AND EVALUATION Coritani Academy aims to adopt a consistent and coherent policy throughout the school, which will foster opportunity for the personal and social development of all pupils, which are appropriate and relevant to their age and maturity.

Regular discussions and communications with staff are essential to ensure consistency and continuity. INSET and regular training of appropriate staff is essential to this end.

Parents are consulted and informed, whenever possible, to enhance the coherence of the students' experience.

Monitoring and evaluation of the programme, scheme of work and resources will be carried out by the senior management staff by means of lesson observations. Regular subject meetings will be held to discuss any areas of development on monitoring and evaluation.

This policy was drawn up, in consultation with school staff, and agreed by the management group.

Conclusion:

This policy statement will be reviewed regularly, and amended whenever necessary by the management group and Staff of the school.

Staff, School Governors, Parents and pupils can discuss any issues regarding this policy with any member of the Senior Leadership Team.