



CLOUGHWOOD ACADEMY

PSHEE Policy

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1. Purpose

The purpose of this document is to be an umbrella policy for Personal, Social, Health Education and Economic Awareness and Citizenship (PSHEE). This also incorporates the Drugs Education policy and protocol. As an Academy there is no statutory obligation at Cloughwood to provide a Sex and Relationships component to the policy. However, due to the nature of the difficulties faced by the students, sex and relationships education is a vital component in our work and will be covered across all Key Stages.

2. Principle

PSHEE is a basic entitlement for all students. It is embedded within the ethos of the school and is reflected in the general aims/mission statement of the Academy.

PSHEE is about what it is to be a person. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable students to lead confident, healthy, responsible lives as individuals and contributing members of society.

In school, students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In particular Learning outside the classroom and the use of Motivational Outdoor Learning Instructors (MOLI's) and the many activities arranged within the Academy support an inclusive, participatory ethos.

PSHEE aims to enable students to:

- value others and feel valued
- respect others and be respected
- be independent and interdependent
- behave responsibly
- have a concern for justice and uphold the rights of others and understand that these rights are linked to personal responsibility and are not mutually exclusive.
- understand the consequences of their actions
- treat others the way they would like to be treated.

PSHEE gives students opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and that of others in society, thus allowing them to build meaningful relationships. It also promotes students' well-being and self-esteem enabling them to take responsibility for their learning and future life choices. PSHE is the joint responsibility of the individual, the family, the school and the wider community. PSHE will further promote throughout the Academy an understanding of the importance of British Values as well as developing in our students an understanding of Extremism in its many forms within a complex, multi-cultural, multi-racial and multi-religious society. This will be via the Prevent programme.

Through our PSHE programme, individual students are encouraged to show respect for our common humanity, diversity and the differences between people.

3. PSHEE in the school curriculum

At Cloughwood Academy we provide many opportunities to promote pupils' personal and social and economical development through the curriculum, these include:

- Discrete lessons in PSHEE are offered at Key Stage 3 (Years 7 and 8) and are designed to provide a link from the Primary sector into KS3. These lessons are taught by Form Tutors with Sex and Relationships Education offered as a stand-alone topic in both years.
- At Key Stage 3 (Years 7 and 8) Citizenship is offered as a discrete subject on the timetable following National Curriculum guidelines.
- Discrete lessons in PSHEE for Key Stage 4 (Years 9,10,11) pupils following the BTEC Personal ,Social and Emotional Development Award scheme
- A form group model with fixed form teachers will present topics from PSHEE, Citizenship, RE and Opening Minds.
- Utilisation of a group of Emotional Literacy Support Assistants (ELSA's) to provide 1:1 support and intervention sessions with designated pupils to enhance pupil's emotional health and well-being.

All topics in PSHEE are as outlined in the current PSHEE scheme of work which is based on the e-late education model. The scheme is linear and develops in intensity and depth as the student progresses through his education at the Academy.

Modules include:

- All about me.
- Relationships, including stereotyping, roles of parents and carers, relationship pressures.
- Health including what influences health and diet, balance between leisure and exercise.
- Environment including basic facts and rules regarding drugs, tobacco and alcohol.
- Citizenship including the Justice system, Immigration and the Welfare system.
- Careers and Enterprise including employability, key, transferable skills.
- High risk behaviours such as knife crime, gang culture.
- Economics such as budgeting, saving money and banking.
- Taking responsibility including recognizing influences, pressure and how to respond.
- Target setting including exam' preparation and time management.
- First Aid.
- Health including Alcohol, tobacco, illegal substances misusing prescribed drugs.
- Community cohesion

Cross curricular experiences:

PSHEE and Citizenship is mapped in other Core and curriculum areas, for example;

- Human Biology and Health modules in the Science curriculum
- Difference and Diversity in English through studying novels and poetry which challenge prejudice and racial stereotypes as well as philosophical discussions about gender and current themes around living in a multi-cultural society.
Sexual Health and Relationships to be covered via the Christopher Winter Programme
- Humanities and RE will develop strategies for producing more enquiring minds in students. This will be particularly relevant in the area of discussion of moral dilemmas such as abortion and extreme religious faiths and attitudes.

- GCSE PE will include elements of Health related fitness, exercise and diet, training programmes and being inclusion in team sports.
- Careers Education and Guidance via the BTEC award at KS 4 will include elements of CV writing, application letters, mock interviews, financial management as well as ASDAN elements such as Employability and Preparation for working life.
- The Art department will be using strategies and techniques to illustrate the effects of graffiti, drug and gang culture in the community as well as personal identity and the environment.

Enrichment Activities:

Stand-alone days will enrich the PSHEE curriculum in a range of formats, for example;

- Healthy eating and active living stand-alone day
- Healthy lifestyles and choices
- Team building and group dynamics days.
- Enterprise days
- Programme of work experience and work based learning
- Regular visits to local old persons' home by groups of pupils.
- Employer visits such as whole group or targeted groups of pupils attending work-place activities such as Arriva rail works in Crewe. Also activities including Construction and sports related activities will take place.

Learning outside of the classroom:

As part of the PSHEE programme all groups will be undertaking experiential days where a range of PSHEE skills can be experienced within the local and extended community. These include;

- Team building activities in Delamere forest with MOLI's including;
- High ropes course in Liverpool
- Whole school camp and termly camping experiences
- Mountain biking in North Wales
- Kayaking and sailing in Budworth and North Wales.
- Visits to cultural centres to enhance spiritual, moral cultural awareness and to promote a sense of awe and wonder in the natural environment.

Outside of the main curriculum the following add value to PSHEE within the wider school context:

- Core and foundation subjects
- Assemblies including an element of promoting British Values
- Academy charities
- Theatre-in-Education
- Academy student Council
- Peer education and assessment
- Invited visitors
- Mentoring
- Buddying
- Work with vulnerable students including social skills groups, TA key workers, games clubs at break times, school counselor visits, interventions via ELSA and MOLI's.

4. Achievement in PSHEE

- Students have a developing knowledge of how to live a healthy and safe lifestyle. These are achieved through Curriculum enrichment days centering on healthy eating and exercise
- The safety aspect of PSHEE is delivered through well-resourced lessons focusing on assessing risk in a hypothetical situation. The question of risk is also acknowledged in other subject areas including R.E and practical Science lessons.
- The dangers of drugs, tobacco and alcohol are addressed across the curriculum in R.E. and science lessons dealing with the social and physical effects of alcohol on the body. Awareness of drugs issues and discussion work on substance abuse is undertaken throughout the programme
- Students' understanding of sex and relationships education is developing with good awareness of sexually transmitted infections and minimising risk. Students undertake the Christopher Winter programme in the ELSA department .Students have opportunities to discuss different types of relationships via this and drop-in sessions. The Academy nurse is available for students to discuss any health-related issue in a confidential environment via a regular Wednesday drop-in.
- Employability skills are explored through the PSHEE and the CEG programme delivered through the BTEC award scheme.. The works of these departments bring in outside agencies and nurture links with FE providers. Giving students the opportunity to experience careers and develop clear steps to achieve their ambitions. The Academy prides itself on having no students at Year 11 being recorded as NEETs (Not in Education, Employment or Training)

The personal development of students at The Cloughwood Academy is excellent. Students are given the opportunity to develop individual leadership skills in the areas of PE, through PSHEE during Team Building, through the student council, by taking on corporate responsibilities, charity work.

5. Quality of teaching in PSHEE

- Lessons will be well planned in advance with non-subject specialists receiving Schemes of Work and Lesson resources in advance, allowing for detailed sensitive planning taking into account students may find certain issues difficult and challenging..
- At the start of lessons, learning objectives will be made clear and there will be frequent checks on understanding through review. Lessons will conclude with a plenary covering what has been learnt but also leaving students with a positive view of the subject matter.
- Teaching staff deal with issues sensitively and are aware through their own timely preparation of students within their groups that are in vulnerable groups or that fall into other categories within the school such as CIC or Traveller children.
- Teaching staff have an excellent knowledge of the area of PSHE and outside speakers and experts on the subject are brought into school to enrich the curriculum wherever possible
- Students are often responsible for their own learning and are beginning to challenge concepts presented to them, they also feel confident to question teachers and visitors to broaden their understanding of the subject matter.
- Opportunity is given to students to reflect on their learning during tutor time and written records of the impact of their experiences are kept in student workbooks.

6. Assessment in PSHEE

Due to the nature of the work in PSHEE the assessment will be based a hierarchy of skills which students will be expected to demonstrate. The areas assessed are ;

- ***Personal Identities***

Including, reflecting on and evaluating achievements and strengths, recognising strong emotions and identifying ways of managing these positively, recognising that external factors such as relationships, achievements and setbacks can affect emotional wellbeing and identify how to take this into account.

- ***Healthy Lifestyles***

Including, Identifying characteristics of good health and how to stay physically, emotionally and mentally healthy, making informed choices about health and well being and explain reasons for those choices, demonstrating the main effects of, and laws relating to, alcohol, tobacco and other legal and illegal drugs.

- ***Risk***

Including, describing the positive and negative impact of risk taking on health and well being, recognising that risk assessment and management are part of life and can give examples of how to reduce risk in different circumstances.

- ***Relationships***

Including, developing appropriate relationships with a widening range of adults in a variety of contexts, explaining the importance of different relationships including the significance of marriage, stable relationships, civil partnerships and long term commitments, describing some of the possible effects of family and other significant events on feelings, emotions and personal wellbeing and the impact these may have on relationships.

- ***Diversity***

Including, explaining how differing cultures, faiths and beliefs may influence lifestyle choices, and demonstrate respect for these differences, taking the initiative in challenging or giving support in connection with offensive or abusive behaviour,

- ***Skills***

Including, using the social skill of negotiation within relationships, recognising that rights and responsibilities and that their actions have consequences, working individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration.

The assessment will be in the form of a skills passport which is completed by students during the course.