



AKELEY WOOD
SCHOOL

AKELEY WOOD SENIOR SCHOOL

Personal, Health, Social, Economic Education Policy (PHSEE)

Rationale for Personal, Social and Health Education

This policy covers Akeley Wood School's approach to the delivery of Personal, Health, Social and Economic education through both designated time within the timetable and opportunities within individual subjects to develop subject specific SMSC opportunities.

Akeley Wood School is strongly committed to the rationale of the *Every Child Matters* framework. The very application of being Safe, making a positive contribution and being healthy are central to our students' lifelong development.

PSHEE at Akeley Wood School is delivered to Key Stages 3, 4 and 5. Through work in lesson time and a wide range of activities across and beyond the curriculum. Students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood.

PHSEE gives students opportunities to reflect: on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops students' well being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

It was produced by Mrs Catherine Featherstone and is subject to annual review.

Accessibility to parents, carers and the wider community

This policy will be made available through the school website and the VLE.

Aims and Objectives

The programme at Akeley Wood School underpins the school pastoral system and offers support for school aims.

The school's overarching aims and objectives for our students, which the PHSEE curriculum supports, are for students:

- To be able to think and act for themselves
- To acquire and develop personal qualities and values
- To understand what makes for good relationships with others
- To develop good relationships with other members of the school and wider community
- To know and understand what constitutes a healthy lifestyle and how this can be achieved in their own life
- To be aware of safety issues with regards to modern technology as well as in the world around them and understand how to avoid becoming a victim of cyber crime in any form
- To have respect for others and their environment

- To be independent and responsible members of the school community
- To be positive and active members of a democratic and multicultural society recognizing the British Values that underpin our society
- To develop self confidence and self-esteem, and make informed choices regarding personal and social issues
- To acquire social independence and competence brought about by an enquiring mind
- To be aware of finance and how to budget

Creating a safe and supportive environment

Because PHSEE education works within students' real life experiences, it is essential to establish a safe learning environment. Clear ground rules and a confidentiality policy are important elements of creating this.

In the course of PHSEE education lessons, students may indicate that they are vulnerable or at risk. It is important to ensure that the school's safeguarding policy is adhered to at all times.

Equality and Diversity

Throughout this programme we will promote the needs and interests of all students irrespective of gender, culture, ability or aptitude by ensuring we provide an inclusive curriculum.

Our programme promotes the overarching values of Akeley Wood School with an emphasis to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. As well as the ethos of Every Child Matters.

Implementation

All staff deliver PHSEE in the hidden curriculum through their every day teaching.

Students in KS3 receive discrete lessons in PHSEE.

Year 7 follow a carousel with different teachers and study a range of areas related to health and well being, including: Nutrition; Relationships; Friendships; Problem Solving; Relaxation. This is supplemented by visits from outside agencies, such as, The Police and external health services.

Years 8 and 9 have a discrete lesson each week. This covers a range of subjects, including: Careers Education; Health; Relationships; Bullying; e safety; Alcohol; Citizenship; Sexual health

Students in KS4 receive discrete lessons in PHSEE.

Years 10 and 11 have a discrete lesson each week. Content builds on that covered in KS3 but is age appropriate and develops the overarching themes further.

Students in KS5 receive discrete lessons in PHSEE. This builds on their work at KS4 but again is age appropriate and develops the overarching themes further while also adding in age appropriate themes such as, driving and personal safety.

The school places an emphasis on active learning by including the children in discussions, investigations and problem solving. Students are able to participate in discussions to resolve conflicts.

We encourage students to take part in a range of practical activities that promote active citizenship, *e.g.*, charity fundraising, the planning of special events such as school assemblies or involvement in Community activities such as the service modules of the Duke of Edinburgh and

Young Enterprise.

We offer the students the opportunity to hear visiting speakers – such as representatives from local churches, whom we invite to the school to talk about their role in creating a positive and supportive local community.

We teach PHSEE in a variety of ways both as a discrete subject in all key stages and some of the time through other subjects (*e.g.*, local environmental issues in Geography and through Religious Studies lessons). We offer residential visits where there is an opportunity to develop leadership, teamwork and co-operative skills (*e.g.*, Duke of Edinburgh).

Assessment and recording

In PSHE there are two broad areas for assessment:

- students' knowledge and understanding, for example, information on health, understanding of procedures including health and safety

- how well students can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

Assessment in PHSEE does not imply that students are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This can be particularly important in working with pupils from diverse backgrounds or who have emotional and behavioral difficulties.

Teachers assess students work in PHSEE by making informal judgements as they observe them during lessons and by looking through the work undertaken.

In Year 10 and 11 students' work is monitored and assessed through the Duke of Edinburgh Award.

All resources and the programme will be made available to parents through the school VLE system, Firefly.

Role of PSHE Curriculum Leader

The Curriculum Leader will:

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- establish a shared view of best practice to which all pupils are
- lead policy development and review as this need arises.
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- provide appropriate support and training for staff
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement



Mrs Catherine Featherstone

Updated: September 2016

Next Review Date: September 2017



Signed :

Mrs Amanda Ayres

Head of Senior School