

The logo for Manor Croft Academy features a stylized blue shape on the left that resembles a wing or a leaf, and a long, flowing blue ribbon that curves across the top of the text.

Manor Croft Academy

A large, light blue graphic element in the background, similar in style to the academy logo, consisting of a curved shape on the left and a flowing line on the right.

**Personal, Social and Health  
Education (PSHE) Policy  
(Including Sex and  
Relationships)**

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*Manor Croft Academy*

**Personal, Social and Health Education (PSHE) Policy  
(Including Sex and Relationships)**

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## 1.0 Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the designated **Assistant Principal**.

## 2.0 Suggested Audience

**All Staff**

## 3.0 Related policies

The Academy recognises that the PSHE policy relates to a wide range of other policies such as:

- Inclusion
- Anti-Bullying
- Behaviour
- Child Protection
- Assessment, recording and reporting
- ICT user policy

## 4.0 Academy Mission Statement

The School Partnership Trust Academies are committed to pursuing the very best for every student to ensure that “no individual is left behind”.

## 5.0 Introduction

- 5.1 The academy recognises and values the benefits that the Personal, Social, and Health Education (PSHE) programme offers to its students.
- 5.2 Personal Social, and Health Education is central to the educational entitlement of all students at this academy and, as a cross curricular dimension, permeates all aspects of academy life. It is encompassed within the teaching of several subjects, notably, PE, science, religious studies, drama, English and a number of the cross-curricular themes. It is an integral part of the whole curriculum, which will be mapped across key subject areas and delivered as part of these lessons; additionally, the academy will make use of curriculum collapse days to focus on major aspects of the PSHE curriculum in a whole academy or year group scenario. Post 16 students will all participate in PSHE as part of core/enrichment time.

The way the curriculum is managed, its organisation and the varying teaching styles used are central to the academy's philosophy and ethos, its aims, attitudes and values. All these contribute to the personal and social development of our students.

## **6.0 Aims**

Through a variety of learning experiences the academy will help each student:

- To think and act for him/her self
- Acquire personal qualities and values
- Take his/her place in a wide range of roles in preparation for adult life
- Develop confidence/independence and personal responsibility
- Value and respect him/herself and value others
- To know him/herself better and think well of him/herself
- To develop social skills
- Prepare students for the challenges, choices and responsibilities of work and employment and lifelong learning
- Value and respect belongings/living things/environment
- Be able to share/co-operate
- Empower students to participate in their communities as active citizens and to develop a global perspective.

## **7.0 The Organisation of PSHE**

7.1 PSHE will be taught by a wide range of staff drawing on their specialist areas of expertise. There will also be external input from appropriate professionals e.g. School Nurse, Community Police Officers, Youth Workers etc. The academy will designate a colleague who will co-ordinate and monitoring student performance and the quality of learning and teaching in this area and who will have clear targets for improving attitudes and behaviour. The co-ordinator will ensure that all staff are given current information on any changes to the curriculum and this person will be the catalyst for whole academy awareness raising campaigns. She/he will work closely with the Student Voice and the Student Council and support the Student Council election process.

7.2 The academy recognises the importance and value of parents/carers and families 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.

7.3 The academy's PSHE curriculum will be underpinned by five important outcomes:

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

7.4 The Academy will follow current national guidance regarding the PSHE and Citizenship curriculum at Key Stages 3 and 4 as outlined in the National Curriculum guidance, bearing in mind the proposed review of the National Curriculum

## **8.0 Planning PSHE Programmes of Learning**

8.1 Alongside National Curriculum subjects, cross-curricular themes form an integral part of the social personal development of our students. Health education considers the physical and sexual development of the child. Citizenship delivered as part of collective worship/ assemblies, form periods and actual lessons which consider moral issues, careers, economic and industrial understanding, as well as vocational aspects.

8.2 In planning the curriculum, teachers at the academy will provide:

- A clear, consistent framework of values in which to work, support and agreed by all
- Supportive relationships between teacher and student and between students
- A classroom climate which encourages all children to explore, and encourages a high level of interest
- Opportunities for development outside the classroom situation through responsibilities, extra-curricular activities, educational visits.

8.3 Academy staff will encourage positive approaches to behaviour and our discipline policy reflects this. It sets clear guidelines for parents/ carers and students.

8.4 The academy will provide opportunities for personal and social development through a variety of strategies:

- Individual, peer groups, collaborative group work

- Discussion and role-play
- Involvement in a range of problem solving activities
- Preparation and presentation of tasks for different audiences
- Positive self-assessment
- Positive marking, with verbal or written comments

8.5 The following provide specific vehicles for the delivery of the learning outcomes at KS3 and KS4. These are in addition to the routine integrated curriculum.

- Work experience opportunities
- Careers advice and planning
- Student self-assessment on end of term reports
- Form periods
- Collective Worship / Assembly

8.6 As part of the academy's general routines, in and out of the classroom, and the way in which individuals relate to each other, students are encouraged to form their own attitudes and values. By building positive working relationships between students and staff, all members of our academy family are valued as individuals. Students learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in.

8.7 These working relationships relate to our holistic approach to our students and include achievements in and out of school. They value each student's comments and choice of work, and give the student, teachers and parents/carers a chance to reflect on the positive aspects of development.

8.8 The academy will provide opportunities for parents/carers, the community and outside agencies to contribute to the personal and social development of its students through their active involvement in the life and philosophy of the academy.

## 9.0 Key Stage 3 Curriculum

9.1 During Key Stage 3, students will focus on learning 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.

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

### 9.2.1 Students will be taught to:

- Reflect on and assess their strengths in relation to personality, work and leisure
- Respect the differences between people as they develop their own sense of identity
- Recognise how others see them, and be able to give and receive constructive feedback and praise
- 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
- 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
- Plan realistic targets for Key Stage 4, seeking out information and asking for help with career plans
- Recognise what influences how we spend or save money and how to become competent at managing personal money.

## 9.3 Developing a healthy, safer lifestyle

### 9.3.1 Students will be taught:

- To recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way

- How to keep healthy and what influences health, including the media
- That good relationships and an appropriate balance between work, leisure and exercise can promote mental and physical health
- Basic facts and laws, including academy rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs
- In a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- To recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- 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
- Basic emergency aid procedures and where to get help and support.

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

##### 9.4.1 Students should be taught:

- About the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively
- How to empathise with people different from themselves
- About the nature of friendship and how to make and keep friends
- To recognise some of the cultural norms in society, including the range of lifestyles and relationships
- The changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- About the role and importance of marriage in family relationships
- About the role and feelings of parents and carers and the value of family life
- To recognise that goodwill is essential to positive and constructive relationships
- To negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- To resist pressure to do wrong, to recognise when others need help and how to support them
- To communicate confidently with their peers and adults.

#### 9.5 Knowledge, skills and understanding

9.5.1 Through opportunities, students will be taught to:

- Take responsibility (for example, for carrying out tasks and meeting deadlines such as taking assembly, running the academy newspaper)
- Feel positive about themselves (for example, by taking part in a public performance)
- 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)
- Make real choices and decisions (for example, about options for their future, based on their own research and career portfolios)
- 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)
- 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)
- Consider social and moral dilemmas (for example, how the choices they make as consumers affect other people's economies and environments)
- Find information and advice (for example, about the risks of early sexual activity, drug misuse, self-defence for keeping safe)
- 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)

## 10.0 Key Stage 4 Curriculum

10.1 During Key Stage 4 students use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take new and more adult roles in the academy and the wider community. They develop the self-awareness and confidence needed for adult life, further learning and work. They have opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them. They develop their ability to weigh up alternative courses of action for health and well-being. They gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions.

10.2 They learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek advice about these and other personal issues. They learn to respect the views, needs and rights of people of all ages.

10.3 Developing confidence and responsibility and making the most of their abilities

10.3.1 Students will be taught:

- To be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals
- To have a sense of their own identity and present themselves confidently in a range of situations
- To be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience
- To recognise influences, pressures and sources of help and respond to them appropriately
- To use a range of financial tools and services, including budgeting and saving, in managing personal money
- About the options open to them post-16, including employment and continuing education and training, and about their financial implications
- To use the community to help them choose their next steps, negotiate and plan their post-16 choices with parents/carers and others, develop career management skills, and prepare and put into practice personal action plans.

10.4 Developing a healthy, safer lifestyle

10.4.1 Students will be taught:

- To think about the alternatives and long- and short-term consequences when making decisions about personal health
- To use assertiveness skills to resist unhelpful pressure
- The causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management
- About the link between eating patterns and self-image, including eating disorders
- About the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make
- In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices

- To seek professional advice confidently and find information about health
- To recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques.

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

### 10.5.1 Students will be taught:

- About the diversity of different ethnic groups and the power of prejudice
- To be aware of exploitation in relationships
- To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support
- To work cooperatively with a range of people who are different from themselves
- To be able to talk about relationships and feelings
- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- About the nature and importance of marriage for family life and bringing up children
- About the role and responsibilities of a parent/carers, and the qualities of good parenting and its value to family life
- About the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
- To know about the statutory and voluntary organisations that support relationships in crisis
- To develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities

## 10.6 Knowledge, skills and understanding

### 10.6.1 Through opportunities, students will be taught to:

- Take responsibility (for example, by representing the academy to visitors and at outside events)
- Feel positive about themselves (for example, by gaining recognition for the role they play in academy life, such as organising activities for younger students or working in a resource centre)
- Participate (for example, in an initiative to improve their local community or in challenging activities involving physical performance, public performance or organised events outside the academy)

- Make real choices and decisions (for example, about their priorities, plans and use of time and/or about their choices post-16, with regular review and support)
- Meet and work with people (for example, through activities such as work experience and industry days or through having an employer as a mentor)
- Develop relationships (for example, by discussing relationships in single and mixed sex groups)
- Consider social and moral dilemmas (for example, young parenthood, genetic engineering, attitudes to the law)
- Find information and provide advice (for example, by providing peer support services to other students)
- Prepare for change (for example, in relation to progression to further education and training)

## **11.0 Delivering the PSHE Curriculum**

- 11.1 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 students are implemented.
- 11.2 The academy will hold discussions with those parents/carers who feel that the subject matter is inappropriate for their child and will explore other options that enable age-appropriate learning and teaching to take place.
- 11.3 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.
- 11.4 The academy will ensure that students receive PSHE teaching regardless of their ability. Where appropriate, the academy will create Individual Education Plans (IEP) for students with special needs to ensure that learning opportunities are matched to the individual needs of all students.
- 11.5 The academy will use both direct and indirect teaching opportunities for students to learn and all subjects will be underpinned by PSHE, enabling the students to relate their educational experience with their life and the lives of others and recognise the correlation between them.

## **12.0 Assessment of Progress**

12.1 The academy will use a range of methods to assess and report on each student's progress and development in PSHE. These are:

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

12.2 The academy will teach this subject in a cross curricular manner and will also assess the students' learning in PSHE by making informal judgements of their level of understanding as staff observe students during lessons and in their individual and group contributions to academy life. The achievement of each student will be reported to parents/carers each year in their annual report.

12.3 The academy will work closely with other partner agencies and organisations to reinforce the key concepts and to access specialist expertise that will enhance and support consistency of delivery in the PSHE programmes.

## **13.0 Review and Monitoring**

13.1 The designated Assistant Principal will monitor the quality of learning and lessons throughout the year. This Assistant Principal will present a report annually to the Local Governing Body on the quality of learning and, on all changes which have taken place in the programmes of learning in this area.

## **14.0 Approval by Local Governing Body and Review Date**

14.1 This policy will be reviewed when there are changes in national guidelines, or in accordance with the schedule drawn up by the Principal and agreed by the Local Governing Body.

14.2 This policy has been formally approved and adopted by the Local Governing Body at a formally convened meeting.