

# PSHE Policy

## BOA

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## 1. Aims

The aims of personal, social, health and economic (PSHE) education in our academy are to:

Through our provision of personal, social, health and economic education (PHSE) at BOA we aim to promote our students' intellectual, physical and personal development and prepare them for the next stage of education, training or employment. At the same time we aim to develop their self-confidence and decision-making skills as both individuals and members of social groups.

## 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#) (Please see RSE Policy)
- We must teach health education under the same statutory guidance (Please see RSE Policy)

## 3. Content and delivery

Through our provision of PSHE we aim to equip students with the knowledge and skills to:

- Enjoy good physical and mental health and live a healthy lifestyle
- Protect themselves from harm and grow up able to look after themselves and others
- Get the most out of life and develop broad skills for adulthood including effective communication skills
- Be involved in the community and not engage in anti-social behaviour
- Develop social and economic skills to combat disadvantage or access opportunity
- Develop and maintain positive relationships
- Develop an understanding and appreciation of British Values

### 3.2 How we teach it

The tutor group is central to the PSHE programme at BOA. Students are mixed in their tutor groups vertically, this mixing by pathway, ability and background is to promote co-operation and develop a shared identity.

For Key stage 4 there will be a weekly timetabled extended tutor session (Personal Development Time), for the delivery of PSHE on week 1 and RSE on week 2, three additional tutor periods a week and an opportunity for students to access a one to one with tutors on a regular basis and assemblies.

For post 16 there will be the weekly timetabled extended tutor session (Personal Development Time), additional tutor periods and an opportunity for students to access a one to one with tutors on a regular basis and assemblies.

Within tutor time students are encouraged to reflect on important aspects of their personal and social development, often within the context of current events or news stories. In addition key aspects of PSHE will be explored during themes reflecting British Values in Personal Development Time and through GCSE Citizenship.

### 3.3 The Curriculum: Teaching, Learning and Assessment

PSHE is delivered according to the requirements of the National Curriculum programmes of study,

with a clear focus on the personal and social development of the individual. At the same time the curriculum is tailored to meet the assessed needs of our own students and the diverse profile of our intake.

The Assistant Principal (Pastoral Care) and the Senior Head of House are responsible for producing the structure of the PSHE programme for each year group and for informing Heads of House, tutors and SLT. Resources and schemes of learning are kept centrally and are the responsibility of the Heads of House to disseminate for PDT and tutor time. Tutors are expected to differentiate schemes of learning as appropriate with the support of Heads of House and the Assistant Principal (Pastoral Care) if needed. Teachers of PHSE will be given support and training on approaching controversial topics or difficult questions from pupils, such as by ensuring teachers don't let their personal beliefs and attitudes influence teaching. Teachers can raise any concerns about their ability to teach certain areas of the curriculum to the Assistant Principal (Pastoral Care) without letting their personal beliefs and attitudes affect them.

Assessment and reporting on PSHE is the responsibility of tutors for their own groups. Although there is no legal requirement to report on PSHE according to levels or grades, tutors are required to be able comment on students' individual progress in understanding/responding to the topics covered when commenting on tutor reports.

Opportunities for students to develop their self-confidence and communication skills are provided through:

- The Voice of BOA (student council)
- Participation in charity fund-raising events
- Participation in festivals, concerts, productions and competitions
- Academy or local community events

Key Features of a PSHE Lesson:

- 4 part structure, in line with the academy's Teaching, Learning and Assessment Policy
- Collaborative Learning
- Discussion/debate
- Reflection
- Knowledge and skills development
- Visits from outside speakers/community members
- Use of ICT
- Access to up to date information on topical issues

### **3.4 Funding**

The budget holder is the designated member of staff responsible for PSHE who ensures effective resources for delivering curricular and extra-curricular opportunities.

## **4. Roles and responsibilities**

### **4.1 The governing board**

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

### **4.2 The headteacher**

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **5. Monitoring arrangements**

Monitoring and evaluation will be undertaken at a range of levels. Heads of House are responsible for supporting their tutor team to engage with resources planned and set, adapting them for their own needs. Heads of House will conduct monitoring of standards and application of policy on a regular basis and at least half termly. The Assistant Principal for Pastoral and ~~Teaching and Learning~~ have overall responsibility for monitoring and evaluation. This will be undertaken by learning walks and the engagement of Voice of BOA for feedback and evaluations.

## **6. Links with other policies**

This policy links to the following policies and procedures:

- RSE Policy
- Curriculum Policy
- Equal Opportunities Policy
- Offsites Visit Policy
- Inclusion
- SEN Policy
- Work Experience
- Drugs Policy
- Behaviour Handbook
- Citizenship
- Anti-bullying Policy