



# **MONKWEARMOUTH ACADEMY**

## **PSHE POLICY**

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## **PHSE POLICY**

The PSHE programme at Monkwearmouth Academy is designed to empower our students to lead confident, healthy and responsible lives as individuals and as members of a global society. PSHE is taught during Personal Development and Guidance times but aspects of the subject are provided across the curriculum. The subject is taught in line with the Government's Helping Every Child Achieve More (ECM) framework and is designed to provoke thought, debate and consideration. It is supported by the Citizenship programme.

### **PSHE Content**

The programme is designed to cover the following key themes and therefore ensure each student has a comprehensive and relevant educational experience;

A Health and Wellbeing

B Relationships

C Living in the Wider World

Each of these themes will be addressed with students learning:

A

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing including sexual health
3. about parenthood and the consequences of teenage pregnancy
4. how to assess and manage risks to health and to stay, and keep others, safe
5. how to identify and access help, advice and support
6. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
7. how to respond in an emergency including administering first aid
8. the role and influence of the media on lifestyle.

B

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support.

## C

- 1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy**
- 2. how to make informed choices and be enterprising and ambitious**
- 3. how to develop employability, team working and leadership skills and develop flexibility and resilience**
- 4. about the economic and business environment**
- 5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.**

The PSHE programme will also be integrated with content from Citizenship education.

## KS3

- **the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch**
- **the operation of Parliament, including voting and elections, and the role of political parties**
- **the precious liberties enjoyed by the citizens of the United Kingdom**
- **the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals**
- **the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities**
- **the functions and uses of money, the importance and practice of budgeting, and managing risk.**

## KS4

- **parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press**
- **the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond**
- **other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom**
- **local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world**
- **human rights and international law**
- **the legal system in the UK, different sources of law and how the law helps society deal with complex problems**
- **diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding**
- **the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity**

- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

The delivery of PSHE, SMSC and Citizenship at Monkwearmouth Academy is through an integrated approach that includes Personal Development, Guidance and RE. It also runs through other curriculum areas which contribute appropriate subject matter and skills, showing the integrated and applied nature of these areas.

At KS3 PSHE and Citizenship are delivered through daily Guidance sessions, a weekly Personal Development lesson and a weekly year assembly, ensuring students are given every opportunity and the pastoral support to develop into successful, confident, independent members of society. The Programmes of Study are supported by weekly assemblies and opportunities to work with outside agents in order to support and enhance their ability to develop how they explore the world and the ways they can express their understanding.

At KS4 PSHE and Citizenship are delivered through daily Guidance sessions, weekly Personal Development lessons and a weekly year assembly. Religious Studies is also incorporated throughout years 9, 10 and 11. The programmes aim to support our students in leading confident, healthy and responsible lives as individuals and as members of a global society.

The Personal Development Programme is planned across 5 years to ensure that students build up knowledge of areas such as politics and the law and cover topics such as drugs, relationships and abuse at times that are appropriate to them. The programme retains an element of flexibility in order to respond to the current needs of the students at particular times or emerging issues in the world around us. To support student learning and give these topics real life context we use drop down days and sessions to tap into area experts and give students an out of classroom experience.

Preparation for post 16 is also a key part of the KS4 programme which ensures that students are able to access the correct information to make informed decisions about their routes. The pathways units and CEIAG framework provides students with advice and support in choosing the appropriate post 16 route whilst offering advice in the completion of a CV, Personal Statement and Progress File. The use of outside agencies and school partners is incorporated throughout the programme to offer students the specialist and confidential advice where appropriate. The school has strong links with South Tyneside College, who support us with our impartial guidance, to ensure that all student aspirations are catered for.

KS3 and 4 courses are planned in order to provide an age-relevant programme of study that meets the needs of our students in particular. Work is cross-referenced to avoid repetition whilst enabling key themes to be revisited in a way that meets the needs of students at different stages in their education and lives.

### Successful Learners

PSHE creates successful learners by helping students identify their abilities, skills and strengths and therefore increase their confidence and self-esteem. It teaches students research skills and helps them use information to weigh up options and make informed choices. Students are encouraged to reflect critically on themselves and their behaviour and to set and meet personal targets.

The Personal Development and Guidance programme Guidance programme in KS3 incorporates a progressive programme of reflection. With support from the tutor students reflect on their behaviours through the BfL, introducing the concepts that make a successful student in Year 7 and

continuing to develop these skills throughout Year 8. This supports students in understanding what constitutes a successful learner. They can then reflect on their own academic progress in relation to their attitudes to learning, setting and reviewing targets and personal skills on a termly basis.

The Social Studies and Guidance programme at KS4 supports the students in becoming successful independent learners by providing opportunities for students to reflect on their academic progress and career aspirations at various stages in KS4 as well as reflecting on how they react to different topical issues and how this might inform their future decisions.

Personal Development incorporates Citizenship and develops successful learners who are equipped to play a full part in public life and in the democratic process. Citizenship gives learners the ability to engage critically with challenging questions facing society today and to take action on political and social issues of concern. Learners develop understanding of the key concepts of democracy and justice as they question and reflect on what may be fair and reasonable in different situations, explore the likely impact of decisions, and consider how the rights and responsibilities of individuals and groups are affected.

Building Religious Studies into personal Development also helps to develop successful learners by asking ultimate questions, exploring morality and ethical issues and presenting interesting and important challenges to students. Religion has the capacity to motivate and empower pupils, enabling them to embrace their spirituality, morality and develop their cultural and social awareness. It improves critical thinking, personal reflection, as well as the knowledge and understanding of religion.

### **Confident Individuals**

Developing confidence, self-esteem and a sense of identity are at the centre of PSHE and the delivery of this through Social Studies at Monkwearmouth. Students will gain confidence by knowing where to look for advice and guidance on matters related to health, relationships and money matters.

Schemes of work within the KS3 Personal Development and Guidance Programme are designed to help students to have a greater understanding of what constitutes a healthy lifestyle and are encouraged to develop their own lifestyles in order to be healthy, confident individuals. A range of topics are included within the KS3 Programmes of study focusing on developing a greater understanding of the importance of healthy eating, their emotional and social wellbeing, and the dangers and effects of alcohol on an individual's physical and mental health, intrinsically linking to the importance of and impact on relationships with others.

Personal Development and Guidance recognises KS4 as a potentially stressful time for students and aims to provide support during this time. Throughout the different topics the effect on mental health is highlighted to raise student's awareness of how people may react in different ways and provides a network of support for students in this areas. Units of work relating to Study skills aim to be proactive by teaching students techniques that may be used to reduce the impact of stress and weigh up options at times of challenging decision making.

One of the main purposes of the Citizenship element of the school's programmes is to develop understanding of the ways in which citizens can participate in decisions that shape the communities in which they live; a range of opportunities will be provided that develop learners who have the confidence to participate. Students will be encouraged to think and act for themselves, and to relate to and work with others. They will build an understanding of their own identities and begin to appreciate that identities are both complex and changing within our diverse society.

Within the Personal Development and Guidance programme students have the opportunity to have an active role in formulating decisions that impact upon their experiences in school. Each tutor group in KS3 have 2 student council representatives who, in collaboration with their tutor group peers, meet regularly to review and develop all aspects of school life, including the structure and content of the Personal Development and Guidance Programme in KS3, school meals and more recently changes to the new school uniform.

RE helps to create confident individuals by promoting self-awareness and self-esteem as students articulate questions and explore responsibility within an environment where respect and inclusion are key features. RE provides an opportunity for young people to voice their questions about identity and meaning, contributing to their personal development. It can inspire students to search for and deepen their sense of personal meaning in their lives.

### Responsible Citizens

PSHE offers opportunities for students to work collaboratively as members of groups and teams and take responsibility for providing information to others. By developing their social and emotional skills they can make positive contributions to their family, school and community.

All schemes of work within the KS3 Personal Development and Guidance programme provide the necessary tools and opportunities for students to work collaboratively in researching, formulating their opinions, supporting with evidence and articulating and presenting their findings to a range of audiences.

Personal Development and Guidance encourages students to view themselves as being responsible and respectable members of society. Themed weeks are incorporated into the programme with Discrimination in the work place and society delivered in conjunction with National Bullying week. Students are taught to make informed opinions but also to show respect towards, and an understanding of why people have different opinions about different issues.

Citizenship, within the Personal Development and Guidance programme, will hopefully inspire students to think about their role in society and in the wider world, and about how their decisions and actions can make a difference. Students will engage with a wide range of political, social and ethical dilemmas that affect individuals, communities and the environment. Students will be given opportunities to think about issues in new and critical ways and will be expected to challenge ideas, policies, behaviours and actions with which they disagree.

RE helps prepare students to become responsible citizens by raising issues of local, national and global concern and placing them in spiritual and moral contexts. By understanding the beliefs and practices of religions and world views, students can make connections between belief and action. PSHE also supports Helping Every Child Achieve More.

### Helping Every Child Achieve More

#### Enjoy and Achieve

Within Personal Development and Guidance PSHE students develop greater confidence and self-esteem and a positive self-identity; students are therefore more likely to enjoy and achieve in life. Having the confidence to take managed risks is essential to enjoying and achieving in learning and life. Knowing the steps to take to ensure a lifestyle that is physically, mentally, emotionally and economically healthy leads to enhanced enjoyment in students' lives, now and in the future.

The KS3 Personal Development and Guidance Programme provides a structured and supportive platform for students to fully understand what constitutes their own academic targets and how to achieve them, regularly monitoring their progress and acknowledging and rewarding their achievements through specific guidance from tutors and termly celebration assemblies.

Students enjoy being able to tackle real and topical issues of concern and they value participation in decision-making within the programme. Like with RE, students are motivated to take part in debates and to find out about more about local and global issues of concern. Students value the ways in which citizenship helps them to develop their ability to communicate effectively. This helps students to achieve not only in the subject but also across the curriculum and in the world beyond.

Students can be enthused and inspired by RE; they can enjoy exploring beliefs and practices and gain satisfaction from engaging with issues of meaning and morality. Many students respond positively to vigorous debate and are respectful in the sharing of beliefs and feelings. Students also enjoy meeting people of different cultures and beliefs and discovering different places of worship.

### **Be Healthy**

The majority of what students learn in Personal Development and Guidance centres around health and wellbeing in all its forms – mental, physical, sexual and emotional. Students learn to make informed choices about behaviours. They consider the benefits and risks of lifestyle choices and the long-term consequences of these for individuals, families and communities. They learn how to form healthy and positive relationships and express, discuss and manage feelings and emotions. They find out where to go for help and information when their health and wellbeing may be at risk.

Citizenship, within the programme, encourages students to learn to respect views that are different from their own, to voice their opinions, to challenge discrimination or injustice and to do something constructive about their concerns. Participation increases students' sense of wellbeing and gives them a sense of purpose. Citizenship provides opportunities for students to learn about the politics of everyday life. Developing knowledge and understanding in these areas helps students to make informed and responsible decisions about their own lives.

Health can be understood on physical, intellectual, emotional, ethical and spiritual levels. When students explore the practices and ways of life on how people live their lives, they are helped to make informed choices about ideas and lifestyles; this can lead to students developing positive and healthy attitudes. Similarly when students confront ethical issues such as relationships, drugs, contraception, genetic research, abortion or violence, they learn how to make wise decisions, to help or advise others and to understand moral or emotional pressures. This strengthens their understanding of spiritual and moral perspectives on health and wellbeing.

### **Stay Safe**

Within Personal Development and Guidance PSHE provides a safe environment within which to explore challenging and complex issues, situations and dilemmas relating to personal safety. PSHE helps students to recognise, assess and manage risk in a range of personal situations, and in relation to risk-taking behaviours, for example within relationships, including sexual, with drugs and alcohol. The structure of the topics explored within the Social Studies and Guidance programme in KS3 promotes inquisitive minds, allowing students a safe and secure forum to explore a range of issues in confidence, with tutors acting as facilitators to students looking to apply these key concepts to their own lives and experiences.

The delivery of units of work such as Sexual Health during Personal Development and Guidance deals with the issues of drug abuse and sexual health in a safe and sensitive manner. It encourages students to consider risk, responsibility and consequence whilst providing them with a support mechanism to seek further specialist advice. In particular outside agencies such as Sunderland's Risk and Resilience team, Chelsea's Choice, Green Project, school nurse and the LAF (Lifestyle, Activity and Food) programme deliver assemblies, and provide the offer of confidential advice, to students.

Citizenship, within the programme, gives students the confidence to ask questions, rather than taking things at face value. Through researching a wide range of political and social problems, students develop the skills to evaluate the validity of what they are told, to identify bias, to compose informed opinions and to make responsible decisions. Citizenship provides a safe environment in which to explore controversial issues, situations and dilemmas. Some areas of citizenship explore specific aspects of safety and risk-taking, for example, when learning about crime and the criminal justice system students examine the consequences of different courses of action and their impact on individuals, communities, society and the environment.

RE offers students lively opportunities for evaluating the safety of ideas, relationships and practices. By learning about religious and ethical rules students widen their understanding of safe and unsafe situations. By learning from themes such as authority, ethics, morality, relationships, and rights and responsibilities, students can deepen their understanding of, and commitment to, safe lifestyle choices.

### **Achieve Economic Well Being**

Within the programme PSHE helps students develop the qualities and skills needed to enter and thrive in the working world, for example, the ability to form good relationships and to take part in negotiation and critical reflection. PSHE can enable long-term economic wellbeing by allowing students to become self-confident and being able to project a positive self-image.

Personal Development and Guidance encourages students to consider and plan out their future career path whilst taking into consideration the economic implications of these. The Pathways unit aims to support students in making appropriate and challenging decisions about their post 16 destinations in which they can achieve their aspirations. The Work Experience week, Work Discovery Week and visit to the regional Skills and careers event are integral parts to this unit. Partnerships with Connexions and City of Sunderland College ensure that all students have the advice they need with regards to further education, work based learning or employment. This is complimented by the finance and Independent Living units of which teach students about the importance of budgeting and financial management in a range of circumstances.

Citizenship, within the programme, plays a central role in contributing to students' long-term economic wellbeing by developing skills and attributes that are essential for any job. Citizenship encourages students to ask questions; to be resourceful and enterprising in finding creative solutions to problems; to plan and prepare to put their views and ideas across for maximum effect; to negotiate; to influence others; to take effective action; to make decisions; and to work effectively and cooperatively in groups and teams. All these skills and attributes are valued by employers. Citizenship also provides opportunities for students to learn about the economy in a political and social context both locally, nationally and in a world-wide context. Students also learn about the law relating to employment and to consumer rights and responsibilities.

RE offers students the skills for living prosperously and ethically in an increasingly complex and turbulent economic world. Students can use their understanding of beliefs and teachings to perceive how economic activity can help or harm humanity, other species and the planet as a whole. Students



can develop their knowledge and understanding of themes such as equality and justice, prejudice and discrimination, the elderly, human rights, fair trade, the environment and climate change, and religious rules on financial matters.

### **Make a Positive Contribution**

PSHE, within the programme, helps students to develop the social skills needed to build and maintain a range of positive relationships. By learning skills of negotiation, communication and collaboration, students are able to work successfully and make positive contributions as individuals and as members of groups and teams to their families, schools and communities.

All students are actively engaged in developing a better understanding of key concepts that underpin the PSHE policy throughout their KS3 Personal Development and Guidance Programme; learning and developing the necessary social skills to help them become effective members of society. Each scheme of work is designed to allow students to explore new ideas through discussion and questioning then articulate and share their understanding through collaboration and presentation, where the contribution of all students is recognised and valued.

Personal Development and Guidance encourages students to view themselves as being responsible and respectable members of society. The school council encourages students to take an active role in decisions that affect the school

Citizenship, within the programme, equips students with the opportunities to play an active, informed and critical role as responsible citizens in public life. Citizenship provides many opportunities to get involved and contribute positively in addressing real issues and problems facing individuals and communities. Students can work with others to try to have influence, make change or resist unwanted change. Citizenship helps students to learn about ways in which individuals, groups and organisations can influence decision-making through action. Students develop skills of critical thinking, informed action, advocacy and representation. Students learn evaluative and reflective skills that enable them to consider the impact of their actions and the actions of others.

RE invites students to voice their questions and hopes, to engage with major issues affecting their futures and to consider the contributions made by religions and beliefs. By engaging with themes such as justice, authority, morality and religious leader case studies, students can learn to make a difference.

Other Curriculum areas including PE, History and Geography also support the objectives for the PSHE framework.

### **Recording and reporting**

Students do not pass or fail within this area, but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on young people's self-awareness and self-esteem and there are opportunities to record learning and progress in different ways.

### **Monitoring and evaluation**

The Personal Development and Guidance co-ordinators will monitor the planning, teaching and learning of PSHE regularly. Planning will be monitored in line with faculty QA schedules and observations of teaching will take place in accordance with the school's QA cycle. Feedback will be given to teachers. Other forms of QA will regularly be used such as learning walks and work scrutiny establishing parity across all subjects. The MTLPs and policy will also be reviewed according to the review cycle.

### **Confidentiality Statement.**

Teachers conduct Personal Development and Guidance lessons in a sensitive manner and in confidence.

We ensure that all pupils and staff are aware of our policy on confidentiality and ensure pupils are informed of the limits of confidentiality that if offered by teachers within lessons or if they approach a teacher for individual advice and guidance.


We ensure that pupils are informed of sources of confidential support, for example, the school nurse, GP, external listener or local young person's advice service. We encourage pupils to talk to their parents or carers and give them support to do so.

If a teacher believes a pupil is at moral or physical risk or in breach of the law, it is their duty to ensure the pupil is aware of the risks and encourage them to seek support from their parents or child support agency where appropriate. In any circumstances where child safeguarding issues arise we will always follow the school's child safeguarding procedures (see Child Safeguarding Policy).

### **Dealing with Sensitive Information and Answering Difficult Questions**

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering Personal Development or Guidance will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

*This policy was updated in October 2018 and will be reviewed every 2 years or earlier if necessary.*

Signed  Executive Headteacher Date 9/10/18

Signed  Chair of Governors Date 9/10/18