PSHE Policy

Freemantle C.E Community Academy Trust

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Approved by:		
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1. Our context

Freemantle C.E. Community Academy Trust is situated in the culturally and ethnically diverse inner city of Southampton. We work closely with our partner schools across the Southampton Cooperative Learning Trust and have developed our policy in line with them.

Within inner city Southampton and according to our safeguarding training, current situations that our children regularly encounter include:

Domestic Violence

Drug and Alcohol Abuse

Mental Illness

Obesity

Deprivation

Neglect

Gang membership

Cultural challenges which can include so called Honour Based Violence, radicalisation and extremism

2. Personal, Social, Health and Economic (PSHE) learning within education

2020 marked a new era for PSHE education: Under the Education Act 2002 / Academies act 2010 it is recognised that all schools must provide a balanced and broad curriculum which, "…promotes the spiritual, moral, cultural, mental and physical development of children at the school and at society and prepares children at our school for the opportunities, responsibilities and experiences of later life."

PSHE helps children and young people stay safe, healthy and prepared for life. It is a school subject in its own right, through which children develop the knowledge, skills and attributes to manage their lives both now and in the future. When taught effectively, PSHE also helps pupils to achieve their academic potential as "children who are emotionally healthy, do better at school" – (PSHE Association 2022).

3. PSHE at Freemantle C.E. Community Academy Trust

The PSHE Association (2022) states:

> "PSHE education makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is *'broadly based, balanced and meets the needs of pupils'. Schools must 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life'* while having a duty to keep pupils safe"

PSHE is an important subject to teach; it is vital if children are to learn how to keep safe and healthy in an ever-changing world. Teaching PSHE education is a key way our academy can ensure that children are receiving a wide and varied curriculum that is relevant to the lives they live today and prepares them well for their future whilst enriching their cultural capital. We take account the society and world in which we live and aim within our teaching to careful consider the implications for our community.

As a collection of schools across the Trust, PHSE education remains a priority for us and informs and enhances our Ethos, Education and Academy Values.

4. Aims

As a group of schools, we recognise our responsibilities under the Equality Act 2010 to do the very best for all our children, irrespective of the protective characteristics (see Equality Policy).

Along with our trust and at Fremantle Academy, our fundamental aim is to ensure the present and future wellbeing of our children and to meet their learning needs; in doing so encouraging our children to recognise their worth, work well with others and become increasingly responsible for their own learning.

The overarching aims and objectives for our children are…

- To support our children to reflect personally on their learning and experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that can be part of growing up in Southampton and modern-day democratic Britain.
- To support children to consider and reflect on their role as a member of a global community and how the choices they make can have a direct and indirect affect on others both now and in the future.
- To encourage children to adopt an independent growth mindset approach to make informed choices and be resilient when faced with new challenges and situations.
- To help our children to stay safe and reduce or remove barriers to learning.
- To help our children realise that in order to have a sense of wellbeing, emotional, physical, mental and economic balance needs to be achieved.
- To provide our children with a wide range of strategies to achieve a healthy lifestyle and understand the importance good health has for both our mental and physical wellbeing.
- To encourage our children to be actively involved in a wide range of experiences and activities across and beyond the curriculum to help them contribute fully to the life of the academy and the communities they serve.
- To form effective, respectful and fulfilling relationships that are an essential part of life and learning and understand how these relationships may change and develop over time.
- To promote tolerance and respect by helping our children realise the nature and consequences of discrimination, teasing, bullying (including cyber bulling), peer on peer abuse, and aggressive behaviours such as the use of prejudice-based language, and how to respond and ask for help.
- To maintain safe working environments where children's ideas and opinions are valued and where they can safely discuss themes that affect them and their lives (see Academy Safeguarding Policy, Child Protection Policy and Child on Child Abuse policy).
- To develop independent and lifelong learners, maximising academic achievement, and in doing so increase employability skills for the 21st century.

5. Creating a safe and supportive learning environment

As PSHE education works within children's real-life experiences, it is essential to establish a safe learning environment. The sharing of clear ground rules and a safeguarding culture that underpins the Safeguarding Policy helps us to create this.

Classroom pedagogy will consider children's ability, age, readiness and cultural backgrounds, and teaching is adjusted to enable all children to access learning in ways that are most appropriate to their needs. Effective baseline assessment at the start of each unit of work is carried out to elicit children's views. Such assessments are revisited again at the end to consider the progress children have made, to further address any misconceptions, and to enable teachers to plan their next unit of work – see assessment section below.

6. Visitors

Visitors are carefully selected and will be inducted into school effectively by the Professional Development Leader and PSHE leads before commencing any sessions. Any session plans are carefully considered in advance of teaching and resources are checked for relevance and suitability in advance. All visitors will be accompanied by a member of the school team as outlined in our Safeguarding Policy; teachers are always present to manage the learning.

Virtual visits (Virtual Visiting Speakers) are planned in detail and in accordance with the Risk Benefit Statement and Accessibility Policy.

7. School Approach

We will create a safe and supportive learning environment by:

- Respecting each child's contribution, ideas and opinions through our school rules of: Ready, Respect, Safe.
- Promoting social learning and expect our children to show a high regard for the needs of others by promoting tolerance and respecting others ideas and opinions, recognising that these do not have to agree with their own, thus further promoting our fundamental British Values.
- Help children to seek to understand others and then be understood themselves.
- Share a confidential culture that is recognised by all staff.
- Train our staff explicitly on how to create safe environments.
- Train our children to raise opinions in an impartial and indirect way which keeps them safe, through a Restorative Practice approach.
- Ensure all staff adhere to our school safeguarding policy regarding disclosures and that children are aware that no teacher can offer complete confidentiality.

8. Key principles and teaching methodology

All PSHE education within our school starts from where our children are; we identify any misconceptions or gaps in understanding to provide a starting point for any topic or unit of work using 3 questions to begin:

1. What do I know about…?

2. What do I think about…?

3. What can I do about…?

Children are taught how to reflect critically to help make connections between the learning they receive in PSHE education and their current and future real-life experiences.

Our teaching is organised into 3 key themes which interlink, they are:

Health and wellbeing

Living in the Wider World

Relationships

PSHE education is taught as a spiral curriculum and as a planned programme of teaching where previous learning is revisited and built on and is sensitive to the children's ability, age, readiness and cultural backgrounds; teaching is adjusted to enable all children to access the learning. Learning will always take a positive approach providing realistic, relevant and factual information that helps children to explore the range of social norms.

We ensure that sessions including those that are of a culturally sensitive or socially sensitive nature are shared ahead of time with parents. As a school, we will do our best to signpost further advice and support for our families and children with trusted agencies.

Our learning is always as interactive as possible to ensure that our children have the opportunity to engage socially and verbally in active learning, providing a range, where appropriate, of first-hand experiences.

As part of our approach to learning; we prioritise the development of speaking and listening in our sessions to reflect the ever-changing nature of our learners and the number of whom are at early stages of language acquisition to ensure we provide good role models to them.

9. Online safety

Online Safety is intrinsically linked to our PSHE curriculum and the Safeguarding Policy details our approach and aims for this area. Home learning protocols are covered within the 'Ongoing Covid Home Learning Plan', which outlines responsibilities for managing online safety during periods of remote learning.

10. Equality and Diversity (Links to Equality and Diversity policy)

We promote the needs and interest of all children irrespective of gender, culture, ability, aptitude or stage of English acquisition by teaching the children to raise, explore and suggest topics and ideas in a respectful way promoting social learning and valuing their contributions.

Directors at Freemantle C.E. Community Academy Trust ensure that our Equality obligations are fulfilled by meeting with the PSHE leaders and discussing curriculum content.

11. Differentiation: SEND and English as an additional language

As far as is appropriate, children with special educational needs should follow the same PSHE education programme as all other children. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. All children, irrelevant of their need, are included within our lessons and their opinions and ideas valued.

At our school we recognise that Personal and Social achievement is as important as academic achievement.

Children at the early stages of acquiring English will also be provided for and where possible visual images used to help them to share their ideas and opinions.

12. Assessment in PSHE education

Assessment within our PSHE education focuses on the learning and is not about passing or failing or about behavioural outcomes. Teachers and children both need to know that what has been taught has been learned and that their learning is progressing.

Our teachers use Ipsative assessment models, where a range of strategies are used to elicit children's starting points, highlight misconceptions and explore what has been learned. Models are revisited at the end of units of work/series of lessons, to examine progress and inform next steps within planning and teaching. Such assessment models may include strategies such as:

- Draw and write – baseline and then revisited at the end of a theme or topic
- Thought bubbles
- Discussion
- Silent debate
- Mind maps
- Graffiti walls
- Continuums
- Sorting activities
- Quizzes

13. Topic coverage and schemes of work

Our PSHE curriculum is organised within a series of reoccurring themes which are revisited and built upon each year. At each encounter the level of demand increases and learning is progressively deepened. We organise our learning within each half term, with clear topic content which is allocated specific learning time to ensure that our PSHE education is relevant, purposeful and connected in skill progression.

See our Freemantle PSHE Curriculum map (LTP) to examine the themes and understand the nature of the spiral curriculum used to revisit key themes and extend children's PSHE knowledge.

14. Cross curricular links

Learning within PSHE education forms explicit and implicit links to a wide range of areas where it enhances and complements other subjects. Where appropriate, teachers will make links to key learning themes or broader topics within their learning alongside the PSHE thematic planning.

15. Parent/Carer involvement

Our long-term planning covers all our PSHE content by half term and year group. Teachers create Medium Term Plans (MTP's) to plan their learning journey depending on needs (school wide and from the local community) as well as considering pupil voice. Parents are always welcome to request to look at resources, apps or websites that are used within their children's learning and should request, in the first instance to meet with the class teacher or year leader. Parents are given every opportunity to explore and understand our content and approaches with opportunities to raise questions where appropriate. Workshops may also be offered with Parents to explore key themes within our planning or as a direct result of local or national events, as appropriate.

Teachers also share planned learning and achieved outcomes with parents and carers using Marvellous Me where appropriate.

16. Right to withdraw

At Freemantle C.E. Community Academy Trust, PSHE Education respects the integrity of all participants, irrelevant of their cultural or religious background. All can participate without compromising their own faith or belief.

Children cannot be withdrawn from most elements of PSHE education, including Relationships education and Health education. Please see the schools RSHE policy to determine which elements parents do have the right to withdraw their children from and procedures for doing so.

Staff will work closely with parents to ensure that the school's PSHE curriculum is shared, together with the concepts that will be covered, in order to provide parents with the information needed for them to make well informed decisions.

17. School leaders for PSHE

At Freemantle C.E. Community Academy Trust our School Leaders for PSHE are Nina Myszkowski and Kathryn Bevan-Mackie.

Our Director with responsibility for PSHE is Janet Parker.

Monitoring and Evaluation

At Freemantle C.E. Community Academy Trust all teachers are responsible for the teaching of the PSHE curriculum.

PSHE Subject Leaders will:

- Provide the strategic leadership and direction for this subject
- Provide support and advice to colleagues planning and resourcing PSHE
- Ensure staff are aware of current developments in PSHE and make sure that this is shared with staff
- Monitor and evaluate the quality of teaching and learning as part of the school's agreed cycle of monitoring and evaluating
- Review, evaluate and update the PSHE policy every two years.
- The Governing Body have a duty to ensure that PSHE provision fulfils statutory requirements. The Subject Lead will report to Governors at least once a year.

This policy will be reviewed at least every two years.

18. Linked policies

RSHE Policy

British Values Policy

Equality and Diversity Policy

Safeguarding Policy

Child Protection Policy

Anti-bullying Policy

Child on Child Abuse Policy

Ongoing Covid Home Learning Plan