

Abbot Beyne School



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Policy:	Personal, Social, Health and Economic Education (PSHEE) Policy
Person Responsible:	Mrs L Timson
Governors' Committee:	Performance and Standards
Date Adopted:	2010 as part of Learning for Life Policy
Revised Date:	March 2017
Next Review Date:	March 2019
Signature:	
Accepted by Staff:	

1. Introduction

Abbot Beyne School is committed to creating a caring environment for all students and acknowledges the importance of its role in delivering effective and independent Information, Advice and Guidance (**IAG**) and Personal, Social and Health Education (**PSHE**) for all students through the mainstream curriculum and the **Learning for Life** programme (**L4L**). In this way, we ensure that we meet our statutory duty to promote economic well-being; offer sex and relationship education; prepare students for adult life and provide a broad and balanced curriculum. The school works in partnership with relevant outside agencies to support this area of the curriculum.

2. Statement of Intent

Through this policy, the Learning for Life programme and the mainstream curriculum, Abbot Beyne School aims to promote a positive ethos throughout the school through displays, assemblies and reward ceremonies as well as through motivating and challenging teaching within the mainstream curriculum; promote dialogue with young people, parents and carers about the need for a positive self-image and a sense of moral responsibility, encouraging students to take responsibility for behaviour, learning and informed decision-making

3. Responsibilities for implementing the Learning for Life Policy

The Governors and SLT will:

- Support steps taken to develop an inclusive Learning for Life curriculum which promotes all aspects of **Social, Moral, Spiritual and Cultural Education (SMSC)** and British Values and meets the needs of all students in the school
- Ensure that statutory elements are delivered
- Provide a positive and safe environment for all students and provide for the emotional health and well-being of staff and students
- Continue to work in partnership with parents, local primary schools, local businesses and the wider community to support individuals at all times and, in particular, at key transition periods.
- Promote respect and tolerance for all members of the school and wider community by providing opportunities to work with different people in a variety of contexts, including outside agencies, and recording serious breaches (e.g. racial incidents and use of homophobic and/or disablist language)
- Ensure that all students have a voice through the Learning Council
- Celebrate personal achievement in all aspects of school life and encourage students to celebrate the achievements of their peers

Progress Leaders will:

- Agree staffing and provisional rooming with Lesley Timson one week before the **Deep Learning Day** Planning Meeting
- Agree Aims, Objectives and resources needed in the **Deep Learning Day** Planning Meeting
- Confirm registers with the office one week before the **Deep Learning Day**
- Notify students of building and rooming via the Daily Bulletin and produce group lists for display around the building
- Inform the office of any visitors and the name of their contact person

After the day:

- Ensure the completion of Assessment Ladders

- Evaluate the day, amend the programme and pass on any comments to Lesley Timson

Teaching staff will:

- Provide high quality, age appropriate sex and relationship education which enables students to develop confidence to describe unwanted behaviours, identify who to go to for help and understand that sexual exploitation is wrong
- Help students to develop positive relationships and an appreciation of the consequences of their choices
- Ensure students understand the dangers associated with use of established and emerging technologies, negotiate risky situations and apply security settings to social networking sites
- Enable students to make healthy and informed personal choices and to be aware of the physical and social damage associated with alcohol, drug and tobacco misuse, including personal safety e.g. the links between excessive drinking and other risk factors such as heart and liver disease
- Enable all students to develop and practise the skills of self-reflection, independent learning and decision-making, to give them the confidence to make sound decisions and to be able to organise their own learning, seeking advice and support from appropriate sources as necessary
- Promote understanding of the employability and enterprise skills as well as personal skills and qualities needed to secure and maintain employment

4. Aim for PSHE Education

The overarching aim for PSHE education is to provide students with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

At KS3 students build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that learners are experiencing beginning with transition to secondary school, the challenges of adolescence and their increasing independence. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At KS4 and 5 students extend and rehearse the skills, further explore attitudes and values and deepen knowledge and understanding acquired during KS3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

5. The Learning for Life Programme

a. Context:

L4L provides students with a variety of opportunities to enrich their personal development. We have established a programme which has been recognised

by various groups as having a significant impact in the school: County advisers/OFSTED x2/students (in their comments to OFSTED teams). As a direct result of the work we have done through L4L, we achieved the Staffordshire Kitemark for Information, Advice and Guidance twice and achieved Healthy School Status. Behind the scenes, our work has led to us helping to shape IAG policy in the district and the county as a whole and to sharing good practice with other schools.

b. Rationale:

British Values, **Sex and relationship Education (SRE)**, PSHE and **Careers Education, Advice and Guidance (CEIAG)** learning outcomes are being met through DLD days and are supported throughout the mainstream curriculum. Various threads are picked up through additional one-off events e.g. Chelsea's Choice; the PREVENT strategy, which are delivered by local public services and which reflect the support needed at various times by the whole community. The mapping documents show how these outcomes will be met and they will be updated with additional information when it is available.

c. Purpose of study:

The programme of study is based on 4 core themes within which there will be broad overlap and flexibility:

- 1. Values**
- 2. Relationships**
- 3. Lifestyle**
- 4. Aspirations**

<u>Year</u>	<u>Values</u>	<u>Relationships</u>	<u>Lifestyle</u>	<u>Aspirations</u>
7	Day 1 Anti Bullying Democracy Hate crimes	Day 3 Puberty and body changes Online safety Healthy relationships and grooming Positive relationships Sexuality	Day 2 Smoking Healthy Eating Exercise and fitness & Hygiene First Aid, immunisation, vaccination Road Safety	Day 4 University visit day
8	Day 4 British Values LGBT and diverse community Rules and democracy Gang culture	Day 2 Body modification Contraception and laws relating to sex Peer pressure (consent) Breakdown of relationships, bereavement	Day 1 Drugs. Legal vs illegal. Alcohol Eating disorders Body image and self-harm	Day 3 Different careers in local and national economy Financial education and budgeting What makes a successful business
9	Day 4 School and community and mutual respect for the law and different beliefs	Day 1 Teenage pregnancy and abortion Abusive relationships Condoms and STIs Sex in the media and sexting	Day 2 Impact of drugs, alcohol and tobacco - RIOT, T3	Day 3 Stereotypes in employment Pathways
10	Day 4 Crime, radicalisation and LGBT	Day 3 Respect in relationships - SARAC Forced marriages Sexuality not a barrier to success in life Parenting skills Gang culture, weapons and the law - peer pressure Managing unwanted attention - harassment and stalking	Day 1 Consequences of long term use of drugs, tobacco and alcohol Road safety	Day 2 Enterprise and employability day Work experience
11	Day 2 Flexible British Values - revisiting	Mental health issues relating to relationships - accessing support Sex and the law - younger partners / online safety Agony aunt scenarios Social media and sexting	Dealing with lifestyle choices Responsibility for own health checks	Futures Day to include financial management Gambling and social and moral dilemmas about the use of money