David Ross Education Trust

Broadening Horizons

PSHCE Policy

Charles Read Academy

Document Management Information

Applicable to:	*All staff in Charles Read Academy including individuals employed by the Trust, contractors and agency staff.*
Development and Consultation:	The policy has been developed in consultation with parents and pupils and in discussion with members of the ASC at the academy.
Dissemination:	The policy will be available to staff, via the Academy's website
Implementation:	The policy will be used by all leaders and teachers at Chares Read Academy
Training:	*Staff who will be delivering elements of the RSE policy will receive in-house training*
Review Frequency:	The policy will be reviewed every three years or earlier if needed in the light of new evidence/legislation/guidance.
Policy Author:	*Sue Jones*
Executive Policy Owner:	
Approval by:	ASC
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Revision History

Document version	Description of Revision	Date Approved
Eg 0.1	Draft document	16-10-2020
Eg 1.0	[Guide: Approved document]	
Eg 1.1	[Guide: New version of an approved document with minor amends]	
Eg 2.0	[Guide: New version of a document with major amends]	

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PSHCE Policy

Introduction

1.1 Policy Statement

Through experience and curriculum, CRA ensures that our students have the skills they need to become successful rounded young people. We recognise that the development of students, spiritually, morally, socially and culturally along with PSHCE plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in. We therefore aim to provide an education that provides students with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our subject and wider curriculum.

All curriculum areas have a contribution to a child's development in these areas and opportunities for this are planned in each area of the curriculum. Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views.

All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for students and their families and stakeholders. Students will learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Students should understand their rights and accept their responsibilities and the need to respect the rights of others. Academy and classroom charters promote responsible behaviour. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

1.2 Policy Aims

- That everyone connected with the Academy is aware of our values and principles.
- A consistent approach to the delivery of SMSC and PSHCE issues through the curriculum and the general life of the school.
- That a student's education is set within the context that is meaningful and appropriate to their age, aptitude and background
- That students have a good understanding of their responsibilities and how to exercise them
- Through classroom activities and dialogue in the wider curriculum we will give students opportunities to:
    - Share their achievements and successes with others.
    - Talk about personal experiences and feelings.
    - Express and clarify their own ideas and beliefs.
    - Speak about difficult events, e.g. bullying, death etc.
    - Explore relationships with friends/family/others.
    - Consider the needs and behaviour of others.

- Show empathy.
- Develop positive self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

1.3 Opportunities for developing PSHCE Provision

Opportunities	Action
All curriculum areas provide opportunities to:	• Listen and talk to each other. • Develop an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties • Agree and disagree. • Experience good role models. • Take turns and share ideas, equipment and give peers the opportunity to contribute • Work co-operatively and collaboratively.
All curriculum areas plan & provide opportunities to cultivate	**Spiritual Development** • sustain their self-esteem in their learning experience. • develop their capacity for critical and independent thought. • foster their emotional life and express their feelings. • experience moments of stillness and reflection. • discuss their beliefs, feelings, values and responses to personal experiences. • form and maintain worthwhile and satisfying relationships. • reflect on, consider and celebrate the wonders and mysteries of life. • imagination and creativity in lesson. **Moral Development** • recognise the unique value of each individual. • listen and respond appropriately to the views of others. • gain the confidence to cope with setbacks and learn from mistakes. • take initiative and act responsibly with consideration for others. • distinguish between right and wrong and apply this to their own lives whilst developing respect for civil and criminal law. • show respect for the environment. • make informed and independent judgements. **Social** • take action for justice • develop an understanding of their individual and group identity. • helping others in the Academy and wider community. • acceptance and engagement with fundamental British values. **Cultural** • explore and improve knowledge and understanding of the value and richness of cultural diversity in modern Britain.

	• understand the values and meaning of being British • appreciate fundamental values of democracy, rule of law, liberty, respect and tolerance • develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.
2 Ensure students thrive through activities developing SMSC and PSHCE by	• working together in different groupings and situations. • encouraging the students to behave appropriately at social times including lunch times. • taking responsibility, through leadership opportunities, peer mentoring, conducting assemblies and speaking at academy events • encouraging teamwork in all group activities. • showing appreciation of the performances of other children regardless of ability. • meeting people from different cultures and countries. • participation in a variety of different educational visits. • participation in live performances. • using assembly themes to explore important aspects of our heritage and other cultures • offering opportunities for the children to hear and see live performances by professional actors, dancers and musicians. • offering opportunities to make and evaluate food from other countries. • studying the contributions to society that certain famous, historical and influential people have made. • students to undertake outward bound activities i.e. Duke of Edinburgh. • charity awareness and funding opportunities. • embedding of student leadership and opportunities.
Links with the wider community	• Visitors are welcomed into our Academy. (This is limited during the COVID pandemic) • The Academy will support the work of a variety of charities. • We view the partnership of home and school as vital in providing the context and background to this important area of the curriculum. Our provision will build on the important lessons you teach your child about healthy relationships, looking after themselves and staying safe. We see our role as complementing and reinforcing the lessons you teach your child as they grow up. • The development of strong home-academy communication routes is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children. • Students will be taught to appreciate and take responsibility for their local environment.

At CRA the importance of PSHCE is reinforced by the time given to it as a subject. Years 7-9 have an hour a week. In addition to this we have extra PSHCE periods twice a half term, Careers talks throughout the year as well as three enrichment days. The programme dovetails with the work of the Character plan, the careers department, the house and the pastoral system.

Roles and Responsibilities

SLT responsibility

SLT will be involved

- To ensure the curriculum plan for PSHCE is underpinned by the values of the academy and is aligned to the Character development plan.
- To develop appropriate schemes of learning for relevant year groups ensuring statutory aspects of relationships and sex education are taught.
- To support the teachers and tutors in the delivery of the relationships and sex education by providing appropriate training and resources
- To quality assure all aspects of the PSHCE curriculum including the delivery of the relationships and sex education curriculum and gather feedback from relevant stakeholders
- To facilitate external agencies used to assist in the delivery of a range of PSHCE inputs including mental health and relationships and sex education amongst others.
- To consider parents' request to withdraw their child from relationships and sex education
- To ensure the curriculum area is appropriately resourced
- To regularly monitor and evaluate the sex and relationships education programme.
- Where a child protection issue may arise through the teaching of sex and relationships education to deal with it using the usual referral processes

Assistant Head Pastoral

The PSHCE and SMSC programme will be overseen by the AP for Pastoral. She will ensure that the SRE and PSHCE curriculum covers the DfE recommendations and that the academy is compliant with the statutory guidance outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020) government document. Reports of sexual violence and/or harassment will routinely be analysed to identify patterns of behaviour. Any such patterns will be addressed in accordance with the DRET Safeguarding and Child Protection policy, as well as by updating relevant policies, processes, or relevant parts of the curriculum.

The Assistant Principal will be involved to

- Monitor the implementation of this policy
- Ensure the academy is meeting its statutory obligation
- To meet regularly with the PSHCE coordinator to review and evaluate all aspects of PSHCE, including relationships and sex and education.

Teachers, Tutors and Pastoral managers

The Relationships and Sex curriculum will be taught by the Humanities team with the addition of the art teacher. PSHCE will be delivered by Tutors, teachers and TAs through lessons, assemblies and everyday interactions. Staff delivering RSE will receive as appropriate to support them with delivery.

Academy Scrutiny Committee (ASC)

The PSHCE and SMSC programme will be supported by members of the ASC, specifically Reverend Buckman as the link governor for PSHCE and SMSC.

The ASC will be involved to:

- Regularly review the SMSC offer, PSHCE and Relationships and Sex Education (RSE) policies and receive feedback on the policy from the Principal

Legislation (statutory regulations and guidance)

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). We are required to teach RSE as part of PSHCE programme.

Documents that inform the school's RSE policy include: Education Act (1996) Learning and Skills Act (2000) o Education and Inspections Act (2006) Equality Act (2010), Supplementary Guidance SRE for the 21st century (2014) Keeping children safe in education – Statutory safeguarding guidance (2016) Children and Social Work Act (2017)

Curriculum content

Our PSHCE curriculum is based on the three themes:

Relationships, Health & wellbeing, and Living in the wider world and has been developed by using statutory guidance from:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (Sept 20)
- Character education framework guidance (Nov 19) and
- Improving social and emotional learning EEF.

It is a spiral curriculum that revisits themes in an age appropriate manner recognising and responding to local needs. Our provision is interconnected with our ethos, our character curriculum, our SMSC subject curriculum and general assembly and values education.

Our RSE programme is a preventative education which is inclusive of gender and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life. AT CRA we provide a curriculum developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and will include such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;

- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

We will ensure RSE is matched to the needs of our pupils by operating a thorough student voice schedule that seeks students' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change. We aim to deliver a curriculum, which covers diverse experiences including those with special educational needs and disabilities.

Our PSHCE programme, (including the RSE programme), will be planned and delivered through a range of weekly lessons, tri- weekly 50 minute sessions, Enrichment days, Character assemblies and whole school and year group assemblies.

High quality, personalised resources will support our PSHCE provision and will be regularly reviewed.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin our academy core values

Our provision is interconnected with our ethos, our character curriculum, our SMSC subject curriculum and general assembly and values education.

The contribution of Charles Read Academy values and ethos to the PSHCE programme

Being centred in a healthy and happy environment are prerequisites to academic aspirations being achieved and all our teachers are committed to developing every individual's self-esteem, self-respect and tolerance of others' individuality. Being a small Academy allows us to nurture our students fully and challenge them to develop their confidence, resilience, ambition, courage, respect and aspiration; our CRA core values.

Our house ethos at CRA is about being able to support and motivate and although the element of competition between the houses is strong, students learn to respect each other and see our academy as one community also. The House System at Charles Read Academy creates a sense of belonging and pride with an ethos that underpins our values. It establishes a caring, supportive environment in which each student is a valued member of a small 'family unit', the tutor group, within a slightly larger unit, the house, within a larger 'family' the whole school. The House System helps to build an individual's strengths within a group and create bonds with students of all different ages, which mirrors everyday life.

We also have a community outreach programme which features Harvest festival at the church, Christmas Carol Service at the church, Remembrance service at the local war memorial, opportunities for our feeder primary schools to join in with village games, as well as organising community charity events such as Race for life. Enrichment plays an important role in our curriculum at CRA, with 3 drop down days across the academic calendar and a range of clubs to suit everyone. The clubs running this academic year have been carefully chosen to help develop our CRA values, our social and emotional intelligence and gain a better understanding of the wider world. Various competitions highlight citizenship issues and throughout the year pupils hold events to raise awareness of World Health Calendar special days.

The contribution of Charles Read Academy Character Curriculum to the PSHCE programme

At CRA we have a house Character Assembly every three weeks and whilst we broadly follow the themes of the whole school assembly rota linked to the CRA values and British Values we ensure there are key facets of Character education such as the 7Cs of resilience. The assemblies flesh out the character element of the whole school assembly themes or those closely aligned with them. This allows our students the thinking time to reflect on their own practises and changes they can make to their mind set moving forwards to be better citizens and leave CRA with a holistic education so they not only have a good set of academic results, but also they are 'good' people with a strong moral compass.

The contribution of Charles Read Academy Whole School Assembly to the PSHCE programme

Every Monday we have a whole school assembly. The assemblies are mostly led by SLT and have a weekly focus on behaviour and attitudes, a weekly celebration of attendance and Academy form of the week, based on behaviour, equipment checks and attendance data, as well a unique focus on one of our CRA values or a British Value, picking up on local and international events and news stories. Students sit in houses during these assemblies and the theme is reflected upon in tutor time that week.

The contribution of Charles Read Academy enrichment activities to the PSHCE programme

The experiences offered at CRA are not limited to those we can offer within the confines of the building, or indeed, even locally. Every year students take part in expeditions and educational visits which encompass opportunities to work on our core values: We offer all students the opportunity to experience life and University with trips to The University of Nottingham. Year 9 students visit the Houses of Parliament and debate topical issues in conference with their local MP, Year 8 students can take part in an outward bounds trip and students studying a foreign language have an opportunity to venture across the channel, develop their language skills and experience the rich culture of the capital city. We believe these experiences offer opportunities to develop young people's cultural awareness and independence so that skills encouraged within the College can be applied and improved outside their normal environment.

In our position at CRA as part of a MAT we have a raft of enrichment opportunities run centrally that we can take part in, including music festivals, Shakespeare's Schools. All these Trust wide opportunities sit alongside our 3 drop down days for enrichment with trips to the Houses of Parliament, University of Nottingham, 'Staying Safe' days etc. At CRA we have a range of enrichment activities that students can opt into at lunchtimes and after school. These incorporate both sporting opportunities as well as offers such as mindfulness, debating, and photography. During the school year students are exposed to outside visitors (limited during the pandemic) ranging from Theatre productions to professional Athlete inspirational visits. Calendared throughout the school year are DRET Sporting Cup events, where all the academies join to compete in various team and individual sports.

The contribution of Charles Read Academy House Competitions to the PSHCE programme

There are 36 competitions scheduled, not including the 6 Trust wide house competitions. Our house assemblies focus on promoting these competitions and driving the excitement as well as delivering a three weekly character assembly to our students, as described above. Our competitions range from limbo to university challenge and are designed to ensure all students have the opportunity to take part in something and represent their house. Each term there is one of each of the following headings.

- Community – e.g. Pumpkin carving
- Sporting – e.g. Dodgeball
- Theatre – e.g. Speed Stacking
- Subject – e.g. Science, bottle rockets
- Academic – e.g. University Challenge
- Report – e.g. House attendance

There is also the opportunity for 'Pop up' ethos competitions, with staff rewarding house points to students and colleagues for exemplary behaviour.
Through the house events, we promote and provide opportunity for student voice, student responsibility, team building, leadership skills and co-operation. Students will increasingly work together with staff to run their House, with students voting to elect leaders, exercise leadership and manage their own success as partners with the staff. Whilst we are three houses we are one community creating a school which the students, parents, staff, governors and wider community can be proud of.

The contribution of Charles Read Academy Visiting Speakers to the PSHCE programme

At CRA we welcome visiting speakers on a regular basis to talk to our students to impart their knowledge, share their experiences and challenge our students to look at themselves and their lives. (This has been limited during the pandemic). These range from LCC coming in to deliver Staying safe days with sessions on ASB, healthy relationships etc, assemblies on Road Safety, Charity speakers, motivational speakers and FE representatives to inform students about their future choices.

The contribution of Charles Read Academy Students as Role Models to the PSHCE programme

As part of our character plan, we are ensuring that all students have leadership opportunities within the academy and we are tracking this systematically to ensure all our marginal groups have access and are developing those leadership qualities. Leadership roles include; transition leaders, subject leaders, House Captains, Table Tennis Scholars, Student voice leaders as well as E-safety and anti-bullying leaders. Lunchtime enrichment clubs include drama, crafts, literacy, music, gardening, young carers and many more. We use these leaders as role models for students of all ages throughout the academy ad we do staff.

Assessment

Assessment is an integral part of the PSHCE curriculum. It is as central to effective teaching and learning in any subject and PSHCE is no exception. Assessment is used to promote learning, to identify students' progress and ongoing learning needs, to allow them to reflect on their own learning and to demonstrate the impact the programme is having on them.

In PSHCE we will compare students' knowledge in the areas identified at the start of a topic and after through a variety of methods.

These will include a range of assessment for learning strategies (AfL), key questions, discussion, quizzing, mind map, questions for private reflection, summaries, mini-plenaries between activities such as using 'I can statements, and the use of extended writing which will demonstrate evidence of the students' knowledge and skills. There will be opportunities for feedback and identifying next steps. We will also continue to use our 'Telling boxes' (post boxes placed around the school where students

can post concerns or worries, as well as our half-termly student voice both pastoral and curriculum based.

An overview of the learning in each year group can be found on the website under the Curriculum map section.

Safe and Effective Practice

We will ensure a safe learning environment by establishing ground rules around cooperation, care, respect and safety in all PSHCE lessons.

Distancing techniques such as discussing concepts through scenarios are used encouraging the students to learn from dialogue with others. Students will be encouraged to become creative thinkers make connections, speculate and explore alternatives. Feedback and possible outcomes from scenarios will model appropriate dialogues and model good thinking. Students will learn that claims can be tested in argument. Argument is seen not as a quarrel but as a collaborative search for the best answer to a question.

Pupils' questions will be answered by staff through scenarios, direct response, debate and activities.

Sensitive issues will be handled appropriately case by case. Some may need individual responses from the teacher, the pastoral team or safeguarding lead and we will always reflect on the nature of the issue and student involved as to the best response.

Pupils will be able to raise questions anonymously by posting them in the 'Telling Academy' boxes.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. The Pastoral Team including the DSL and DDSL will always be aware if PSHCE is covering a difficult or sensitive issue and will be on hand to deal with any concerns that may arise. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy if appropriate.

Engaging Stakeholders

The policy will be available to parents through MCAS, through the newsletter, via the website and via Twitter.

The policy and Curriculum Maps for each year group will be available to parents on the website.

We are committed to working with parents and carers by engaging them in a discussion about our Relationship and Sex Curriculum and policy through our parent forum and a formal consultation

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through the newsletter and via the website. We feature a Teen Support section in our weekly newsletter.

As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view the materials and resources used are offered via the Parent Forum held once every half term.

Governors will be informed of the PSHCE and RSE policies and curriculum through the ASC meetings.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils through the use our 'Telling boxes' (post boxes placed around the school) where students can post concerns or worries, as well as our half-termly student voice both pastoral and curriculum based. In addition to this for all external speakers students complete an evaluation.

The academy subscribes to the PSHE Association: www.pshe-association.org.uk in order to keep up to date and compliant with the DfE recommendations and statutory requirements.

Parental Rights - See RSE Policy

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering PSHCE as part of their compliance with the Teacher Standards and the usual review of curriculum that takes place on an annual basis.

All contributions form external visitors will be reviewed, evaluated and a decision taken as to whether their input will be part of the subsequent year's delivery.

Pupils will have opportunities to review and reflect on their learning during lessons through discussion, debate, personal reflection time and extended writing.

Pupil voice will be influential in adapting and amending planned learning activities.