



CARMEL COLLEGE

PSHE Policy

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1

Approving Body:

Full Governing Body

Policy Category:

Student Policy

PSHE Policy

Legal Framework and Guidance:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE 'Keeping children safe in education' (KCSIE)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'School and college security'

Associated Policies and/or reference documents

- Safeguarding and Child Protection
- Bullying
- SEN and Code of Practice
- RSE
- E-Safety

Roles and responsibilities

Governors

The Governing Board is responsible for approving and monitoring this PSHE policy's effectiveness and holding the Headteacher/Principal to account for its implementation.

The governing board has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

The Headteacher/Principal

The Headteacher/Principal will ensure that the school allocates one lesson of curriculum time to PSHE education each week and that PSHE is reported on to parents.

PSHE Lead

The PSHE Lead is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

Staff

Staff are responsible for:

- Implementing the PSHE policy consistently
- Modelling positive behaviour within PSHE
- The Pastoral Team will support staff, and liaise with parents
- The Senior Leadership Team will support staff.

Parents

We are committed to working with parents and carers and we will offer support via the Pastoral team. We will communicate with parents and carers by the college newsletter, letters and parent text. We will encourage discussion of topics at home, our long term plans and module content will be posted on our website within the curriculum tile.

Aims:

Our PSHE programme aims to provide our students with accurate, relevant knowledge and opportunities to turn that knowledge into personal understanding, the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Our PSHE education programme is underpinned by our College Virtues which are interwoven within each module. Setting a good example will result in students feeling happy, secure, wanted and valued.

The policy aims to:

- promote diversity and inclusion recognising that all students are made in the image and likeness of God.
- shape character and promote virtues. We expect our students to consider others' needs and treat each other with respect, tolerance and forgiveness. We will use PSHE education as a way to address diversity issues to ensure equality for all, and challenge stereotyping and discrimination.
- deliver a spiral curriculum to ensure progression throughout the key stages.
- allocate one lesson of curriculum time to PSHE education each week.

Our PSHE education provision is mapped and planned effectively with long term plans to ensure progress through our spiral curriculum. Recurring themes are covered within in year groups and key stages and at each encounter, the level of demand increases and so that learning is progressively deepened. This avoids PSHE education becoming a string of "topics" or disconnected issues. Outside speakers are invited into college to enrich student learning and participation but it will always be within the context of the module and supported of the content.

- determine pupils' prior knowledge, each module will begin with a baseline activity.
- evidence pupils' learning and progression by using PSHE books throughout their journey, so that recurring themes can be reflected upon and revisited to strengthen learning.
- create a safe and supportive learning environment by establishing clear ground rules which are understood by all.

We will ensure that where students indicate that they may be vulnerable and at risk, they will receive appropriate support by the Pastoral team. This policy is informed by the College's safeguarding/child protection policy.

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

Core Principles:

'I came that you may have life in abundance.' John Ch10 v10.

- Our community must be characterised by supportiveness, a welcoming approach, a caring ethos with justice given to all within it. We strive to provide opportunities and an environment in which all students develop according to their full potential.
We seek to ensure that all members of our community experience and find hope, joy and fulfilment and a sense of their own worth and that of others, by participating as fully as possible in College life.
- We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by inclusive teaching. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHE education provision.
- We recognise the right for all pupils to have access to PSHE education learning which meets their needs and we will ensure that pupils with SEND receive access to PSHE through appropriate resources.
- We will not exclude access to PSHE for any student, by building it fully into the College curriculum and encouraging student participation and student voice.
The programme will be taught through a range of teaching methods, including discussion, activities and answering Big Questions, using P4C and mindfulness.
- We will ensure that sessions, including those on risky behaviours, remain positive in tone and we will use local information and data to consider perception and reality. We will help students make connections between their learning and 'real life' behaviours by using the third person and scenarios where students will be asked to give advice confidently whilst not sharing personal stories.
- We will make links to other areas of the curriculum. PSHE will be taught by a range of different subject specialist bringing their own subject knowledge encouraging students to make connections within their curriculum

Staff training

As part of their continuing professional development teaching staff will receive regular updates and/or training on PSHE within their pastoral teams. Newly qualified or newly appointed staff to the college will receive training at the point of induction