



## **Thomas Clarkson Academy PSHE Policy**

### **Our School Vision**

Thomas Clarkson Academy serves the needs of our 1,375 students, their families and the local community as an increasingly successful, vibrant, welcoming and inclusive, non-selective 11-18 academy. Our motto is 'Transform, Challenge, Ambition' and we aim to provide our students with the best opportunities to achieve the academic qualifications and skills to progress to university or the career of their choice. We want our students to realise their potential.

### **Rationale**

Our school vision and ethos are strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence. This policy covers our school's approach to the planning and delivery of our PSHE programme. It was produced by Rebecca O'Dell, Head of PSHE, through consultation with the SLT lead Jon Siracusano and Head teacher Richard Scott. Consultation took the form of meetings and discussions about the key needs of our pupils in the local setting. Key needs identified particularly focused on and around the topic of diversity and inclusion. This policy will be reviewed annually, and with the involvement of students to assess its effectiveness and ensure it still meets not only the statutory requirements but also the needs of our pupils.

### **Aims and Objectives**

Our PSHE programme aims to engage and challenge all pupils through delivering consistently high-quality lessons that are age relevant and progressive, in order to allow all students to achieve their full potential and become responsible, independent, conscientious citizens that contribute to society. This supports both the school motto 'Transform, Challenge, Ambition' and our school's objectives for our pupils of 'high aspirations for all of our students and for them to grow into confident, ambitious and high achieving individuals'.

### **Learning and Teaching**

We will determine pupils' prior knowledge through self-assessment of topics to be studied.

Our PSHE education takes place once a week for years 7-9, and in tutor time for years 10-11. Lessons will remain positive in tone, even those on difficult topics, so students feel comfortable to share their view and opinions.

Our PSHE education is mapped and planned effectively to ensure pupils return to topics throughout their education to enable them to receive age appropriate information and reinforce their knowledge and understanding of key aspects within the programme.

Our provision is further enriched by external speakers and agencies in assemblies and on drop down days. As part of the implementation of PSHE within the school curriculum, students in KS3 have received assemblies and lessons on peer-on-peer abuse and sexual harassment, whereas students in KS4 have received assemblies on these subjects.

### **Planning**

During their time at Thomas Clarkson Academy students will develop the knowledge, skills and attributes to keep them healthy, safe and prepare them for their future lives. They will develop these skills through returning to learn about a range of different themes. Throughout Key Stages 3 and 4 pupils will explore the following themes:

- Wider World
  - British Values
  - Money Matters
- Health
  - Healthy Lifestyles
  - Prevention
  - Mental Health
  - Alcohol and Drugs
- Relationships
  - Families
  - Positive and Negative Relationships
  - Discrimination
  - Criminal Behaviour in Relationships
- RSE (Relationships and Sex Education)
  - Intimate relationships
  - Consent
  - Sex in the Media
  - Peer Pressure
  - Periods and Pregnancy

(For a full breakdown of the curriculum please see the overview which states which aspects of each topic are studied in each year.)

We will ensure the curriculum is broad and balanced by including a range of different case studies reflecting modern society, looking at a range of different viewpoints and by providing clear impartial information.

## **Intended Outcomes**

As a result of our PSHE programme, pupils will:

- Know basic life skills and understand the differences between groups of people
- Be able to effectively communicate their thoughts and feelings
- Develop the skills of critically thinking and evaluating
- Understand their individual rights but also understand that these come with associated responsibilities not only now but also in their future lives.

## **Creating a Safe and Supportive Learning Environment**

We will create a safe and supportive learning environment by establishing clear 'ground rules' at the start with each year group. We will also ensure that where disclosures are made, or pupils indicate that they may be vulnerable and at risk, they will get appropriate support by members of staff passing on all relevant information to the school's safeguarding team, (by following the relevant school policy on this).

## **Entitlement and Equality**

We recognise the right for all pupils to have access to PSHE, irrespective of gender, culture, ability or personal circumstances. Teaching of PSHE will take into account the age, ability and readiness of students to ensure that all can fully access PSHE. We will ensure that pupils with SEND receive access to PSHE through the tutor time programme and we will not exclude access to PSHE for any pupil. We will use PSHE to address diversity issues and to ensure equality for all by ensuring the delivery of PSHE includes case studies of people with different cultures, backgrounds and abilities.

## **Availability**

Parents and carers will be informed about the policy through text messages home and open evenings. This policy is available for all through the Thomas Clarkson Academy website. If you require this policy as a hard copy, please contact the school's reception to request a copy.

## **Assessment**

We will assess pupils' learning and progression through a process of self-evaluation. This will be evidenced through self-audits completed at both the start and the end of a new topic. Assessments may include extended writing and active citizen projects.

## **Teaching Responsibilities and Staff Training**

The programme will be led by our Head of PSHE Rebecca O'Dell. It will be taught by dedicated staff members, supported by a well-resourced curriculum. Teachers responsible for teaching PSHE will receive training through their CPD. When using external speakers to deliver aspects of our PSHE programme we will ensure their aims and values compliment those of this PSHE policy and of Thomas Clarkson Academy.

### **Responding to Pupils Questions**

Where possible teaching staff will try to answer pupils' questions openly and honestly. However, in such cases that this may be potentially unsafe due to appropriateness or readiness, teachers are encouraged to ask a pupil to wait for an answer to give them time to seek guidance and if necessary, consult with colleagues to construct an appropriate answer.

### **Confidentiality**

We will ensure that where disclosures are made, or pupils indicate that they may be vulnerable and at risk, they will get appropriate support by members of staff passing on all relevant information to the school's safeguarding team (by following the relevant school policy on this).

### **Links to other School Policies and Curriculum**

Learning in PSHE will link to learning in the following areas across the school's curriculum:

- English – skills in enquiry and communication, use of resources, discussion and presentation of arguments, texts with personal, health and relationship issues.
- Mathematics – aspects of financial capability
- Science – teaching and learning on health, drugs (including medicines), sex education and safety.
- Design/Technology (including, Food and Nutrition) – health, safety and hygiene issues, the consideration of social, moral and cultural dilemmas associated with the global environmental impact of products.
- ICT – finding ICT based information, handling data, e-mail for communication and exchange of ideas.
- Computing – considering the ethical impact of the use of computers on our lives; looking at the impact of legislation such as the Data Protection Act and IP
- Business - developing pupils' understanding of the world of work and their role as consumers and aspects of financial capability; looking at the ethical nature of businesses, balance profit against morals; impact of employment legislation
- History – ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity including Britishness & democracy.
- Geography – implications of sustainable development for pupils' own life, study of cultural differences, skills of geographical enquiry including communication.
- Modern Foreign Languages – communication in the target language and learning about culture, customs and beliefs, exchange visits and host visits.
- Art and Design – respect of the differences between people through an investigation of artists, craftspeople and designers from Europe and the rest of the world.
- Music – making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and expression.

- Physical Education – teaching and learning about health, safety and fitness, development of co-operation and commitment, teamwork. Inter school competition.
- Religious Studies - religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

This policy supports whole-school policies on child protection and safeguarding, extremism, bullying and online safety.

### **Involving Parents and Carers**

At Thomas Clarkson Academy we are committed to working with parents and carers. We will communicate with parents and carers through sending emails/letters home, as well as publishing information on the website. We will offer support to parents and carers by offering information on the PSHE programme at open evenings and publishing guidance on advice and where it can be found.

### **Review Date**

This policy will be reviewed in May 2024 and annually thereafter, by the Head of PSHE and SLT lead. This will be done by using student and staff feedback and learning walks conducted. This will ensure it continues to meet the needs of our pupils and the statutory requirements by delivering high quality lessons across the academy.

**Reviewed by Head of PSHE & SLT Lead – May 2023**

**Signed off by the principal – 23/05/2023**

**Date of next review – May 2024**