

Farringdon Community Academy

PSHE and Personal Development Policy.

Author's Name	Andrew Roberts Assistant Headteacher Personal Development
Date Written	March 2022
Review Date	March 2023

Date Ratified by Governing Body	
---------------------------------	--

SIGNATURES:

Head Teacher	Neal Holder
Principal Chair of Governors	

Rationale for PSHE and Personal Development

This policy covers our school's approach to Personal, Social and Health Education (PSHE) and Personal Development (PD) programme. The purpose of our PSHE curriculum is to equip students with the information to support them through the challenges of their formative years. The information provided and nature of the delivery will allow students to make informed decisions about their well-being, relationships and health.

The purpose of our PD programme is to develop our student's skills, knowledge and also wider behaviours and attitudes that are needed for success in life and work

The policy has been written by the lead of PSHE and PD, who has consulted with the PSHE association (2018 Guidance) and other local schools. We consider the policy to be a working policy as we endeavour to change it in order to reflect changes in Government initiatives and the needs of our pupils

PSHE and Personal Development aims

Our PD programme supports and encourage this wider development in young people as a part of their school journey are a welcome step towards ensuring that all young people can fulfil their potential. The programme is intended, over time, to develop and the life skills and attributes that employers are telling us they need – leadership, organisation, initiative, resilience and communication.

Our PSHE programme provides students with information and opportunities that will enable them to make informed, safe and responsible choices in life. We endeavour to adjust our curriculum to suit the needs of the school and the pupils within it.

Our aims are to;

- Promote the spiritual, moral, cultural, mental and physical development of pupils. - Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

- Promote children and young people's wellbeing (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect).
- Promote community cohesion (Education and Inspections Act 2006; Education Act 2011; Equality Act 2010).
- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.
- Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.
- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.
- Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.
- Promote not only skills and knowledge, but also the wider behaviours and attitudes that are needed for success in life and work

Entitlement and equal opportunities

Within this framework we are ensuring that the following equal opportunities are clear to our pupils.

We expect everyone to show respect for other people. We expect people to treat everyone as having the right to human dignity. We will not accept the use of language that abuses, degrades or demeans another person's race, class, gender, sexual orientation, religion or belief, ability, appearance, age or disabilities. We all have the right to self-esteem.

We will not tolerate the promotion of ideas or materials that degrade or exploit other people's race, gender, sexual orientation, regional or belief, ability, appearance, age or disabilities.

Key roles and Responsibilities

The Governing Body has overall responsibility for the implementation of Farringdon Community Academy PSHE policy. - The Governing Body has overall responsibility for ensuring that the PSHE policy, as written does not discriminate, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The Headteacher has responsibility for handling complains regarding this policy.

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

Confidentiality and safeguarding

The PSHE and PD programmes are monitored and evaluated in line with the school's self-evaluation programme. Teachers and all those who contribute to PSHE are expected to work within the principles outlined in this policy and in line with current legislation.

Staff will be given regular support and training in PSHE to ensure a consistent approach, when dealing with sensitive and controversial issues.

Staff will undertake regular training to ensure knowledge is secure and teaching and learning is appropriate. All staff complete compulsory training for Safeguarding (Pam Gartland) and official register taken.

All staff have access to the Farringdon Community Academy Safeguarding policy. - Child protection procedures must be followed when any disclosures are made. Please see our Safeguarding and Relationships and Sex policies

Young people need to develop their confidence in talking, listening and thinking about health education (including mental health), sex and relationships (please refer to RSE policy for full guidance) and British Values.

Therefore the teaching of the PSHE programme should:

- Set ground rules to create a safe environment for all to feel included in discussions.
- De-personalise discussions.
- Establish clear parameters of what is appropriate and inappropriate discussion points;
- Recognise when a pupil may need further support and arrange for this support to be made available.
- Teachers should be sensitive to students' questions about their own sexuality or sexual orientation. Teachers should not allow homophobic attitudes to go unchallenged.
- Staff teaching PSHE need to be clear on the boundaries of their legal and professional roles and responsibilities. Absolute confidentiality cannot be offered or guaranteed.
- Students need to know that teachers or other adults cannot offer complete confidentiality but also be reassured that, if confidentiality has to be broken, they will be informed first and supported as appropriate
- If staff have any suspicion of suspected abuse, or they have reason to believe the child is at risk of abuse, the school's safeguarding procedures must be followed, and the designated safeguarding officer must be informed.
- Health professionals are bound by their professional code of conduct with individual pupils, but in a classroom situation they must follow the school's confidentiality policy.

Programme of Study

PSHE will be taught across the curriculum through a range of subjects (for example, Science, PE, Maths) however we deliver PSHE through our Personal Development Programme for both Key Stage 3 and 4 during which they will cover a range of topics (appendix 1 and 2).

In addition to this we have a planned assembly that compliments the Personal Development Programme to ensure a greater depth of understanding.

Monitoring and Evaluation

The PHSE lead and team responsible for the delivery of PHSE will be accountable for the monitoring and evaluation of the PHSE programme. This will be done through consultation with staff, parents and pupils alongside learning walks which occur as part of school policy.

Pupils and staff will complete reviews at end of modules and staff will discuss and review the programme of study at relevant meetings. Relevant changes and improvements will be made to the programme on an ongoing and regular basis.

Appendix 1 FCA PD delivery (Mon and Wed)

		HT 1 Autumn 1 (7)		HT 2 Autumn 2 (7)		HT 3 Spring 1 (7)		HT 4 Spring 2 (6)		HT 5 Summer 1 (5)		HT 6 Summer 2 (7)	
		Week 2-5	Week 6-9	Week 10-13	Week 14	Week 15-18	Week 19-22	Week 23-26	Week 27	Week 28-31	Week 32	Week 33-36	Week 37-39
		13.09.21	11.10.21	15.11.21	13.12.21	03.01.22	31.01.22	28.03.22		25.04.22		06.06.22	04.07.21
Year 7 LH. GH. RI. RK. JC/DR	RSE Mon	Families: Relationships -Transition -Committed relationships	Internet Safety -Differences online -Unhealthy comparison	Respectful Relationships: -Respecting difference -healthy Friendships	Charity Week	Families 2: Relationships -Positive relationships -Wider family relationships	Internet Safety 2 -Social Media -Understanding online info	Online Media: -Opportunities online -Digital Citizenship	Charity week Red Nose Day	Respectful Relationships 2: -Conflict and reconciliation		Protected characteristics.	Financial Education
	HE Wed	Mental Wellbeing: -Talking emotions -Connecting to others	Changing Adolescent Body: -Exploring Puberty	Health and Prevention: - Personal Hygiene -Immune System		Health and Prevention 2: - Dental -Immune response	Changing Adolescent 2: -First Sexual feelings LGBT+ -Menstruation	Healthy Lifestyles: -Healthy eating -Bodies Exercise		Mental Wellbeing 2: -Online and Mental health		Healthy Lifestyles 2: -Keeping active -Benefits of Healthy lifestyle	Financial Education
Year 8 DC. LP. RS'. BW.BY	RSE Mon	Families: stable relationships and marriage	Online and media: harmful contact (4)	Respectful relationships: stereotypes and bullying –(Inclusive Environment)		Families 2: stable relationships and marriage	Online and media 2: harmful contact (4)	Identity and relationships LGBT+		Respectful relationships 2: stereotypes Protected Characteristics		Identity and relationships 2 LGBT+	Financial Education
	HE Wed	Mental wellbeing: recognising concerns	Internet safety and harms: body image	Drugs and alcohol: smoking and alcohol		Mental wellbeing 2: recognising concerns	Internet safety and harm 2s: body image	Health and prevention: sleep and routines		Drugs and alcohol 2: smoking and alcohol		Health and prevention 2: sleep and routines	Financial Education
Year 9 JE.LMK. SN. FP. KS	RSE Mon	Families: Relationships: being safe and reporting concerns	Online and media: indecent image sharing	Respectful relationships: recognising criminal behaviour within relationships		Intimate relationships: positivity and health	Being safe: the law (consent & exploitation, Harassment) LGBT+	Internet safety and harms: 1 relationships and social media		Intimate relationships 2: positivity and health. STI. Contraception.		Internet safety and harms: 2 relationships and social media) LGBT+	Protected Characteristics
	HE Wed	Mental wellbeing: common types of ill health	Drugs and alcohol: prescription and illegal drugs	Health and prevention: immunisation and vaccination		Mental wellbeing: common types of ill health	Drugs and alcohol: illegal drugs	Healthy lifestyle Health and prevention:		Healthy lifestyle First Aid		Peer influence, substance use and gangs gang exploitation	Financial Education
Year 10 AC. TO. RS. KT. DT. TU	RSE Mon	Relationships (Intimate sexual) reproductive health	Online and media: dangers of viewing explicit material	Relationships (Intimate sexual) impact of alcohol and drugs		Being safe: informed consent	Online and media 2: dangers of viewing explicit material	Internet safety and harms : online relationships and harmful behaviour LGBT+		Relationships 2: (Intimate sexual) impact of alcohol and drugs		Internet safety and harms : online relationships and harmful behaviour	Protected Characteristics
	HE Wed	Mental wellbeing: impact of our actions on mental health	Drugs and alcohol: addiction and alcohol dependency	Exploring influence: impact of drugs, gangs and role models		Mental wellbeing: bullying and violent aggression	Health and prevention: self-care and self-awareness	Drugs and alcohol: addiction and alcohol dependency		Exploring influence Knife crime		Mental wellbeing: Anti-Social Behaviour and Extremisms	Financial Education
Year 11 GG. CH. LL. HM. EO. LT/MT	RSE Mon	Relationships (Intimate sexual) pregnancy and parenting	Internet safety and harms: gambling, debt and targeted advertising	Relationships-Being safe: honour based violence and FGM		Relationships 2 (Intimate sexual) pregnancy and parenting	Internet safety and harms: and targeted advertising	Relationships-Being safe: FGM. Relationship challenges. LGBT+		NA		NA	
	HE Wed	Mental wellbeing: recognising	Healthy lifestyles 2: choices	Drugs and alcohol: dangers of recreational drug use		Mental wellbeing 2: Stress management	Drugs and alcohol: addiction and	Drugs and alcohol: dangers of recreational drug use		NA		NA	

Appendix 2 FCA PD delivery (Thur)

Personal Development: Citizenship/ Careers Education	HT 1 Autumn 1 (7) Citizenship		HT 2 Autumn 2 (7) Citizenship		HT 3 Spring 1 (7) Citizenship		HT 4 Spring 2 (6) Careers		HT 5 Summer 1 (5) Careers		HT 6 Summer 2 (7) Careers	
	Week 2-5 13.09.21	Week 6-9 11.10.21	Week 10-13 15.11.21	Week 14 13.12.21	Week 15-18 03.01.22	Week 19-22 31.01.22	Week 23-26 07.03.22	Week 27	Week 28-31 25.04.22	Week 32	Week 33-36 06.06.22	Week 37-39 04.07.21
Year 7 LH. GH. RI. RK. JC/DR	Citizenship - what's it all about? What are our identities and communities?	What rights should all children have?	How does local democracy work?		What is crime? 	How can we make a difference in our communities?	This is Me!		What are Key Skills? Identify own skills. Relate the skills to the world of work		Who influences me, and who is there to help?	Careers Action Plan
Year 8 DC. LP. RS'. BW.BY	How does the political system work in the UK?	How does the media affect us?	What is the law and how is it changed?		How can citizens bring about change?	Why was the struggle for the vote important today?	What kind of person am I? Ambitions		What is Work?		Young People and Work	Careers Research Action Plan
Year 9 JE.LMK. SN. FP. KS	Careers Action Plan Careers research KS4 Decisions and pathways BMS 1	Apprenticeships and labour market Differences between work and school BMS 2	Opening a bank account Bank statements and budgeting BMS 3		Challenging stereotypes Economic well being BMS 4	Peer interviewing Final Preparation for Options BMS 5	How is the UK governed?		Are people treated equally in UK society?		Why do people move around the world?	How can we manage money well?
Year 10 AC. TO. RS. KT. DT. TU	How well does the media hold those in power to account?	How can we make a difference in society? Active citizenship project	What are the strengths and weaknesses of the UK democratic system?		What are the strengths and weaknesses of the legal system?	How does the economy work? How does the UK play a role in the international community?	My Career Action Plan interview 21st Century Careers		Work experience preparation lesson interview techniques (First impressions)		Health and safety Work experience feedback Evaluation	Record of achievement Post 16 Options
Year 11 GG. CH. LL. HM. EO. LT/MT	How is UK society diverse and changing?	What is the nature of the British Constitution?	Why do we need the right to protest in a democracy?		Career Action Plan School 6 th forms	Post 16 options Apprenticeship Training providers	CV writing Payslips Application Forms		Careers Support			

