

Farringdon Community Academy

Personal Development Policy.

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Date Ratified by Governing Body	
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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, Healthy Lifestyles) however we also dedicate 1 hour per week (Monday 8.55-9.55am) for both Key Stage 3 and 4 during which they will cover a range of topics (appendix 1).

In addition to this we have a planned assembly and tutor time programme that compliments the PSHE hour to ensure a greater depth of understanding and more chances for discussion. The PD will be delivered within tutor time programme 8.25-8.55am twice per week.

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 PSHE overview 2020-2021

	Block length	AUSTIN	CROWN	LAING	THOMPSON
Half term1	7	TOPIC 5 CAREERS	TOPIC 1 Health and Wellbeing	TOPIC 1 Health and Wellbeing	TOPIC 1 Health and Wellbeing
Half term2	7	TOPIC 2 Relationship and Sex Education	TOPIC 5 CAREERS	TOPIC 2 Relationship and Sex Education	TOPIC 2 Relationship and Sex Education
Half term3	6	CITIZENSHIP	CITIZENSHIP	TOPIC 5 CAREERS	CITIZENSHIP
Half term4	6	TOPIC 3 Living in the wider world	TOPIC 3 Living in the wider world	TOPIC 3 Living in the wider world	TOPIC 5 CAREERS
Half term5	4	CITIZENSHIP	CITIZENSHIP	CITIZENSHIP	CITIZENSHIP
Half term6 (catch up)	7	PSHE TOPIC 1 Health and Wellbeing	TOPIC 2 Relationship and Sex Education	CITIZENSHIP	TOPIC 3 Living in the wider world

