

# Our Lady of Mercy Catholic Education Trust



## St Anthony's Girls' Catholic Academy

<b>Policy type:</b>	<b>School</b>
<b>Policy:</b>	<b>Personal, Health and Social Education and Wellbeing Policy/Sex Relationships and Drugs Education Policy</b>
Ratified by MAT Directors:	December 2019
Head Teacher signature:	<i>M. Shepherd.</i>
Chair of Directors signature:	<i>Shepherd.</i>
Review Date:	December 2020
Ownership:	M. McDonagh (Deputy Head) and M. Lanaghan (Deputy Head)

**PSHE/Personal Wellbeing/SRDE Policy**  
**PSHE Co-ordinator:** Mr M McDonagh  
**Academy Nurse:** Miss R Evans  
**Safeguarding/Child Protection:**  
Mrs M Lanaghan (Designated Person)  
Mrs F Collins (Deputy Designated Person)

## Introduction

This policy has been developed to take into consideration our Mercy ethos and local and national policy and guidance.

It is the duty of the governing body and head teacher of any academy in which PSHE is provided to secure the following principles:

- P.H.S.E. (Personal, Health and Social Education) is presented in the course should be accurate and balanced.
- PSHE is appropriate to the ages of the pupils concerned and to their religious and cultural backgrounds, and also reflects a reasonable range of religious, cultural and other perspectives.
- PSHE should be taught in a way that endeavours to promote equality, encourages acceptance and diversity and emphasises the importance of both rights and responsibilities.
- S.R.D.E. (Sex, Relationships and Drugs Education)  
Is a lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect love and care. It is also about the teaching of sex education, sexuality and sexual health within the context of the academy ethos.

## Key Aims:

- PSHE/SRDE is recognised as an essential part of the young person's entitlement.
- PSHE/SRDE aims to help pupil's lead confident, healthy and responsible lives as individuals and members of society locally, nationally and internationally.
- PSHE/SRDE enables pupils to gain practical knowledge and skills to help them live healthily and deal with the personal, social, moral, spiritual and cultural issues they face as they approach adulthood.
- PSHE/SRDE gives pupils opportunities to reflect on their experiences and how they are developing.
- PSHE/SRDE aims to enable pupils understand and manage responsibly a wider range of relationships as they mature, and show respect for diversity of, and differences between people.

- PSHE/SRDE aims to develop pupils' self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.
- PSHE builds on pupils' own experiences. It complements work done across all areas of the curriculum, through extra curricular activities, tutorials, Personal Development Days, educational visits and work within the local community and beyond.
- PSHE enables young people to contribute to the life of the academy, their neighbourhood, communities and the wider world.

**PSHE/SRDE engages pupils by enabling them to gain knowledge, skills and understanding of how to:**

- develop confidence and responsibility and to make the most of their abilities
- develop a healthy safer lifestyle
- Develop good relationships and respect the differences between people.

<p><b>The Importance of Personal Wellbeing</b></p>
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**Personal wellbeing helps young people to:**

- embrace change
- feel positive about who they are
- enjoy healthy, safe, responsible and fulfilled lives

**Through active learning opportunities pupils:**

- recognise and manage risk
- take increasing responsibility for themselves their choices and behaviours
- make positive contributions to their families, academies and communities

**As pupils learn to recognise, develop and communicate their qualities skills and attitudes they:**

- build knowledge
- confidence
- self esteem
- make the most of their abilities

**As they explore similarities and differences between people discuss social and moral dilemmas they:**

- learn to deal with challenges
- accommodate diversity in all it's forms

**The world is full of complex and sometimes conflicting values.**

**Personal wellbeing helps pupils to:**

- explore this complexity
- reflect on and clarify their own values and attitudes
- identify and articulate feelings and emotions
- learn to manage new and difficult situations positively
- form and maintain effective relationships with a wide range of people

<b>Context</b>
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**The Personal wellbeing Programme of Study (non statutory) provides a context for academys to fulfil their legal responsibilities to promote wellbeing of pupils and provide sex and relationships and drugs education.**

St Anthony's is an inner city comprehensive girls' academy. There are approximately 1450 pupils presently on role. The academy attracts pupils from many primary schools within and beyond the city. The academy educates pupils between the ages of 11 and 19 years. We cater for a diverse ethnic and socio-economic mix of pupils.

**We are particularly aware of the health and social needs of our pupils and the backgrounds from which they belong eg.**

- Free academy meals
- Local health issues compared to national statistics
- Fft statistics and predictions
- Unemployment
- Alcohol/Tobacco issues
- Single parents
- Mental health
- Asylum seekers/refugees /immigrant workers
- Crime/safety transport issues
- English as an additional language

<b>This PSHE/SRDE Policy has been developed in consultation with:</b>
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- Senior Leadership Team
- Staff
- Governors
- Parents
- Pupils
- Academy NHS Nurses
- PSHE/SRDE Co-ordinator
- Local Police
- Academy Council members

- Catholic Diocesan Guidance on SRE
- Sunderland Health Related Behaviour Survey

## VALUES AND ETHOS

At St Anthony's Academy we believe young people's personal, social, health, moral, cultural, spiritual and emotional development can be encouraged by a supportive academy ethos. We aim to provide a curriculum for each student that is broad, balanced and appropriate so that she can develop her God given gifts and talents to achieve her full potential in line with our mercy ethos.

### **We aim to:**

- Recognise the dignity of the human person and the command of Christ to love and care for each other
- Build self- esteem among individuals and create a community marked by caring and belonging that leads to personalised learning
- Work towards eradicating suffering and it's causes
- Seek to create compassion as a driving force in the search for justice for those at the margins of the community
- Educate students to question the status quo and to be active for social change and the promotion of equal opportunities
- Show social responsibility for the world we inhabit by working towards creating a world where everyone can live lives of dignity and decency and respect for life
- Ensure the academy is a community where parent's, staff and students share a common vision as a community of warmth and love

The Mercy ethos aims at education which is

- Christ centred
- Faith enlightened
- Builds communities
- Shows concern for the poor particularly women and girls
- Pursues excellence

### **We aim to provide:**

A safe and secure academy environment that is conducive to learning where:

- All young people are valued and encouraged
- Positive relationships are promoted throughout the academy
- Potential is recognised and developed and all forms of achievement are celebrated

**Personal wellbeing makes a major contribution to the promotion of personal development and character of the individual and that of the academy.**

**It is also our aim to incorporate all aspects of:**

- Social
- Moral
- Spiritual
- Cultural (**SMSC**) Education into pastoral and curricula programmes.

**NATIONAL HEALTHY ACADEMY STANDARD - NHSS**

As part of our commitment to the NHSS, we endeavour to promote a whole academy approach to the development and implementation of this policy.

**DIVERSITY AND EQUALITY**

We aim to promote social inclusion equality and celebrate diversity in all aspects of academy life. We will challenge all forms of discrimination including that based on race, gender, sexuality, mental or physical disability whenever it should occur in academy.

**RATIONALE**

**St Anthony's Girls' Academy believes that:**

- PSHE/SRDE contributes to development of young people in becoming informed, thoughtful and responsible citizens who are aware of their rights, responsibilities and duties.
- PSHE/SRDE enables pupils to develop skills, knowledge and understanding of their role and responsibility in society at a local, national and international level.
- PSHE/SRDE encourages pupils to adopt attitudes, which are respected and accepted by others in society.
- PSHE/SRDE enables pupils to become more self-confident and responsible both in and beyond the classroom.
- PSHE/SRDE enables pupils to contribute to the life of the academy, their neighbourhood, communities and the wider world.
- PSHE/SRDE teaches young people about economy, democracy, human rights and values: encourages respect for different national, religious and ethnic identities and develops pupils' ability to reflect on issues and participate in discussions.

**DEFINITION**

PSHE/SRDE encompasses the curriculum aims, key concepts, key processes, the range and content and curriculum opportunities set out in the statutory requirements of the Key Stage 3 & 4 National Curriculum Programme of Study. It incorporates all aspects of our planned provision that promote positive attitudes, knowledge, skills, understanding and potential of children and young people to enable them to have confident, healthy independent lives, and become informed, active and responsible citizens.

## **PERSONAL WELLBEING – CURRICULUM AIMS**

Learning and undertaking activities to contribute to Personal Wellbeing contributes to the achievement of the curriculum aims for all young people to become:

- Successful students who enjoy learning, making progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

In accordance with National Curriculum End of Key Stage (3 and 4) Statements for Personal Wellbeing we aim to ensure that learners are able to:

### **At Key Stage 3**

#### **Personal Identities**

- Reflect on and evaluate their achievements and strengths in different areas of their lives
- Recognise strong emotions and identify ways of managing them positively
- Recognise that external factors, such as relationships, achievements and set backs, can affect emotional well-being and identify how they can take this into account

#### **Healthy Lifestyles**

- Identify characteristics of good health and how to stay physically, emotionally and mentally healthy
- Make informed choices about their health and wellbeing and explain reasons for their choices
- Demonstrate effective ways of resisting negative pressure, including peer pressure
- Describe the main effects of, and laws to, alcohol, tobacco and other legal and illegal drugs

#### **Risk**

- Describe the positive and negative impacts of risk-taking on their health and wellbeing
- Assess and manage risks associated with personal lifestyle choices and situations, try new ideas and face challenges safely

#### **Relationships**

- Identify the importance of having a variety of social and personal relationships and how these can impact on their lives and wellbeing
- Understand the nature and importance of marriage and stable relationships to parenthood and family life
- Discuss ways that relationships might change over time and demonstrate how to negotiate within relationships

## **Diversity**

- Describe differences and diversity and demonstrate respect and empathy towards others who live their lives differently from them
- Challenge prejudice and discrimination in an appropriate manner
- Demonstrate recognition of achievements, strengths and worth of others

## **At Key Stage 4**

### **Personal Identities**

- Make about their personal qualities, skills and achievements and use these to set future goals
- Present themselves confidently and respond positively to praise and criticism.
- Explain how changes in personal circumstances may affect their feelings and behaviour, and how they can manage such situations effectively

### **Healthy Lifestyles**

- Describe the short and the long-term consequences of personal health choices, including choices related to sexual activity and substance misuse and make decisions based on this knowledge.
- Identify some of the causes and symptoms of emotional and mental ill health, and identify strategies for recognising, preventing and addressing these in themselves and others
- Demonstrate confidence in finding professional health advice and help others to do so
- Identify reasons why people might use illegal drugs and explain how drug use can impact on physical, mental and economic aspects of people's lives, relationships and the local community.

### **Risk**

- Evaluate the potential risks and benefits of personal lifestyle choices, including their impact on relationships.
- Recognise that risk assessment and management are part of life and give examples of how to manage and reduce risk in different circumstances.

### **Relationships**

- Develop appropriate relationships with a widening range of adults in a variety of contexts
- Explain the importance of different relationships and associated responsibilities, including the significance of marriage, stable relationships, civil partnerships and long-term commitments.
- Describe some of the possible effects of family and other significant events on feelings, emotions and personal wellbeing, and the impact they may have on relationships.



## **Diversity**

- Explain how differing cultures, faiths and beliefs may influence lifestyle choices, and demonstrate respect for these differences.
- Take the initiative in challenging or giving support in connection with offensive or abusive behaviour

## **We also aim to:**

- Develop the pupil's ability to reflect on and become responsible for their own learning, future choice of courses and career.
- Provide pupils with the opportunity to develop self-esteem, self-awareness and understanding, self-reliance, self-discipline and to make the most of their abilities.
- Enable pupils to develop their understanding and knowledge relating to the basis of their own cultural heritage and that of different communities, through the PSHE/SRDE programme, a cross-curricular input and community involvement.
- Enable pupils to enquire about the differences, beliefs and values within their own, plural and global communities by providing access to Internet and other communication/ media sources.
- Provide opportunities for pupils to develop their self-confidence and decision-making skills in order to articulate empathy and formulate informed opinions.
- Enable pupils to gain an appreciation of the important, necessary and invaluable part they play within the community of St Anthony's Girls' Academy and how this is reflected in the wider community.
- Provide opportunities for pupils to learn about institutions, issues and practices within their own culture and those of different cultures. Extend their opinions by considering the complexities of issues and practices through research and discussion
- Provide opportunities for pupils to meet and debate issues with outside speakers and agencies.

## **Develop young people's understanding of health and safety issues**

- Develop a healthy lifestyle so that they can stay as healthy as possible and keep themselves and others safe
- Reduce the chance of their education being interrupted or impaired eg through unintended pregnancy, drug misuse, fear of bullying.

## **Develop young peoples ability to form positive relationships**

- Understand and manage responsibly a wider range of relationships as they mature and show respect for the diversity of differences between people so that they can go on to form effective, fulfilling relationships
- Appreciate the need for co-operation and concern for others and enable them to cope with difficult situations

## **Encourage active citizenship and the involvement of young people in their community.**

### **Enable young people to:**

- Play an active role as a member of a democratic society and become active in the life and concerns of their academy, neighbourhood and community and the wider world
- Develop a sense of social and moral responsibility and fairness
- Have the ability to develop and communicate their own values and beliefs while respecting those of different cultural traditions and make informed decisions
- Develop a knowledge and understanding of current issues and the main social institutions that affect their lives and of their responsibilities, rights and duties as individuals and members of communities.

## **OBJECTIVES AND LEARNING OUTCOMES**

### **WE AIM TO**

- Consider and include the teachings and guidance of the Catholic Church.
- Develop a whole academy approach to PSHE making connections to all other areas of the curriculum, including extra-curricular activities, educational visits, links with key skills and all other areas within and beyond the academy environment.
- Work in an inclusive way reflecting and valuing the diverse perceptions, experiences and needs of all young people regardless of their educational ability, social or ethnic group and emerging sexuality.
- Promote a wide variety of opportunities, with an emphasis on 'real life' learning including giving all young people the opportunity to become actively involved in the life of the academy and its community.
- Develop PSHE in partnership with the whole academy community through regular consultation and to ensure that PSHE is based on what young people need to learn and builds on their experiences and work at previous key stages.
- Work flexibly using a wide range of active teaching styles skills, opportunities, thematic or concept based approaches.
- Develop a range of methods to assess, monitor and evaluate the learning of young people.
- Take into consideration the health and social needs of those within the community and the pressures of the media.

## **ENTITLEMENT**

- All pupil's have access to PSHE/SRDE
- PSHE/SRDE is taught in years 7-13 within the tutor groups, curriculum subjects and as year group activities and events
- Presentations during Personal Development Days.
- In years 9-11, PSHE/SRDE is delivered via a timetabled programme.

## **IMPLEMENTATION AND ACTIVE PSHE**

We will promote PSHE throughout the life of the academy including in the taught curriculum.

**Active PSHE is evident through a range of activities in and beyond the curriculum eg.**

- Tutorial Sessions (Years 7, 8, 9, 10, 11, 12 and 13)
- Discrete PSHE, SRDE and CIAG curriculum time (Years 9, 10, 11) within PE.
- Pastoral care and guidance during tutorials – working towards student targets, monitoring and evaluating students progress.
- Whole academy themes – Healthy food and drink, assembly themes etc
- Anti-bullying Policy and Practice
- Peer led initiatives, buddying systems
- Class Representation
- Year Councils
- Academy Council
- Visits
- Guest Speakers
- Charity activities and events
- Community link events e.g. –Great North Run, John Paul II Award Scheme, Duke of Edinburgh Award Scheme etc.
- Community Cohesion Opportunities eg. Locally, nationally and internationally
- Assembly presentations
- Fundraising for charities – across all year groups – parental and full staff involvement
- Pupil, staff and parent social events
- Academy educational visits – locally, nationally and internationally
- Religious and spiritual activities e.g. Academy Mission, Diocesan Youth Camp
- Active projects as part of Year Group activities
- Academy productions/ music performances St Anthony's/ joint activities with St. Aidan's
- Summer School
- Extra Curricular Activity Programme
- Extended Activities Programme

## ADDITIONAL NEEDS

### **STAFF**

Non -specialist teachers are provided with teaching materials unlikely to compromise their personal values, beliefs and dignity. An experienced PSHE teacher teaches SRDE.

## TEACHING AND LEARNING PRINCIPLES

Given the nature of PSHE/SRDE we will use appropriate methods for the issues being covered.

### **Good practice will ensure that:**

- The purpose of the lesson will be made clear
- Appropriate learning experiences are planned to meet the needs of all pupils in the class
- Learning opportunities build on pupil's own experience or existing knowledge and provide a variety of experiences which enable them to learn, practice and demonstrate attitudes, skills, knowledge and understanding

- A safe and secure classroom environment is provided, especially for the teaching of discrete lessons
- Time is given for pupils to reflect, consolidate and apply their learning to different contexts in their lives
- Pupils are encouraged to take responsibility for their own learning and record their progress
- Opportunities are given for formal and informal evaluation at the end of each topic
- All work is part of a planned, progressive, programme which builds on work in previous Key Stages
- PSHE/SRDE is taught in mixed ability groups
- SRDE is taught by a specialist teacher and outside professionals in timetabled lessons and on Personal Development Days
- There are syllabus', lesson notes resource and support material available for the non specialist to teach PSHE in years 7-11
- Teaching and learning styles vary throughout the PSHE/SRDE programme to support the Seven Intelligences
- There are links with outside agencies in years 7-13
- There are activities that link with Work Related learning, Careers Education and Guidance (PWL Qualification)
- There are facilities for ICT
- (Internet and CD Rom learning opportunities)
- Form tutors, support tutors and SMT are provided with information about aspects of PSHE via the Tutorial Programme and Assemblies

### **THE TEACHING OF PSHE/SRDE INVOLVES**

- Active and interactive strategies within the classroom
- A range of media sources in order to present issues
- Cross-agency working
- Recognition of the ways that pupils learn
- The promotion of different teaching and learning styles
- Individual, group and whole class teaching where appropriate

### **CONTINUITY AND PROGRESSION**

PSHE/SRDE is part of the Personal Development framework within the academy.  
**The delivery of PSHE/SRDE links with:**

- Member of Leadership Team with overall responsibility
- Work Related Learning Co-ordinator
- CEG/Careers Co-ordinator
- Year Leaders
- Progression and Transition Co-ordinators
- Tutors Years 7-13
- Pupil Support Manager
- Support Staff
- Examination programmes in this field

For continuity within lessons, please see Schemes of Learning

## ABLE AND TALENTED PUPILS

Able and talented pupils are encouraged to participate in suitable events and activities. The Personal Development staff liaises with SENDCo, Year Leaders and Directors of Key Stages regarding provision in this field for able and talented students.

## CROSS CURRICULAR LINKS

PSHE/SRDE supports the Ofsted recommendations for improvement which form part of the Academy Improvement Plan in the promotion of:

### ICT IN THE CURRICULUM

Via a variety of means including Internet research, 'Lifetracks' Computer Programme

### LITERACY

- Expressing opinions – Speaking and Listening
- Balanced arguments – Written and Oral
- Comprehension/reading
- Media newspaper articles
- Producing fact sheets/booklets
- Technical Accuracy within English

### NUMERACY

- Looking at graphs to interpret patterns
- Working out percentages
- Comparing statistics
- Calculating accurately

### Science - Organisms, behaviour, health

- Healthy eating
- Exercise
- Alcohol, Tobacco, Drugs – Effects on mental and physical health
- Sexual Transmitted Infection's
- Chemical signals – Hormones
- Human Health – Environmental and inherited factors – Misuse of drugs

### **Reference National Curriculum subject specific Schemes of Learning for other examples**

### Other

- Tutors and Support Staff (Years 7-13) deliver aspects of PSHE through the Tutorial Programme and during Personal Development Days. (December and July each year)
- Tutors and Support Staff (Years 7-13), address many aspects of PSHE in their Pastoral care and progression duties

- Assistant Directors and Key Stage Directors and SLT deliver aspects of PSHE through Morning Assemblies
- The Academy NHS Nurse is available to discuss issues with pupils through a 'Drop In' Service.  
The Academy NHS Nurse is available to discuss issues with pupils through a 'Drop In' Service.
- The Academy Counsel Service is available to pupils through Assistant Director referral. Aspects of PSHE will be addressed through this service
- Aspects of PSHE will be evident across the curriculum in specific subject areas especially in RE at Key Stages 3, 4 and 5
- In RE in years 12 and 13 the present programme of study addresses many aspects of PSHE/SRDE

### **ROLES AND RESPONSIBILITIES**

- The Head teacher has overall co-ordination and development of PSHE/SRDE
- Mrs Shepherd is the link Board member responsible for PSHE/SRDE.
- The Deputy has overall responsibility for the broader co-ordination including timetabling, development of staff expertise and links across the curriculum.
- Staff teach SRDE as part of the Personal Development Timetabled course.
- Tutors (Years 7-13) deliver PSHE as part of their role within the Tutorial Programme.

### **ACCOMMODATION**

- PHSE and SRDE are delivered across the academy site.

### **OPPORTUNITIES FOR PUPIL PARTICIPATION**

#### **Examples**

- Tutorial evaluations
- Lesson evaluations
- Class, Year and Academy Councils
- Acting as guides for visitors
- Helping to support and organise Parents' Evenings
- Participation in Mass and Assemblies
- Producing displays
- Organising sports and fundraising events
- Working with peers and 'buddies'
- Peer assessment
- Working with Monkwearmouth Catholic Partnership and the Diocese of Hexham and Newcastle.  
Partnership and the wider community
- Mock elections
- Environmental projects
- Supporting Fair Trade opportunities
- Community service eg. litter duties
- Intergenerational activities
- Work with the Primary Care Trust

- Work with Health Promotion
- Cross cultural visits and exchanges - international
- Supporting Academy charities

## **PARENTAL INVOLVEMENT**

### **Examples**

- Information on Academy website
- Consultation at year 6 Open Evenings and visits
- Parents' meetings and Open Evenings Y7 – Y13
- Opportunity to view resources/teaching materials at open evenings
- Letters to parents, website information, newsletter, twitter info etc
- Pupil timetables and academy planners (KS3, KS4 and post-16)
- Copies of reviews
- Tutorial/PSHE/SRDE work sent home to parents at the end of each year
- Co-ordination and participation in fund raising events
- Spotlight - Academy Magazine

## **ROLE OF VISITORS TO THE ACADEMY**

A variety of visitors play an active role in PSHE/SDRE both in the planning stages and the delivery.

We aim to ensure that all visitors are:

- CRB checked
- All visitors must sign into the Academy at reception and are collected by a member of staff or pupil and are escorted to the teaching area
- All visitors are invited to support the existing PSHE/SRDE Programme of Study
- Staff remain present during delivery to ensure visitors contribution matches age and maturity of the pupils

## **RESOURCES**

- Resources are developed, ordered and maintained by the PSHE/SRDE Co-ordinator.
- All resources are stored in Westburn 5.
- There is open access to these resources by for pupils, staff and parents.
- Only recommended Internet sites are used for research in line with ICT Policy.
- Relevant ICT Safeguarding 'firewalls' are in place.
- Schemes of Work within relevant departments include relevant PHSE and SRDE.

## **ASSESSMENT RECORDING AND REPORTING**

- Pupil self-assessment activities.
- Opportunities to reflect on learning and experiences.
- Regular Pupil feedback from sessions and events.
- Certificates awarded for participating in events.
- Staff observation of pupil performance.
- Presentation of individual and group work.

- Completion of assessment and evaluation sheet at the end of topic.
- Evaluation of External Providers.
- Peer assessment opportunities.
- Setting goals and targets
- Celebrating achievement
- Records of achievement
- Personal Statements
- Reward systems and Rewards assemblies

**Reporting to parents involves formal reporting through Personal Development Statements.**

### **MONITORING AND EVALUATION**

- The PSHE/SRDE programme is monitored throughout the year
- The PSHE/ SRDE Scheme of Learning will continue to be evaluated, monitored and reviewed annually.
- It is accepted that there are timetable constraints on the implementation of the PSHE/SRDE Programmes of Study
- All events and activities are evaluated by students and changes are made to address their perceived needs.
- Opportunities for pupils are given to reflect, monitor and evaluate their progress are given both in lessons and through reviews on Personal Development Days.
- Monitoring each pupil's progress takes into account contributions made by them through activities in academy, extracurricular activities, and contributions made within the wider community – a HOLISTIC approach to monitoring is preferred and encouraged.

### **STATEMENT ON THE DELIVERY OF PSHE/SRDE**

PSHE/SRDE will be delivered according to the requirements of the National Programmes of Study at end of each Key Stage. The main aim will be that pupils reach according to their ability, the levels of understanding as stated in the National Curriculum descriptor for the end of each Key Stage.

### **CONFIDENTIALITY**

All guidelines and procedures set out in the Staff Handbook and staff policies are followed.

### **HANDLING OF CONTROVERSIAL AND SENSITIVE ISSUES**

We are required by law to cover controversial and sensitive issues. When such issues arise, we will:

- Ensure “Ground Rules” are established about expectations of behaviour towards each individual and how the issue will be dealt with
- Judge when to allow pupils to discuss issues confidentially and when to join in to offer support



- Ensure the pupils are aware of the differences between fact, opinion and belief and that they have access to balanced information and views and that they can clarify their own opinions and views
- Establish the boundaries appropriate for expressing personal views and opinions
- Use distancing techniques to avoid the risk of personalisation
- Ensure that pupils know they can leave the room (accompanied) should they find it difficult to handle a particular issue
- Provide appropriate support at the end of each lesson for any pupil troubled by an issue raised

### **SPECIFIC ISSUES - PUPILS**

#### **Specific issues regarding pupils are referred to:**

- The Tutor
- Assistant Directors
- Deputy Head Mrs. M Lanaghan

ANY CHILD PROTECTION ISSUES – INFORMATION DIRECTLY TO DESIGNATED PERSON (Mrs M Lanaghan) or DEPUTY DESIGNATED PERSON (Mrs F Collins)

### **SPECIFIC ISSUES - STAFF**

Any specific issues concerning staff members – information is to be given directly to Mrs Shepherd (Head Teacher) or a Deputy Head Teacher.

### **WITHDRAWAL OF PUPILS FROM LESSONS BY PARENTS**

Should a parent/carer exercise their right to withdraw their child from SRDE, Mrs Lanaghan will be informed and the child will be accommodated with appropriate work set for them. Parents have the right to withdraw their child without giving reasons for withdrawal. Withdrawal of pupils from lessons does not apply to the biological content of SRDE provision.

### **EXCLUSION OF PUPILS FROM LESSONS BY STAFF**

The usual procedures for Exclusion from lessons will be followed.

### **COMPLAINTS**

See “Complaints Policy”

### **DIVERSE EDUCATIONAL NEEDS**

PSHE/SRDE lessons are totally inclusive. The needs of each pupil will be addressed individually through differentiation and appropriate support offered and given.

- Suitable and realistic targets will be set for pupils of all abilities
- Awareness of the wide range of pupils' learning needs by selecting a range of suitable resources, tasks and assessments to help overcome barriers to learning
- Make constructive use of learning support staff where needed.

### **PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

- Differentiation through task and outcome for less able pupils
- Use of Buddy System in lessons to support and encourage all pupils
- Use of added vocabulary and visual stimulus within lessons
- Facilities for pupils to monitor and contribute to their own learning
- Appropriate assessment opportunities

### **OPPORTUNITIES FOR MORE ABLE AND TALENTED PUPILS**

- Extension material that provides natural progression
- Use of vocabulary
- Variety of challenging texts
- Pace and rigour to the lessons extension by thought and questioning
- Expectation of pupils to be reflective and critical of their work
- Facilities for pupils to monitor and contribute to their own learning
- Appropriate assessment opportunities

### **STAFF DEVELOPMENT**

In order to promote an effective whole academy approach to PSHE we will attempt to ensure that all staff have the confidence and understanding to support their particular contribution.

#### **We will do this by:**

- Informing staff of their role in raising pupils' levels of self-awareness and self-esteem and supporting them in that role
- Encouraging all staff to enable pupils to take more responsibility for their behaviour and learning by giving continued support and guidance
- Encouraging staff to act as facilitators in class discussions and group projects
- Promoting the importance on reflection and the need to review the learning process
- Acknowledge and share examples of good practice
- Encourage attendance to appropriate courses, presentations locally and nationally (CPD)

### **DISSEMINATION OF INFORMATION**

All information regarding PSHE/SRDE is shared via the academy website to all stakeholders.