

# St. Anthony's Girls' Catholic Academy



## PSHE / RSE Policy

Policy updated: March 2022

Policy Review: March 2023

Signed by:

*Sr. M. Josepha*

Sr. Josepha

March 2022

Chair of Governors

### **PSHE/Personal Wellbeing / RSE Policy PSHEe / RSE**

**Co-ordinator:** Mrs H Hoey **Academy Nurse:**

**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:

- PHSEe (Personal, Health, Social and Economic Education) presented in the course should be accurate and balanced.
- PSHEe 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.
- PSHEe should be taught in a way that endeavours to promote equality, encourages acceptance and diversity and emphasises the importance of both rights and responsibilities.
- RSE (Relationships and Sex 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.
- **Should parents wish to, they can voluntarily withdraw their child from lessons relating to sex education, details of how to do this, are detailed on page 15 of this policy.**

## **Key Aims:**

- PSHEe/RSE is recognised as an essential part of a young person's entitlement.
- PSHEe/RSE aims to help pupils lead confident, healthy and responsible lives as individuals and members of society locally, nationally and internationally.
- PSHEe/RSE 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.
- PSHEe/RSE gives pupils opportunities to reflect on their experiences and how they are developing.
- PSHEe/RSE aims to enable pupils to understand and manage responsibly, a wider range of relationships as they mature, and show respect for diversity of, and differences between people.
- PSHEe/RSE 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.
- PSHEe builds on pupils' own experiences. It complements work done across all areas of the curriculum, through extra-curricular activities, tutorials, educational visits and work within the local community and beyond.
- PSHE enables young people to contribute to the life of the academy, their neighborhood, communities and the wider world.

## **PSHEe/RSE 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 positive relationships and respect the differences between people.

## **The Importance of Personal Wellbeing**

### **Personal wellbeing helps young people to:**

- embrace change
- feel positive about who they are
- enjoy healthy, safe, responsible and fulfilled lives
- live life to the full

### **Through active learning opportunities pupils:**

- recognise and manage risk
- take increasing responsibility for themselves their choices and behaviours
- make positive contributions to their families, the academy 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 and discuss social and moral dilemmas they:**

- learn to deal with challenges
- accommodate diversity in all its 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

## **Context**

**The compulsory RSE framework and PSHEe Programme of Study provides a context for academy's to fulfil their legal responsibilities to promote wellbeing of pupils and provide appropriate and effective RSE.**

St Anthony's is an inner city comprehensive girls' academy. There are approximately 1383 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. Key factors include:**

- Free academy meals
- Local health issues compared to national statistics
- Unemployment
- Alcohol/Tobacco issues
- Single parents
- Mental health
- Asylum seekers/refugees /immigrant workers
- Crime/safety transport issues
- English as an additional language
- abusive/toxic relationships
- LGBTQ+ parents/siblings

**This PSHEe/RSE Policy has been developed in consultation with:**

- 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 they can develop their God given gifts and talents to achieve their 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 its 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 to provide an 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.
- All SEND are accommodated
- All SEMH (Social, Emotional and Mental Health) needs are considered.

**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
- Emotional education.

**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 age, disability, gender re-assignment, gender identity, race, religion, belief, sex and sexual orientation.

**RATIONALE**

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

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

## **DEFINITION**

PSHEe/RSE encompasses the statutory RSE framework outlined in the Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017. These are incorporated into a KS3 and KS4 curriculum along with the PSHEe requirements and aims.

The programme of study 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 and promote personal development
- encourage pupils to pursue excellence
- promote pupils individuality
- build resilience
- encourage tolerance
- foster social responsibility
- develop positive mental health and promote healthy coping strategies
- develop an understanding of the physical and mental changes young adults experience
- build self-esteem, self-worth and promote self-respect
- appreciate how our actions can impact on others and the world around us
- understand personal safety in new situations.

### **Themes:**

1. Health and Wellbeing. In these session pupils study aspects of physical and mental health.
2. Relationships. In these sessions pupils discuss issues around friendships, family relationships, working relationships and romantic relationships.
3. Living in the wider World. Pupils establish what social responsibilities they have and how they can help in their community, what responsibilities they have to the environment etc.
4. Created and Chosen by God. This links all of the above topics to the Catholic Ethos of the school and the teachings of the Catholic Church. Pupils develop an understanding of the Sanctity of Life, the importance of marriage and an appreciation for their own unique gifts, which have been bestowed on them by God. All aims are outlined in the KS 3 and KS4 PSHEe/RSE Curriculum, a copy of which can be found on the academy website.

## OBJECTIVES AND LEARNING OUTCOMES

### WE AIM TO

- Consider and include the teachings and guidance of the Catholic Church.
- Develop a whole academy approach to PSHEe/RSE, 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/gender identity.
- 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 it's community.
- Develop PSHEe/RSE in partnership with the whole academy community through regular consultation and to ensure that PSHEe/RSE 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 PSHEe/RSE
- PSHEe/RSE is taught for 1 hour per week (year 7-13) during CEIAG lessons. In addition year 7 and 8 have a half day of exclusively RSE education, year 9 have a full day. Year 10 and 11 have a 6 week rotation of one hour per week relating to RSE. Additional provision is made in assemblies and through external speakers.

### IMPLEMENTATION AND ACTIVE PSHE

We will promote PSHEe/RSE 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.**

- Assemblies
- Activities in tutor time
- Safe space group.
- Pastoral care– working towards student targets, monitoring and evaluating students progress.
- Whole academy themes – Healthy food and drink, assembly themes etc.
- Anti-bullying Policy and Practice
- 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 e.g. 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 PSHEe teacher delivers RSE.

### **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 pupils' 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
- PSHEe/RSE is taught in mixed ability groups
- RSE is taught by a specialist teacher and outside professionals in timetabled lessons.
- There is a curriculum, scheme of learning, lesson notes, PPT and lesson resources provided for a non-specialist to teach PSHEe in years 7-13
- Teaching and learning styles vary throughout.



- There are links with outside agencies in years 7-13
- There are activities that link with Work Related learning, Careers Education and Guidance (Gatsby Benchmark)
- There are facilities for online learning and the safe use of the internet is reinforced throughout the curriculum.
- Curriculum and scheme of learning is available for parents on the academy website, there are support materials available for parents on the academy website.
- Form tutors, support tutors and SLT are provided with information about aspects of PSHEe/RSE via tutor activities and Assemblies.
- Consideration of pupils who may find issues a 'trigger' is tackled by informing pupils what the next topic is each week and they can simply inform staff if they need to withdraw from that lesson.
- Lessons are planned to be fully inclusive of all pupils who are transgender/dealing with gender dysphoria or who are of a different sexual orientation.

### **THE TEACHING OF PSHEe/RSE 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 approaches
- Individual, group and whole class teaching where appropriate

### **CONTINUITY AND PROGRESSION**

PSHEe/RSE is part of the Personal Development framework within the academy.

**The delivery of PSHEe/RSE links with:**

- Member of Leadership Team with overall responsibility
- Work Related Learning Co-ordinator
- CIEAG/Careers Co-ordinator
- Key Stage Directors
- Key Stage Co-coordinators
- Tutors Years 7-13
- Pupil Support Manager
- Support Staff

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 the SENDCo, Key Stage Leaders/Directors regarding provision in this field for able and talented students.

### **CROSS CURRICULAR LINKS**

PSHEe/RSE supports the Ofsted recommendations for improvement, which form part of the Academy Improvement Plan in the promotion of:

## **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 Infections
- Chemical signals – Hormones
- Human Health – Environmental and inherited factors – Misuse of drugs

## **RE**

- Imago Dei – all created in the image and likeness of God
- Self-worth
- Self esteem
- Catholic teachings and beliefs related to marriage, conception, contraception, abortion, sex etc.
- Tolerance
- Respect

## **Business/Computing**

- Budgeting
- Gambling
- Fraud
- Online safety

## **Law**

- Law relating to drugs, tobacco, alcohol etc.
- Age limits
- British Values

## **Sociology**

- Culture
- Social Norms
- Behaviours
- Family relationships and dynamics

## **History-**

- British Values
- Morals

- Development of Human Rights Act
- Development of Equality and Civil Rights.

### **Other**

- The Academy NHS Nurse is available to discuss issues with pupils through a 'Drop In' Service. The Nurses are in school on a Wednesday Lunchtime.
- Drop In Sessions are available for students who need support with any issues raised in PSHEe/RSE. Mrs Hoey provides these.
- A Safe Space groups is supported by the Catholic Life of the School and PSHEe/RSE Co-ordinator. All pupils are welcome to attend.
- The Chaplaincy Team support pupils and provide education opportunities which link to many aims of the PSHEe/RSE Curriculum.
- CAMHS is available to pupils through a Pupil's Support Manager referral. Aspects of PSHEe will be addressed through this service
- Aspects of PSHEe 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 PSHEe/RSE

### **ROLES AND RESPONSIBILITIES**

- The Head teacher has overall responsibility for the co-ordination and development of PSHEe/RSE
- Mrs Lanaghan (Deputy Head) has overall responsibility for the broader co-ordination. Mr McDonagh (Deputy Head) is responsible for timetabling of staff. Mrs H Hoey (PSHEs/RSE Co-ordinator) is responsible for all resources and documentation.
- Staff teach PSHEe/RSE as part of CEIAG lessons and during form time.

### **ACCOMMODATION**

- PHSEe and RSE 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 across the Trust 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/PSHEe/RSE work sent home to with pupils 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 PSHEe/RSE both in the planning stages and the delivery. We aim to ensure that all visitors are:

- DBS checked
- All visitors must sign into the Academy at reception and are collected by a member of staff and are escorted to the teaching area, where they are supervised.
- 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
- All resources are vetted ahead of visits and checks are made to ensure they uphold the Catholic Ethos.

## **RESOURCES**

- Resources are developed, ordered and maintained by the PSHEe/RSE Co-ordinator.
- All resources are stored on FROG.
- There is open access to these resources for staff.
- 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 PHSEe and RSE.
- RSE resources are developed from TEN TEN, a company providing CES approved resources.

## **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 parent through formal reporting system.

## **MONITORING AND EVALUATION**

- The PSHEe/RSE programme is monitored throughout the year
- The PSHEe/RSE Scheme of Learning will continue to be evaluated, monitored and reviewed annually.
- All resources are updated annually by HH.
- 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 in all subjects and pastorally.
- Monitoring each pupil's progress takes into account contributions made by them through activities in the academy, extracurricular activities, and contributions made within the wider community – a HOLISTIC approach to monitoring is preferred and encouraged.

## **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
- Provide information about upcoming topics so pupils know when they may need an alternative provision.

## **SPECIFIC ISSUES - PUPILS**

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

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

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 Hammill (Head Teacher) or a Deputy Head Teacher in her absence.

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

Should a parent/carer exercise their right to withdraw their child from RSE, Mrs Hoey and 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.

However, there is a legal requirement that children study sex education as part of the National Curriculum for Science, the withdrawal is only from Statutory Sex Education as part of the Relationships and Sex Education Curriculum. It is also, only withdrawal from topics related to sex, not those related to relationships. If parents/carers want to remove pupils from certain lessons, the specific lessons can be discussed with Mrs Lanaghan and Mrs Hoey. In addition, if they choose to do so, a pupil can opt to take these sessions after their 15<sup>th</sup> birthday (specifically three academic terms before they turn 16.)

A withdrawal form is available to download from the RSE page on the academy website, alternatively, a copy can be sent out upon request.

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

The usual procedures for Exclusion from lessons will be followed.

## **COMPLAINTS**

See “Complaints Policy”

## **DIVERSE EDUCATIONAL NEEDS**

PSHEe/RSE lessons are fully 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 will be demonstrated 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 added vocabulary and visual stimulus within lessons
- Facilities for pupils to monitor and contribute to their own learning
- Appropriate assessment opportunities
- Teaching staff to use Edukey to stay abreast of pupil needs in their lessons.

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

- Extension material that provides natural progression
- Use of vocabulary
- Variety of challenging texts
- Pace and rigour in lessons and 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/RSE 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 of 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 PSHEe/SRE is shared via the academy website to all stakeholders.