



PSHE POLICY

We Care • We Challenge • We Commit

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Mission

Our school's Personal, Social, Health, and Economic Education (PSHE) policy, guided by our core values: We Care, We Challenge, and We Commit. At Fulwood, we recognize the importance of providing a comprehensive education that goes beyond academics. Our PSHE program is designed to equip pupils with the knowledge, skills, and attitudes necessary to navigate the challenges and opportunities they will encounter in their lives. Underpinned by our values, we aim to create a safe and inclusive learning environment where pupils can develop their personal, social, and emotional well-being. Through our PSHE policy, we demonstrate our commitment to fostering resilience, promoting empathy, and empowering our pupils to become active and responsible citizens who can positively contribute to their communities.

We Care – Being a responsible citizen in Fulwood and our wider community

We are approachable, caring and inclusive

- We **respect** one another and show kindness to all
- We make the right choices even in difficult circumstances
- We speak politely and use our manners
- We are responsible for our own physical and mental well-being and support others
- We help other pupils, teachers and other adults where we can
- We show **tolerance** for other faiths and religions and speak up for causes such as anti-bullying, equality and the environment
- We take part in charity events and volunteering in our community

We Challenge – Working together for excellence

- We challenge ourselves to be the best we can be
- We take opportunities to help each other in our studies
- We understand the need for **democracy** and take part in school campaigns, debate and events
- We take time to find out about each other and our interests
- We own up to our mistakes and accept any consequences
- We show resilience when we find tasks hard
- We use our **individual liberty** wisely and recognise that the actions of individuals and small groups can create great change
- We rise to a challenge

We Commit - Aspiring to be our best

- We are organised, efficient and set high expectations for ourselves and others
- We work hard and take pride in our work
- We have excellent attendance and punctuality
- We have the highest standards and always wear the right uniform
- We work hard in lessons and complete homework
- We participate in extra-curricular activities
- We read every day
- We follow all school **rules and the Rules of Law**

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Introduction

1. Dunstone Education Trust seeks to develop its pupils as outstanding citizens, who are ambitious for themselves in both an academic and a broader context and who understand and seek to develop the core values of We Care, We Challenge, We commit. As such, the personal and social development of children and young people is a major goal of education at Fulwood Academy.
2. Personal, Social and Health and Citizenship Education (PSHCE) is an important vehicle through which our pupils are empowered to grow in each of our core values and develop a desire to serve their community. It provides a curriculum context for the personal and social development of our pupils, facilitating personal growth through a planned educational programme. It is an important and necessary part of each and every pupil's education.
3. The process of personal and social development focuses on personal growth - the gaining of personal autonomy through the development of self-confidence, a positive self-image, and the schools values.
4. The issues that PSHCE cover are central to young people's wellbeing. These include the following:
 - Nutrition and physical activity
 - Drugs, alcohol and tobacco
 - Relationships, Sex and Health Education (RSHE)
 - Emotional health and wellbeing
 - Safety
 - Careers
 - Leadership development
 - Work-related learning
 - Personal finance
5. Our PSHCE curriculum also supports our safeguarding policies; it equips pupils with the skills they need to stay free from harm and embeds fundamental British Values and a tolerance and respect for all.
6. The provision of Active Citizenship is related to educating for democracy, equality and peace. It includes the key concepts of rights and responsibility; democracy and justice; diversity and inclusion. It will consider all of these in a local, British and global context.

Aims

7. Our PSHCE curriculum will be approached from two perspectives.

The individual

8. Firstly, from the individual's perspective, PHSE will enable our young people to:
 - Develop personal autonomy by encouraging self-awareness, self-esteem, and self-confidence
 - Acquire a sense of moral and social responsibility in line with the fundamental values of British society
 - 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

- Recognise and manage pupils' opportunities for learning, work, and leisure
- Develop awareness of personal attributes and skills, and careers opportunities that might be suited to such individual characteristics
- Understand risk and develop skills necessary to make safe and informed decisions
- Understand the difference between right and wrong and what is fair and unfair
- Develop the core characteristics of tenacity, self-respect and self-belief that inspires each individual to become the best person they can be
- Gain the skills needed 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

Relationships with others

9. Secondly, from the perspective of relationships with others, PSHCE will enable our young people to:
 - Make decisions and to understand the consequences of those decisions for themselves and others
 - Develop a wide variety of relationships with those of all backgrounds and belief systems and adopt appropriate behaviours
 - Encourage tolerance, respect and sensitivity to the needs and values of others within society and empower young people to reject all forms of discrimination and extreme ideologies
 - Understand the contribution they can make to their community and to recognise the value of their involvement, including through volunteering and other forms of responsible activity
10. Pupils should begin to develop a range of personal and social abilities and skills. These should include:
 - Competency in the skills required for everyday living
 - Listening to and appreciating others' points of view and putting forward their own clearly and appropriately
 - Taking initiatives and acting responsibly as an individual and member of the family, school, or wider community
 - Acting as a member of a democracy
11. To support the mission, vision and values of the Trust and its establishments.

Who is responsible for this policy?

12. The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to the Local Governing Body and the Principal.
13. The Local Governing Body and Senior Leadership Team has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

PSHCE Curriculum Delivery

14. High quality, evidence based and age-appropriate teaching of PSHCE will help prepare our pupils for the opportunities, responsibilities, and experiences of adult life.

15. Our curriculum will meet the requirements set out in the guidance 'Relationship Education, Relationships and Sex Education (RSE) and Health Education' (DfE 2019).
16. Fulwood will have a good understanding of pupils' faith backgrounds and there are positive relationships between the school and local faith communities which support a constructive context for the teaching of these subjects.
17. All schools may teach about faith perspectives.
18. The delivery of PSHCE (utilising guidance from the PSHE Association) and Active Citizenship will be achieved through experiential and active learning techniques, through a range of teaching approaches.
19. The development of self-confidence and self-esteem in children is best achieved by encouraging pupils to take responsibility for their own learning. Pupils will engage in decision-making, problem-solving and negotiation, and will be given opportunities to develop and practice these skills. Participation is essential to facilitate the development of knowledge, understanding and personal skills and qualities.
20. PSHCE will be delivered through allocated Personal Development lessons once per fortnight in Years 7-10. Personal Development will be delivered to Year 11 during one form session per fortnight. Teachers of Personal Development will receive appropriate training and resources to deliver to pupils.
21. Further delivery is through school events, educational visits, careers guidance, work experience, pastoral care and guidance, the assembly program, pupil voice.
22. As documented in the PSHCE curriculum framework, the PSHCE long-term plans and schemes of work will focus on:
 - Healthy body and healthy life
 - Self-awareness and careers education
 - Rights, responsibilities, and respect
 - Keeping safe (including recognising risk, resisting pressures, healthy relationships, grooming, gang culture, cultural and religious tensions, extremism, female genital mutilation, human rights, shame, and 'honour' based violence)
23. In addition to this, at Key Stage 3, pupils will gain a deep understanding of:
 - The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
 - The operation of Parliament, including voting and elections, and the role of political parties
 - The precious liberties enjoyed by the citizens of the United Kingdom
 - The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
 - The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
 - The functions and uses of money, the importance and practice of budgeting, and managing risk
24. Active Citizenship at Key Stage 4 will build on the Key Stage 3 program of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens.
25. Pupils will develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They will experience and

evaluate different ways that citizens can act together to solve problems and contribute to society. Pupils will gain a deep understanding of:

- Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
 - The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally, and beyond
 - Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
 - Local, regional, and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
 - Human rights and international law
 - The legal system in the UK, different sources of law and how the law helps society deal with complex problems
 - Diverse national, regional, religious, and ethnic identities in the United Kingdom and the need for mutual respect and understanding
 - The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
 - Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent
26. By the end of secondary school, pupils will have had the opportunity to explore different types of committed, stable relationships and understand the characteristics of positive, healthy friendships. They should know how to keep themselves safe both online and in person.
27. As with other curriculum areas, continuity and planned progression are essential in PSHCE. It is, however, very important to match the curriculum to what is known about the pupils, their developmental stage, age, needs, interests, and background. It is, therefore, essential that pupils are part of the planning and, in certain circumstances, part of the delivery team.
28. Schools will ensure that vulnerable pupils or those at risk receive the appropriate support and if necessary external agencies, with agreement from their parents.
29. PSHCE is strongest when there is communication and collaboration between school and home. Schools are committed to working with parents, as such parents can ascertain the elements of the PSHCE curriculum taught by contacting the PSHCE lead at the school.
30. At KS3, Active Citizenship will be assessed against the national standards put forward in the National Curriculum Framework for Citizenship.

Training and evaluation

31. Staff involved in the delivery of PSHCE programme will be given appropriate training, as part of their Continuing Professional Development, (CPD) to ensure that they have the necessary subject knowledge to deliver the more sensitive topics within the PSHCE programme.
32. The PSHCE co-ordinator will quality assure the delivery of PSHCE and review staff training needs accordingly.