



never give up.



ACE Tiverton

Part of the ACE Schools Multi Academy Trust

Personal, Social, Health & Citizenship Education Policy

Issue	Date	Author/Reviewer Job Role	Comments	Signed by ACE MAT Executives
1	21 st June 2019	Hannah Smart Head Teacher ACE School Tiverton	Policy adopted for opening September 2019	

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1. Introduction

- 1.1 The 2013 DfE document PSHCE Education states that Personal, social, health and economic (PSHCE) education is an important and a necessary part of all pupils' education. PSHCE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.
- 1.2 The 2014 National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHCE), drawing on good practice'.
- 1.3 PSHCE education contributes to schools' statutory duties outlined in the [Education Act 2002](#) and the [Academies Act 2010](#) to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.
- 1.4 Furthermore, the amendment to the Children and Social Work bill in 2017 will come into effect from September 2019 and this policy reflects the statutory requirement to include Personal, Social and Health Education alongside Relationships and Sex Education within the broad and balanced curriculum on offer at ACE Tiverton. Parents and carers with parental responsibility, have the right to withdraw their child from parts of sex education outside of the science curriculum however we are committed to encouraging all families to become knowledgeable about safe, healthy relationships to support their child in becoming a skilled, confident young person and adult.

2. Curriculum

- 2.1 PSHCE and citizenship is central to the development of the pupils in our school. At ACE Tiverton we aim to help students learn to recognize their own worth, work well with others and become increasingly responsible for their own learning. Pupils reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect our lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- 2.2 PSHCE involves all aspects of being alive in the world and is a key element of our Curriculum. All our termly topic titles have a PSHCE theme. All subjects and learning objectives are planned around those themes. PSHCE objectives and activities are planned from the pre 2015

National Curriculum, non-statutory guidance in PSHCE, pupils' EHC/Statement outcomes, Department for Education, LA and PSHCE Association guidance and values outlined in our Behaviour Policy.

- 2.3 During key stages 3 and 4 personal, social, health and economic education brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability. There are two new non-statutory programmes of study at key stages 3 and 4: personal wellbeing, and economic wellbeing and financial capability. The programmes of study are based on those suggested by the National PSHE Association and build on the existing frameworks and guidelines in these areas. Education for economic wellbeing and financial capability aims to equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, pupils begin to understand the nature of the world of work, the diversity and function of business and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.
- 2.4 Personal wellbeing helps young people embrace change, feel positive about who they are and 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 and make positive contributions to their families, schools and communities. As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities.

3. Rationale

- 3.1 At ACE Tiverton, PSHCE will help individuals to develop as members of our school, learning community and other groups within society. The subject concerns itself with issues of right and wrong, rights and responsibilities, fairness, rules and laws, power and authority, equality and difference, identities, democracy, conflict and co-operation.
- 3.2 PSHCE encompasses aspects of Health Education, Regulation of self and Sex and Drug Education. PSHCE helps pupils become responsible and active citizens, encouraging them to recognise their own worth, find out about their rights, responsibilities and duties, and so become a valuable member of a community within a wider society.

4. Aims

- 4.1 Our pupils will know, understand and be able to independently engage with the following concepts:

- i Of the structure and laws of society.
 - ii Of the world of work and how to behave within it.
 - iii Of his/her responsibility for self and for the environment.
 - iv That there are moral and ethical issues and attempt to make and evaluate choices related to them.
 - v Understanding of acceptable behavior, what is lawful and unlawful.
 - vi Of his/her own beliefs and values and also be aware that other people may have different beliefs and values.
 - vii Of the needs of others.
 - viii Of his/her own brain, body and their functions.
 - ix That everyone has rights over his/her own body (Sex Education).
 - x How to seek and give consent and show respect to others.
 - xi Zones of space: intimate, personal, social and how to manage ones' own and others' space.
 - xii That he/she should make healthy choices in how they live, what they eat.
- 4.2 Every child at ACE Tiverton is entitled to the same knowledge and information (see Equal Opportunities Policy). Where sensitive issues such as homosexuality, Aids, under-age sex, contraception and drug usage are raised they should be discussed individually as seems fit. Parents have the right to withdraw their child from Sex Education and should always be given the choice. Any disclosure made during discussions or lessons should be dealt with in reference to the Safeguarding Policy. A comprehensive range of materials and support services is available and should be used when appropriate.

5. Assessment

- 5.1 Teachers need to be aware of what the pupils have learnt. The pupil's work can act as a record of learning. The teacher should know if a child's progress differs markedly from that of the rest of the class. To check the progress of an individual, reference should be made to the Key Stage documentation and external qualification syllabus relevant to the age and stage of individual students' progress and learning. Assessments will be recorded 3 times a year and levels will be collated using the whole school data system.

- 5.2 Pupils do not pass or fail in this area of learning but can reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on our pupils' self-awareness and self-esteem and, as detailed in the ACE feedback policy, there are opportunities to record learning and progress in many different ways.

6. What impact do we want from PSHCE for our pupils?

- i Pupils are equipped with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.
- ii Pupils are encouraged to be enterprising.
- iii Pupils are supported in making effective transitions, positive learning and career choices, and in achieving economic wellbeing.
- iv Opportunities are provided for pupils to reflect on and clarify their own values and attitudes, and explore those of others around them. Pupils are supported in building their confidence, resilience and self-esteem.
- v Pupils can identify and manage risk, make informed choices and understand what influences their decisions.
- vi Pupils are supported to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings
- vii Pupils will develop an understanding of themselves, empathy and the ability to work with others.
- viii Pupils will be supported to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

7. How is PSHCE delivered?

7.1 As a school community, we offer learning experiences which:

- i Contain accurate and relevant knowledge.
- ii Provide 'quality not quantity'.
- iii Use pupil feedback (e.g. School Council and pupil questionnaires) and local data (e.g. Public Health) to prioritise the focus of our learning.

- iv Provide links (e.g. the health risks of using drugs with the awareness of peer pressure).
- v Respect pupils' prior learning, experience, needs and readiness.
- vi Provide opportunities to turn knowledge into personal understanding.
- vii Provide opportunities to
 - a) 'know about...'
 - b) know how to...'
 - c) 'be able to...'
- viii Provide opportunities to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- ix Provide the skills, language and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives.
- x Is inclusive and acknowledges and accommodates the diversity within our school in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability.
- xi We deliver PSHCE as part of our stranded approach to the curriculum. Within our topic and project learning curriculum, we include aspects of the curriculum that embed our students' knowledge and understanding of British values, them as individuals and members of communities.

7.2 What resources do we use to deliver PSHCE? Our PSHCE resources are chosen and checked for:

- i Inclusivity.
- ii Positive, healthy and unbiased messages.
- iii Age appropriateness.
- iv Promoting positive values.
- v Accuracy.
- vi Being up-to-date.

8. How do we use outside agencies?

8.1 Occasionally, appropriate and suitably experienced and knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHCE at ACE Tiverton.

8.2 Our 'Code of Practice' for visitors will ensure:

- i Visitors are invited into school because of the expertise or contribution they can make.
- ii All visitors are familiar with and understand the school's PSHCE policy and work within it.
- iii All input is part of a planned programme and negotiated and agreed with staff in advance.
- iv All visitors are always supervised/supported by a member of staff.
- v The input of visitors is monitored and evaluated by staff and pupils, which will be used to inform future planning.

9. Links to other policies

9.1 Other school policies contribute to the personal, social and emotional development of pupils:

1. Sex and relationships.
2. Pupil anti-bullying.
3. Drugs.
4. Child protection and safeguarding.
5. Equality and diversity.
6. Guidance for external speakers.