

### **The national context for PSHE**

The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that

- Promotes the spiritual, moral, social and cultural development of pupils at the College and of society
- Prepares pupils for the opportunities, responsibilities and experiences of adult life

'Every Child Matters' requires the outcomes for our children

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution and
- achieve economic wellbeing

If our College is a place of learning and our intention is to create independent young people it is essential that we provide the learning to enable our students to take gradual responsibility for these outcomes.

The National Curriculum has three statutory aims, for all students to become

- **Successful learners**
- **Confident individuals and**
- **Responsible citizens**

The provision of a comprehensive, developmental PSHE programme, supported by a curriculum that provides opportunities for personal and social development, set within a 'healthy school' that models supportive behaviours and offers opportunities for young people to practice personal and social skills and make real decisions about their lifestyle is central to our school's response to these requirements.

### **The purpose and school context for PSHE**

PSHE, together with Citizenship, is central to the development of the students in our College. The planned programme is designed to help students to deal with the difficult moral, social and health related issues that arise in their lives and in society. It also helps students to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. The provision of a comprehensive PSHE programme is central to achieving our College's own aims and objectives. PSHE provides learning that makes an essential contribution to

- Reducing or removing barriers to learning by providing learning that promote positive relationships and thus supports young people in reaching their full potential
- Developing the key concepts, language, skills, strategies and understanding that enable young people to make positive lifestyle choices now and in their future
- Developing the key concepts and skills that both support and transcend academic learning and that are essential to employability in a rapidly changing global economy

The values and ethos of the school will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE.

It is the planned provision through which we promote both the present and future personal and economic wellbeing of our young people. The PSHE programme is embedded within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The College provides opportunities for young people to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

The PSHE programme is taught within a safe and supportive learning environment where young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The purpose of each lesson is made clear and learning experiences meet the needs of all the young people in the class. The programme offers a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.

Young people are encouraged to take responsibility for their own learning and to record their own progress in a scrapbook / journal. PSHE encourages young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and do from one subject to another, and from College to their lives in the wider community.

As far as is appropriate, pupils with special educational needs follow the same PSHE programme as all other pupils. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. We believe that the aspects of personal and social development are of equal importance to and underpin academic achievement.

#### **During key stage 4 /5**

Personal, social, health and economic education bring together

- Mental health awareness
- work-related learning
- careers
- enterprise
- drug and alcohol education ( separate policy )
- sexual health and relationship education ( separate policy )
- financial capability
- promotion of British Values
- prevention of extremism ( incorporated policy )

#### **Incorporating the Promotion of Fundamental British Values**

##### **Background**

As of November 2014 the government published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

##### **Aims**

This policy sets out the ways in which St Albans Independent College encourages pupils to develop their understanding of the four key areas defined by DfE as British values, through the curriculum, extra curricular and other opportunities.

##### **Ethos**

At this College we ensure that through our vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Senior Leadership team also ensure that this ethos is reflected and implemented effectively through school policy and practice and that there are safeguarding policies in place to safeguard and promote pupils' welfare. We have a duty to prepare our pupils for life in modern Britain and to keep

them safe. Everyone at this College has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

## Definitions

Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process
- The rule of law: Respect for the basis on which the law is made and applies in England
- Individual liberty: Support and respect for the liberties of all within the law
- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

## Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are accepting of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the College's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Some examples of ways in which we are actively promoting British Values:

### Democracy:

- Formulate and agree a set of 'class rules' at the beginning of each year, within the confines of the broader College rules and expectations. .
- Allow the students' voice to be heard. We ask for their views.
- Discuss democracy within lessons and tutorials.
- Carry out debates in PHSE to encourage free speech and allow students to listen to and consider others points of view.

### The Rule of Law/ Individual Liberty:

- Have a clear, consistent behaviour policy (based upon positive rewards) which is consistently applied throughout the school.
- Elect peer mediators to help children to reflect on, and find solutions to problems.
- Provide opportunities for children to reflect about positive and negative behaviour.
- Give considerable time to individual pupils who require additional support to understand roles, rules and responsibilities.
- Encourage visits from external agencies to talk to the College.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching.
- Students are encouraged to understand responsibility in school in terms of behaviour and attitude to learning.
- Justice and fairness are key principles within our College.
- Pupils are taught how to be safe and how to act safely. This is given an additional emphasis during anti-bullying week.

### Mutual Respect:

Respect and Responsibility are key values which permeate all aspects of school life. They determine the way in which we support and care for each other, for the community and for the environment. At St Albans Independent College the students learn respect through;

- The promotion of positive relationships.
- The modelling of positive relationships by all adults working in College.
- The PHSEE curriculum which teaches that behaviour has an effect upon those around them and upon their own rights. Such ideas will also occur in many other curriculum area, such as the study of conflict in History, global impact of personal life styles on the environment in Geography and the Sciences, etc. ).
- The positive reward system developed to promote respect.
- Learning to get along with their peers on educational visits and events.
- Welcoming and peer mentoring of new students that enter the College from many cultures and countries around the world. Tolerance of those of different Faiths and Beliefs: tolerance is promoted in our school through:

- The stated aims and values of the school.
- The PHSEE curriculum..
- The Modern Foreign Languages curriculum, including European and Language days, Educational visits to places of religious worship and of cultural significance.
- Festival study and celebration.
- Work on prejudice-based bullying during anti-bullying week.
- Using world events as opportunities to positively reinforce life and culture in other countries.
- A non-negotiable approach towards the expression of views contrary to our agreed set of values.

### **Assessment, recording and reporting**

As with any learning, the assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme. Pupils do not pass or fail within this area, but have the opportunity to 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 young people's self-awareness and self-esteem and there are opportunities to record learning and progress in different ways. Our key method of recording is through our learning scrapbook which acts as a reflection of students thoughts, feelings and learning; providing ownership over what and how the class evidences their understanding.