



# GREAT SANKEY HIGH SCHOOL

Personal Development Policy

January 2017

Senior Leader Responsible: Mr Paul Masher

Date of approval by Governors: December 2016

Next review date: December 2017



## Great Sankey High School Mission Statement

The Great Sankey learning community provides excellent teaching and learning with passion and purpose, based on core values, devised with our students. Working in a warm and welcoming, yet purposeful environment, our mission is for everyone to be happy and inspired by their school experience. We empower students to harness their own creativity, to raise their aspirations and to achieve their potential. Working together, they gain confidence and pride to take their place in our community.



<b>Great Sankey High School Values</b>	<b>How this policy addresses these values</b>
Achievement is for all: be inspired by your school experience.	<i>All our students are encouraged to take part in a wide range of activities and experiences, across and beyond the curriculum; contributing fully to their development, the life of the school and also the wider community. In doing so, students are inspired to recognise their own worth whilst developing a sense of their own identity. (Page 5)</i>
Enjoyment for all: be happy and encouraged to participate.	<i>Young people's confidence and self-esteem is strengthened if they feel that their views have been taken into consideration in relation to their school experience. (Page 9)</i>
Well-being: feel safe, be supported and have a champion.	<i>We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by signposting the support services available within school as well as any relevant external agencies. (Page 9)</i>
Personalised Learning: receive regular feedback on your progress and next-steps guidance.	<i>We recognise the importance that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Our teachers and students both need to know that what has been taught has been learned, and that learning is progressing. (Page 9)</i>
High Standards and Expectations: seek challenging, meaningful and manageable learning.	<i>At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence. (Page 5)</i>
A pride and place in our community: take responsibility and act as role models and good citizens.	<i>Our Personal Development programme is designed to help students gain the skills, knowledge and understanding they need to lead healthy, independent lives and to become informed, active and responsible citizens. (Page 5)</i>
Life-long learning: have guided future pathways and develop independence and wider employment skills.	<i>...develop their own inter-personal skills and attitudes they need to become more rounded, confident adults - qualities that colleges, universities and employers are attracted to. We believe we are investing in our students and empowering them to set the tone for a lifetime of achievement... (Page 8)</i>
Mutual respect: be polite, tolerant of others and celebrate diversity.	<i>We place Personal Development at the heart of our vision &amp; values, whilst also upholding our British values as members of the global community; promoting equalities, preventing and tackling discrimination and bullying, cultural awareness, preparing our students positively for life in modern Britain (Page 8)</i>
Confidence: develop resilience, self-belief and aspiration.	<i>Students are able to apply the skills developed within the Citizenship and SMSC elements of their PSHE programme and develop their own inter-personal skills and attitudes they need to become more rounded, confident and resilient individuals (Page 8)</i>
Shared vision: have a voice and access to leadership opportunities.	<i>Young people's confidence and self-esteem is strengthened if they feel that their views have been taken into consideration in relation to their school experience. We work in collaboration with our students via our Student Voice programme and respond to their feedback to best support them as individuals and, as a collective body, our whole school development. (Page 9)</i>

## **Rationale:**

Our school vision and ethos is strongly supported through, and embedded in, our whole-school approach to the delivery of our Personal Development programme. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

Our Personal Development programme refers to the curriculum and provision in place at Great Sankey High School. It is more commonly referred to as 'Personal, Social, Health and Economic Education' (PSHE). Our Personal Development programme is designed to help students gain the skills, knowledge and understanding they need to lead healthy, independent lives and to become informed, active and responsible citizens. It embraces the following strands as a stand-alone curriculum area, whilst also supporting the coverage of these strands across the wider curriculum spectrum;

- Sex & Relationships Education (SRE),
- Drugs Education,
- Social, Moral, Spiritual & Cultural development (SMSC)
- Careers Information, Advice and Guidance (CIAG) and Enterprise learning
- Citizenship,
- Safeguarding,
- Duke of Edinburgh

There is an increasing concern about promoting social inclusion and reducing health inequalities, with particular concerns generally in society about children and young people's mental health; alcohol and substance abuse; rates of teenage pregnancy; sexually transmitted infections; bullying in schools; safeguarding; terrorism & radicalisation and improving school standards. We have a clear role to play in addressing these concerns and our inclusive whole school approach to Personal Development (PD) contributes to the promotion of our students' health and well-being alongside school improvement.

All our students are encouraged to take part in a wide range of activities and experiences, across and beyond the curriculum; contributing fully to their development, the life of the school and also the wider community. In doing so, students are inspired to recognise their own worth whilst developing a sense of their own identity, alongside the ability to respect and work with others, which enables them to successfully take their place and contribute positively in our community. Our students are encouraged to reflect on their experiences and to recognise how they are developing personally and socially, addressing the spiritual social, moral and cultural issues that form an intrinsic part of being a member of modern Britain.

### **Personal, social, health and economic education (PSHE)**

Our PSHE programme promotes our students' personal, social and emotional development, as well as their health and wellbeing. It provides the knowledge, skills and attributes young people need to lead healthy, safe, responsible and fulfilled lives.

PSHE education is a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

In addition to the national curriculum framework, the Department for Education guidance states that the subject is '*an important and necessary part of all pupils' education*' and that '*schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.*'

We have a duty in relation to promoting students' well-being and student safeguarding (Children Act 2004) and community cohesion (Education Act 2006). Paragraph 41 of statutory guidance on Keeping Children Safe in Education,

the Department for Education states that '*schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE...*'

Relevant issues which may be covered in PSHE education include: child sexual exploitation and other forms of abuse, sharing of sexual images, the impact of online pornography on pupils, the dangers of extremism and radicalisation.

The Equality Act 2010 also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help Great Sankey High School to fulfil this duty.

### **Sex and Relationships Education (SRE)**

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It occurs both within PSHE lessons / events, as well as other parts of the curriculum (e.g. Science, RS or English). It is not about the promotion of sexual orientation or sexual activity, but rather the promotion of mature, healthy, respectful choices based on informed understanding. Please see our separate SRE policy for further information.

### **Drugs Education**

Through the education of drugs and illegal substances we aim to develop our students' knowledge of legal and illegal substances, as well as exploring personal and social attitudes to drugs. It is not about the promotion of drugs, but rather the promotion of mature, healthy, respectful choices based on informed understanding.

### **Citizenship & Social, Moral, Spiritual & Cultural development (SMSC)**

Through the formation of effective relationships throughout our school, and as part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in our students and promote the fundamental British values in our school community.

By providing a wide range of activities in and beyond the classroom, we support our students to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, in order to become active and responsible citizens. We recognise that our school vision is crucial to this learning and our values are at the heart of our whole-school development.

#### **The Social development of our students is shown by their:**

- use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including; volunteering, charity work, co-operating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

#### **The Moral development of our students is shown by their:**

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

#### **The Spiritual development of our students is shown by their:**

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The Cultural development of our students is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

**CIAG**

A young person's career is their pathway through learning and work. All young people need a programme of activities to help them make their 14-19 choices and be able to manage their careers in a complex and changing world.

Schools have a duty to provide careers Education in Years 8-13 as part of a rounded education and to give students' access to Information, Advice and Guidance.

Great Sankey High School is committed to providing a planned programme of careers information, advice and guidance for all students in Years 7-13, and to providing Information, Advice and Guidance in partnership with external agencies wherever possible.

**Safeguarding**

Safeguarding in schools is more than simply keeping students safe in school. It is our duty to do everything we can to best equip our students to keep themselves, and those around them, safe in school, outside school and in the future. Our PSHE programme provides the context for this learning, as part of our whole school approach and contribute to safeguarding by completing work on themes such as:

- Teaching students about healthy relationships and helping them recognise unhealthy relationships
- Helping students recognise inappropriate behaviour towards them or others and how to access support
- Raising students' awareness of abuse, gender-related and gang violence
- Addressing gender and sexuality based stereotypes and challenging the negative attitudes which lead to violence and abuse
- Teaching the language, skills and strategies that enable students to tackle and mitigate risks to their (or others') physical or emotional safety, including bullying, unhealthy relationships, sexual exploitation (CSE), gangs, extremism, radicalisation, drug and alcohol use and other risky behaviours
- Teaching the knowledge, understanding and skills students need to keep safe online
- Broadening students' understanding of concepts such as consent, equality, discrimination, power and exploitation as part of a broader curriculum
- Helping students to support and seek help for friends who are in unsafe situations
- Helping students to see how their own behaviour can at times put others at risk.
- Supporting the development of personal attributes such as self-esteem, resilience and self-confidence and skills such as managing risk and decision making.
- Upholding our fundamental British Values as a community and understanding the negative effects of extremism and radicalisation.

## **Duke of Edinburgh's Award (DofE)**

We offer a number of programmes to students to complete the DofE award, including an offer for all Year 9 students to access the Bronze award as part of their core PE lessons and in conjunction with the Yr9 PSHE programme.

We believe that the benefits of achieving a DofE Award at any level are endless. Students are able to apply the skills developed within the Citizenship and SMSC elements of their PSHE programme and develop their own inter-personal skills and attitudes they need to become more rounded, confident and resilient individuals - qualities that colleges, universities and employers are attracted to. We believe we are investing in our students and empowering them to set the tone for a lifetime of achievement by developing the following valuable skills;

- Self-belief Self-confidence
- A sense of identity Initiative
- A sense of responsibility
- A real awareness of individual strengths
- New talents and abilities
- The ability to plan and use time
- The ability to learn from and give to others in the community
- New friendships
- Problem solving, presentation and communication skills
- Leadership and team-work skills

### **Aims and Objectives:**

We place Personal Development at the heart of our vision & values, whilst also upholding our British values as members of the global community; promoting equalities, preventing and tackling discrimination and bullying, cultural awareness, preparing our students positively for life in modern Britain, challenging extremism and radicalisation, helping pupils to keep themselves healthy and safe, and providing effective and impartial careers information, education, advice and guidance. All issues that are central to effective PSHE and Citizenship education and making a strong contribution to each students' SMSC and overall personal development.

In order to uphold our vision & values, we will;

- Provide students with the opportunity to increase their knowledge and understanding, and be better able to make informed decisions.
- Provide programmes of study which recognises the growing needs of our students so they can develop the skills and knowledge necessary for responsible self-discipline.
- Provide students with the opportunities for "self-analysis", particularly in a complex society of cultural and moral diversity.
- Foster in students a respect for self and others, to understand the pressures imposed by a large community and to develop a caring community to which all members have a sense of belonging.

In order to achieve this we will:

- Have a strong school leadership team that places a high value on the role of Personal Development & PSHE Education to our school's well-being and development, as individuals and collectively as a school community.
- Have a whole school approach to Personal Development & PSHE Education that recognises the importance of students receiving consistent messages about key aspects of health and well-being.
- Have a planned and balanced delivery of PSHE Education that is well resourced
- Give students a voice through our Student Voice programme & Student Leadership Team, alongside questionnaires / student voice activities across Curriculum & Pastoral areas.
- Develop and encourage partnerships with parents, carers and our local community
- Work with student support services and external providers to bring additional expertise to the curriculum

Our programme will enable students to develop:

- Communication skills, such as putting forward a point of view and listening to others,
- Decision making so that they can make sensible choices based on relevant information.
- The ability to make moral judgments about what to do in actual situation and put these judgments into practice.
- Interpersonal skills so that they can manage relationships confidently and effectively.
- Assertiveness and self-confidence.
- The ability to act responsibly as an individual member of various groups.

### **Roles and Responsibilities:**

Our student PSHE entitlement is delivered through a combination of timetabled lessons led by trained staff, who deliver a structured programme of work, and external providers where appropriate. As well as timetabled delivery, we also deliver Personal Development activity days and shorter off timetabled events. Furthermore, the curriculum entitlement is delivered through cross-curricular themes, curriculum lessons, assemblies, themed weeks, guidance and support systems, targeted projects, House / Whole-School charity work and other extra-curricular events that enrich student development.

### **Approaches to teaching and learning**

Everyone learns in different ways and has different learning styles, but all learn best when we feel safe and affirmed, as well as motivated and actively involved. Our school promotes the use of a range of teaching and learning styles such as:

- Group work – a key opportunity to practice social development
- Active learning – doing, reflecting, learning and applying
- Working independently – reflecting on personal needs and goals

Our teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by signposting the support services available within school as well as any relevant external agencies.

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

As with any other subject, assessment in PSHE education focuses primarily on the learning. PSHE education alone is not, and cannot be, responsible for students' future lifestyle choices.

We recognise the importance that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Our teachers and students both need to know that what has been taught has been learned, and that learning is progressing.

In order to monitor the learning that has taken place, assessment within PSHE Education consists of both summative and formative assessment.

The three types of assessment which can be utilised to assess the learning in PSHE Education and used in our school are:

- Student self – assessment: check-lists, WWW/EBI,
- Peer group assessment: oral feedback, presentations
- Teacher assessment: baseline assessments, teacher observations, reviewing written work, end of unit tasks/tests

### **Parental involvement**

We believe that the partnership between school and parents is the key to success. We are committed to working with parents and carers, and they are welcome to contact the school / PSHE co-ordinator to discuss concerns or arrange a personal meeting to discuss any issues relating to the PSHE curriculum.

Parents can access guidance and materials from school to further explore topics with their children and details surrounding the PSHE curriculum frameworks at any time via the school web site.

Legislation states that '*parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum*'. We will communicate this information to parents about their right to withdraw their children before the delivery of such topics and support any parental decisions made.

### **Student involvement**

Young people's confidence and self-esteem is strengthened if they feel that their views have been taken into consideration in relation to their school experience. We work in collaboration with our students via our Student Voice programme and respond to their feedback to best support them as individuals and, as a collective body, our whole school development. Using our Student Leadership Team, alongside other student feedback, we were able to respond to the needs of the student body and devise a PSHE programme which best supports their progress throughout education and beyond. Students also actively take part in lessons, outside activities, work related placements and workshops to develop all aspects of the PSHE curriculum.

### **Use of external agencies**

Any individuals used are vetted as per our school safeguarding procedures. We appropriately use a wide range of professionals from external agencies to support PSHE Education (including SRE) where we feel they add value to the provision, such as; voluntary, statutory and commercial agencies, who come into schools to support the development and delivery of PSHE & SRE. This could include;

- school nurses,
- youth workers,
- peer educators,
- local authority advisors,
- consultants,
- members of a faith or community group,
- Theatre-in-education companies.

### **Conclusion**

This policy recognises the fact that a student's personal development is as equally important as academic progress and should be as carefully planned as their academic studies and that a planned PSHE programme will enhance the learning process. The personal and social development of an individual is a continuous process throughout life and we aim to provide each individual with the experience and information to encourage that process.

- The PSHE co-ordinator and SLT lead are responsible for training, resources, monitoring and strategic direction of PSHE.
- The form tutor is responsible for planning and delivering PSHE lessons.
- The PSHE co-ordinator and Heads of House are responsible for monitoring the quality of PSHE delivery.
- The programme will be spiral in nature to all students the opportunities to analyse, reflect, speculate, discuss and develop values and attitudes as well as the acquisition of factual knowledge.

In addition to this policy there are detailed policy statements on:

- a) Sex and Relationship Education
- b) Careers Education and Guidance
- c) Safeguarding
- d) Equality