



The **co-operative**
academy of Manchester

PERSONAL, SOCIAL,
HEALTH AND EDUCATION
POLICY



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Aims

The Co-operative Academy recognises and values the benefits that the Personal, Social, Health and Education (PSHE) programme offers its students.

This programme is linked with the compulsory section of citizenship and collectively they offer a broad scope of subjects. The Co-operative Academy will offer learning opportunities that will enable students to be taught the knowledge, skills and understanding they need to take responsibility for themselves, show and offer respect to others and develop their confidence and self awareness. This will enable them to be more informed when making decisions and more able to cope with the challenges life brings.

This will enable them to be more informed when making decisions and more able to respond appropriately to all aspects of life, in order to be accountable and positive citizens.

The Organisation of PSHE

The co-ordinator will ensure that all learning tutors are given current information on any changes to the PSHE curriculum and will be the catalyst for whole academy awareness raising campaigns.

The Co-operative Academy will recognise festivals/events/charity organisations/days of celebration which promote and improve children's knowledge of the PSHE curriculum and ensure that they become active and tolerant citizens of society. This will be incorporated in annual planning of weekly assemblies, flexible learning days and extended tutor, throughout the academic year.

The Co-operative Academy will recognise current global and local issues within the media and incorporate these into form time activities. Children will be given opportunity to read, discuss and debate current events through such media articles.

The Careers Education, Information, Advice and Guidance (CEIAG) programme will be overseen and supported by the Information Advice & Guidance (IAG) adviser and academy staff. It will provide opportunities for students to research discuss and gain information on career choices, to enable them to make informed career choices for the future. Careers evenings will be held annually for years 9, 10 and 11 and Post 16. Appropriate reading materials will be provided and individual IAG appointments will be offered to all students from YR9-Post 16.

The Co-operative Academy recognises the importance and value of parents/carers and family in helping their children to develop and make responsible decisions for themselves based on informed choices. This will be reflected in the delivery of the PSHE curriculum.



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The Co-operative Academy's PSHE lessons will be underpinned by the schools values and by the five 'Every Child Matters' outcomes:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well being

For writing and developing the PSHE framework to include statutory requirements.

The Academy will follow the new PSHE curriculum at Key Stages 3 and 4 as outlined in the QCA National Curriculum guidance. (See the National Curriculum Online – PSHE)



The Key Stage 3 Curriculum

This is delivered on 6 Flexible Learning Days throughout the academic year. This will also be integrated through cross - curricular studies.

During Key Stage 3 students learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power. They become more self-aware, and are capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages. They build on the experience, confidence and competence they developed in Key Stage 2, learning new skills to help them make decisions and play an active part in their personal and social life. They learn how to plan and manage choices for their courses and career. They continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and feelings. They also learn to cope with changing relationships and understand how these can affect their health and well-being. They make the most of new opportunities to take part in the life of the Academy and its communities.

Developing confidence and responsibility and making the most of their abilities

1) Students will be taught to:

- Reflect on and assess their strengths in relation to personality, work and leisure
- Respect the differences between people as they develop their own sense of identity
- Recognise how others see them, and be able to give and receive constructive feedback and praise
- Recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations
- Relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at Key Stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work
- Plan realistic targets for Key Stage 4, seeking out information and asking for help with career plans
- What influences how we spend or save money and how to become competent at managing personal money
- Staff are well informed to enable students to overcome social barriers caused by deprivation.



Developing a healthy, safer lifestyle

2) Students will be taught:

- to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- how to keep healthy and what influences health, including the media
- that good relationships and an appropriate balance between work, leisure and exercise can promote mental and physical health
- basic facts and laws, including Academy rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs
- in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- to recognise when pressure from others threatens their personal safety (including e-safety) and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help
- basic emergency aid procedures and where to get help and support

Developing good relationships and respecting the differences between people

3) Students should be taught:

- about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively
- how to empathise with people different from themselves
- about the nature of friendship and how to make and keep friends
- to recognise some of the cultural norms in society, including the range of lifestyles and relationships
- the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- about the role and importance of marriage in family relationships
- about the role and feelings of parents and carers and the value of family life
- to recognise that goodwill is essential to positive and constructive relationships
- to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises



- to resist pressure to do wrong, to recognise when others need help and how to support them
- to communicate confidently with their peers and adults

During this Key Stage, students will be taught the knowledge, skills and understanding through opportunities to:

- take responsibility (for example, for carrying out tasks and meeting deadlines such as taking assembly, running the Academy extra-curricular clubs)
- feel positive about themselves (for example, by taking part in a public performance)
- participate (for example, in developing and putting into practice Academy policies about anti-bullying; in an action research project designed to reduce crime and improve personal safety in their neighbourhood)
- make real choices and decisions (for example, about options for their future, based on their own research and career portfolios)
- meet and work with people (for example, people who can give them reliable information about health and safety issues, such as school nurses, community drug awareness workers)
- consider social and moral dilemmas (for example, how the choices they make as consumers affect other people's economies and environments)
- find information and advice (for example, about the risks of early sexual activity, drug misuse, for ensuring a healthy lifestyle safe)
- prepare for change (for example, by anticipating problems caused by changing family relationships and friendships, and by preparing for new styles of learning at Key Stage 4)
- Awareness of other cultures and diversity within the academy and local community.

The Key Stage 4 Curriculum

This is delivered on 6 Flexible Learning Days throughout the academic year.

During Key Stage 4 students use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take new and more adult roles in the Academy and the wider community. They develop the self-awareness and confidence needed for adult life, further learning and work. They have opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them. They develop their ability to weigh up alternative courses of action for health and well-being. They gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions.



They learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek advice about these and other personal issues. They learn to respect the views, needs and rights of people of all ages.

Developing confidence and responsibility and making the most of their abilities

1) Students will be taught:

- to be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals
- to have a sense of their own identity and present themselves confidently in a range of situations
- to be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience
- to recognise influences, pressures and sources of help and respond to them appropriately
- to use a range of financial tools and services, including budgeting and saving, in managing personal money
- about the options open to them post-16, including employment and continuing education and training, and about their financial implications
- to use the community to help them choose their next steps, negotiate and plan their post-16 choices with parents/carers and others, develop career management skills, and prepare and put into practice personal action plans

Developing a healthy, safer lifestyle

2) Students will be taught:

- to think about the alternatives and long- and short-term consequences when making decisions about personal health
- to be resilient in order to resist unhelpful pressure
- the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and ensure the wellbeing of students' self-esteem
- educate students on the link between healthy lifestyles and self-esteem
- educate students on different forms of contraception and where to get advice in order to inform future choices
- how to and where to seek professional advice confidentially and find information about health



- To recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic first aid procedures.

Developing good relationships and respecting the differences between people

3) Students will be taught:

- about the diversity of different ethnic groups and the power of prejudice
- to be aware of exploitation in relationships
- To understand how to challenge and report prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support
- to work cooperatively with a range of different people from different backgrounds and cultures.
- to be able to talk about relationships and feelings
- to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- about the nature and importance of marriage for family life and bringing up children
- about the role and responsibilities of a parent, and the qualities of good parenting and its value to family life
- about the impact of the breakdown of relationships on families and how to adapt to changing circumstances
- to know about the statutory and voluntary organisations that support relationships in crisis
- to develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities

During this Key Stage, students will be taught the knowledge, skills and understanding through opportunities to:

- take responsibility (for example, by representing the Academy to visitors and at outside events) and support in preparing them to be positive and accountable
- support students to have a positive mind-set for their own wellbeing (for example, by gaining recognition for the role they play in Academy life, such as organising activities for younger students or working in a resource centre)
- participate (for example, in an initiative to improve their local community or in challenging activities involving physical performance, public performance or organised events outside the Academy)
- make real choices and decisions (for example, about their priorities, plans and use of time and/or about their choices post-16, with regular review and support)



- meet and work with people (for example, through activities such as work experience and industry days or through having an employer as a mentor)
- develop relationships (for example, by discussing relationships in single and mixed sex groups)
- consider social and moral dilemmas (for example, young parenthood, genetic engineering, attitudes to the law)
- find information and provide advice (for example, by providing peer support services to other students)
- prepare for change (for example, in relation to progression to further education and training)

Delivering the PSHE Curriculum

The Co-operative Academy recognises its role in delivering these programmes and will be sensitive to the content and style of delivery. It will at all times ensure that appropriate teaching practices relating to age, ability and cultural identity of the students are implemented.

The Co-operative Academy will hold discussions with those parents/guardians who feel that the subject matter is inappropriate for their child and will explore other alternatives that enable age appropriate learning and teaching to take place.

The Co-operative Academy will follow the statutory requirements for sex and relationship education (SRE), drug education and careers education and guidance. It is intended that curriculum/classroom based teaching and Flexible learning morning sessions will complement this learning, helping to reinforce the notion of making positive choices.

The Co-operative Academy will ensure that students receive PSHE teaching regardless of their ability, through flexible learning days and extended tutors. The Co-operative Academy will create Individual Education Plans (IEP) to ensure that learning opportunities are matched to the individual need of the student and appropriate support is provided.

to learn and all subjects will be underpinned by PSHE. This enables the students to relate their educational experience with their life and the lives of others as well as recognise the correlation between them. Areas of the PSHE schemes of work will be delivered through flexible learning days delivered through the academic year.

The Co-operative Academy will work closely with other partner agencies and organisations to reinforce the key concepts and to access specialist expertise that will enhance and support consistency of delivery in the PSHE programmes.



Assessment of Progress

The Co-operative Academy will use a range of methods to assess and report on the student's progress and development in PSHE. These are:

- Recognition of achievement and personal progress within the curriculum
- Faculty Accountability structure
- End of year and end of Key Stage 3 assessments
- OfSTED inspections
- Peer and self-evaluation and discussion
- Reporting annually to parents/carers

The Co-operative Academy will also assess the students' learning in PSHE by making informal judgements of their level of understanding as they observe them during lessons and in their individual and group contributions to Academy life. The achievement of each student will be reported to parents/carers each year in their annual report. The Co-operative Academy will not have formal examinations in PSHE and as such the assessments made on achievements will be positive and reflect the student's individual development and

Confidentiality

The subject matter involved in supporting the social and emotional aspects of learning relates in a specific way to the individual. When discussing feelings and the circumstances that give rise to them, it is inevitable that some students will find areas of the work challenging and distressing for a range of reasons. Learning Tutors and other adults need to be sensitive to the individual circumstances of the students in their care. The Academy uses the opportunities available to talk through any issues that arise, or might arise, in response to the materials, with colleagues or other professionals where appropriate.

We aim for all adults involved with students to be aware of school protocols with regards to disclosure and they should refer to the Academy's Child Protection Policy and Confidentiality Policy where appropriate.

understanding of the subject throughout the year.

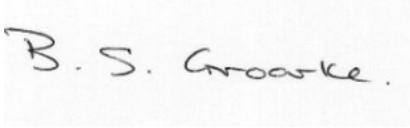


Reference to other policies

- Behaviour Policy
- Anti-Bullying Policy
- Sex and Relationships Education Policy
- Equal Opportunities Policy
- Child protection Policy
- Citizenship Policy

Monitoring, Evaluation and Review

The Trust Board will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Adopted by the Co-operative Academy on	12th December 2017
Chair of Governors	
Principal	
Review date	November 2019