

Date of review: May 2022

Date of next review: May 2023

Responsible person: PSHE Co-ordinator

PSHE Education Policy

1. Aims and Objectives

1.1 Personal, social, health and economic education is a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities. Effective PSHE education is intended to help equip our students with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

1.2 The Boulevard Academy's overarching aims and objectives for its students are to provide a broad and balanced curriculum that promotes the physical, moral, social, spiritual and cultural development of our students and to prepare students for the opportunities and responsibilities of adult life:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- respect for others;
- develop an understanding of what is socially acceptable behaviour and learn to apply it in their school and everyday life;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence, self-esteem and self-worth, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school, the wider community, respecting and celebrating differences between people.

2. Equality and Diversity

2.1 At The Boulevard Academy we aim as part our PSHE programme and within Personal Development lessons to promote equality and tackle any form of discrimination. Within PSHE we actively promote harmonious relations in all areas of our student's life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

2.2 To achieve these aims in regards to Equality and Diversity we as an Academy do the following:

- produce and adhere to relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community through the Academy's website.

- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to students 'diverse needs and overcome any potential barriers to learning; the use of ILPs, IEPs and learning mentors
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others.

3. Key Principles and Teaching Methodologies

3.1 The programme for Personal Development will be taught through a range of teaching methods, and learning styles. We place an emphasis on individualised learning and active learning by including the students in discussions, investigations and problem-solving activities. We encourage our students to part in a range of practical activities within Personal Development lesson and across the Academy e.g. charity fundraising, Enterprise activities or assemblies.

3.2 We will ensure learning 'starts from where students are' by using the first lesson for each half term/new module on what students prior understanding is for example with the use of 'before and after' activities or use students as expert learners.

3.3 We will ensure that sessions, including those on risky behaviours, remain positive in tone by showing students that the majority of young people make positive, healthy lifestyle choices.

3.4 As part of the Academy's PSHE programme it is important that students are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

- We ensure cross-curricular learning by the promotion of Literacy and Numeracy within Personal Development lessons.
- Topics taught within Personal Development coincide with what students are currently or will be learning that Academic year within different subjects.
- Assembly themes for each year cohort within the Academy run parallel to what students are learning that half term within their Personal Development lessons.

4. What topics will be covered within PSHE?

4.1 The PSHE curriculum across the Transition and Achievement Phase embeds the following three core themes (©PSHE Association 2013) and its most recent update (January 2017):

- Health and wellbeing
- Relationships
- Living in the Wider World

4.2 The Academy has collaboratively worked with numerous specialist agencies to support the deliverance of the PSHE programme across the Academy. As present the Academy is working with the following agencies:

- The Academy is currently a HEADSTART school in order to promote and support student's emotional well-being and resilience.


- Continued partnership with Cornerhouse for the SRE element for the Academy's PSHE curriculum.
- In addition to use the support from Refresh for Health and Well-being theme of PSHE curriculum.

4.3 We at the Academy deliver our programme of PSHE across Key Stage Three and Key Stage Four Phases through students tutor time, PSHE lessons, assemblies and whole PSHE days *for example Year 8 Money Management day (partnership with NATWEST banking), Year 9 'Keep Safe Day'*.

5. Assessment and recording

5.1 We assess students' learning through a continuum of assessment for learning (AfL) and within Personal Development lessons. The different assessment opportunities to check on student's progress, help with future planning and to further support students' individual needs. These are:

- Reflective diaries
- Self-reflection stickers
- 'Before and after' activities
- Self-assessment
- Peer assessment
- Quizzes
- Questioning
- Ongoing observations
- Questionnaires and surveys

I CAN...	Working towards	Working at	Working beyond														
Identify different types of relationships you can have?																	
Know the difference between a toxic and genuine relationship.																	
Why are relationships important?																	
Why is it important to have a good friendship?																	
What is romance?																	
What is appropriate and not appropriate in a romantic relationship?																	
How has the role of a family changed in the last 75 years?																	
Teacher feedback and next steps 	<table border="1"> <tr> <td>In this unit have you been:</td> <td>Self-assess (1= no progress, 2 = some improvement, 3 = excellent improvement)</td> </tr> <tr> <td>Creative thinker</td> <td></td> </tr> <tr> <td>Effective thinker</td> <td></td> </tr> <tr> <td>Independent Enquirer</td> <td></td> </tr> <tr> <td>Reflective learner</td> <td></td> </tr> <tr> <td>Self-manager</td> <td></td> </tr> <tr> <td>Team worker</td> <td></td> </tr> </table>			In this unit have you been:	Self-assess (1= no progress, 2 = some improvement, 3 = excellent improvement)	Creative thinker		Effective thinker		Independent Enquirer		Reflective learner		Self-manager		Team worker	
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5.2. We also assess student's progress alongside the PSHE PLT levels which run alongside the Academy's wider curriculum.



PLTS Levels for PSHE

	Creative Thinkers	Effective Participants	Independent Enquirers	Reflective Learners	Self-Managers	Team Workers
Baseline of KS3 (Entry from KS2)	Imagine - I can explain how something works Make Links - I can link objects/ideas together Question Assumptions - How can I do it differently? Take Creative Risks - I can perform to an audience.	Identify Issues - I ask how people feel and listen to what happens Find Solutions - I can solve a problem with someone else and break it into tasks Persuade Others - I can listen and explain someone's choice Get Involved - I attempt to talk to others in a positive way	Explore a question - I give myself questions before I start a project Evaluate evidence - I choose which pieces of evidence to use Show Objective - I can record two different views Reach Conclusions - I make a list of things I have found out	Set yourself challenges - I know what helps me to work effectively Plan to review - I plan how I will do something Invite feedback - I can tell people what I like about their work and how they could make it better Show Learning - I can explain what I would do differently if I had the chance to do it again	Be organised - I can organise myself and equipment Go far it, finish it - I can describe something I have achieved that was difficult Manage risk - I ask for assistance when I am unsure Manage emotions - I always stay in control	Take responsibility - I put together a team and work out roles Building team strengths - I make sure everyone is heard Manage the team - I make sure everyone knows what they need to do Evaluate the team - I can praise each person in my team
KS3	Imagine - I can add to someone's ideas Make Links - I can show how ideas linked together Question Assumptions - Consider a new way of looking at something Take Creative Risks - I can speak confidently to an audience to express my ideas	Identify Issues - I describe which issues matter to those around me Find Solutions - I have asked a problem that needs lots of resources Persuade Others - I have thought about a decision and come up with the best solution Get Involved - I am positive and show by example	Explore a question - I can ask questions and predict answers Evaluate evidence - I sort information into categories Show Objective - I use a range of resources Reach Conclusions - I discover answers to my questions	Set yourself challenges - I can tell you my strengths and weaknesses Plan to review - I keep a log to show I stuck to my plan Invite feedback - I give feedback that is positive, thoughtful and helpful Show Learning - I can show I learn from my mistakes	Be organised - I can use a diary/planner/other resources to organise myself Go far it, finish it - I persevere with a problem Manage risk - When undertaking a new activity I think of the risks Manage emotions - I praise my successes and admit when things go wrong	Take responsibility - I lead a team Building team strengths - I can understand both points of view Manage the team - I make sure everyone in our team knows what their targets are Evaluate the team - I listen to complaints and praise my team
	Imagine - I can join ideas together Make Links - I can show how ideas linked together Question Assumptions - with guidance I can see the difference between facts, beliefs & opinions Take Creative Risks - I use skills that are suited to my ideas	Identify Issues - I collect views from a range of people Find Solutions - I break up problems into smaller parts so that others can help Persuade Others - I present a persuasive case for action Get Involved - I actively help to build my community to make it stronger	Explore a question - I can ask questions and predict answers Evaluate evidence - I sort information into categories Show Objective - I use a range of resources Reach Conclusions - I produce a conclusion that uses evidence to answer the original question	Set yourself challenges - I can decide upon an activity according my strengths and weaknesses Plan to review - I make a schedule according to a task that I am doing Invite feedback - I listen to others views and modify my work accordingly Show Learning - I can list the good and bad decisions that I make in my work	Be organised - I organise myself, showing personal responsibility, initiative, creativity and enterprise Go far it, finish it - I change the way I approach problems Manage risk - I complete a risk assessment for an activity Manage emotions - I can listen to others in state of pressure on myself	Take responsibility - I lead a team of people who run an event together Building team strengths - I can listen to someone and reflect upon their feelings Manage the team - I produce plans that show what everyone should be doing Evaluate the team - When looking at the team I can suggest ways in which we can work better
	Imagine - I connect my own and others ideas and experiences in creative ways Make Links - I can connect a topic Question Assumptions - I can separate fact from opinion Take Creative Risks - I can assess which ideas will be the best to use	Identify Issues - I try hard to be open minded Find Solutions - I have managed an extended piece of work with a team Persuade Others - I can make a complex decision Get Involved - I am involved with lots of groups	Explore a question - I full questions in others Evaluate evidence - I understand that a piece of information can be less useful in another context Show Objective - I can explain how an activity can be repaired differently Reach Conclusions - I evaluate information and comment on patterns and categories	Set yourself challenges - I challenge myself to increase my range of skills Plan to review - I plan a project with targets Invite feedback - I ask advice from others to help improve my work Show Learning - I identify positive and negative outcomes from my work	Be organised - I plan work in advance and make deadlines to keep me on track Go far it, finish it - I can solve tough problems Manage risk - I think about the benefits and risks before doing an activity Manage emotions - I can understand how emotions can cause problems	Take responsibility - I have led a team where roles have been negotiated Building team strengths - I can think of examples of things that have helped or damaged my team Manage the team - Within a team I have negotiated targets for each member of the team Evaluate the team - I report back on the successes of the team
KS4	Imagine - I question my own and others assumptions Make Links - I can make links between different contexts Question Assumptions - I can question individuals about their views Take Creative Risks - I use media to produce work with difficult subjects	Identify Issues - I identify issues and think of improvements Find Solutions - I take on a task that others find useful to do Persuade Others - I use a range of methods to reduce problems Get Involved - I take on the organisation of an event	Explore a question - I ask questions that generate new text Evaluate evidence - I find my own evidence Show Objective - I can construct an argument that supports the opposite point of view Reach Conclusions - I produce a conclusion after completing a complex task	Set yourself challenges - I can focus on what went well and what went wrong Plan to review - When planning and performing a project I come up with 3 review points which I recorded in my diary Invite feedback - I am able to listen to personal feedback Show Learning - I ensure that my work is identified by others	Be organised - I decide a medium plan of how I will organise my time Go far it, finish it - I take up a challenge over an extended period time for which I had to track hard Manage risk - I am comfortable to take risks in my work Manage emotions - I have successfully managed my time for more than one commitment	Take responsibility - I led a project that has more than one team Building team strengths - I actively prevent negativity and promote positive actions and solutions Manage the team - I came up with strategies when people don't meet targets Evaluate the team - Report back on successes and losses
	Imagine - I try out alternatives or new solutions and follow ideas through Make Links - I find links to what people already know Question Assumptions - I review my beliefs in light of new information Take Creative Risks - I can deal with an issue where opinions vary	Identify Issues - I consult others about what concerns them Find Solutions - I can consider possible solutions Persuade Others - I try to influence others, negotiating and balancing diverse views to reach workable solutions Get Involved - I support others by making concessions whenever a team enjoyable place	Explore a question - I can explore a theory Evaluate evidence - I select evidence that is appropriate and relevant to my work Show Objective - I can give examples of when I took something for granted Reach Conclusions - I refer to others work and give unbiased insight	Set yourself challenges - I can list of my successes and think of ways of improving Plan to review - I review my project and adapt and modify my plan Invite feedback - I react positively when people comment on my work Show Learning - I present honest and balanced opinions	Be organised - I have managed many commitments over an extended period of time Go far it, finish it - I have a clear ambition for where I would like to be Manage risk - I attempt to do something that no one has done before Manage emotions - I can discuss my feelings openly	Take responsibility - I take responsibility for leading a group of multiple teams Building team strengths - I ensure that all people are treated equally Manage the team - I have managed a project which allowed me to work with people remotely Evaluate the team - I recognise situations which cause destructive

There is no statutory requirement for end of key stage assessment in PSHE. Due to the nature of the subject, much of the class work is discussion based or centred around collaborative work activities.

6. Monitoring and Evaluation

6.1 The PSHE and Citizenship Subject Lead is responsible for monitoring the standards of students' work and the quality of teaching. The Subject Lead supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject coordinator is also responsible for giving the Principal and Governor's an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. The PSHE lead is enabled to fulfil the role by reviewing samples of student's work and visiting classes to observe teaching within the subject.