



**KING'S LEADERSHIP**  
ACADEMY WARRINGTON

Hillock Lane, Woolston, Warrington, WA1 4PF

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## PERSONAL, SOCIAL, HEALTH EDUCATION POLICY

### Introduction

PSHE is central to the educational entitlement of all students at the King's Leadership Academy and, as a cross curricular dimension, permeates all aspects of life in the Academy. It is encompassed within the teaching of all subjects both formally and informally.

As a community we want to educate our students so they develop their full potential as individuals and together as an Academy. The values and ethos of the Academy (aspiration, achievement, selfawareness, professionalism, integrity and endeavour) are central to our Personal, Social and Health Education [PSHE] Policy.

The key principle behind PSHE is that it reflects the five outcomes of the Every Child Matters Agenda [see objectives]. Additionally the PSHE programme at The King's Leadership Academy will have the following emphases:

- **Every student is an individual** – developing self-awareness, confidence and self-esteem, transferable skills and experiences that prepare them for the wider world
- **Students should be encouraged to interact with other students** – building social skills through working effectively with others and understanding the needs of others
- **Opportunities should be provided for staff to interact with their students** – strengthening the staff-student relationship thus enabling staff to identify individual strengths and development needs more effectively
- **Opportunities should be provided for individual students to interact with the Academy** – raising awareness of individual responsibilities, reinforcing partnerships and upholding the Academy ethos



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## **Purpose**

To make clear the role of PSHE in providing planned learning experiences to promote the personal, social and health education of students and its importance in ensuring that students fulfil their individual potential.

Students will develop values, attitudes, knowledge, skills, and understanding in order to meet the Government's aim for every child [Appendix 1], regardless of background or circumstance to:

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

## **Procedure**

This policy will be developed in the context of the Academy's ethos and overall aims that will make clear the values underpinning the work of the Academy community. It will include:

- mapping the current provision in terms of whole Academy, whole curriculum provision including that which is specifically classroom based
- determining which objectives are already being met and where the activities are taking place
- deciding where further development is needed and identifying opportunities for carrying it out
- examining any other policies which have fundamental links with PSHE and deciding whether the PSHE policy should include all of these aspects or whether they are to remain separate

PSHE is delivered to the requirements of the National Curriculum Programmes of Study within the Foundations Programme and the Upper School. It is delivered primarily during tutor time alongside key Citizenship topics but many aspects are supported in all areas of the curriculum. PSHE is also delivered via assemblies.



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In planning the curriculum, teachers at the King's Leadership Academy provide:

- a clear, consistent framework of values in which to work, supported and agreed by all
- supportive relationships between teacher and student, and student and student
- a classroom climate which encourages all students to explore, and encourages a high level of interest
- opportunities for development outside the classroom situation through responsibilities, extra- curricular activities [such as Duke of Edinburgh Award Scheme] and educational visits

King's Leadership Academy provides opportunities for personal and social development through a variety of strategies.

- Individual, peer group, collaborative group work
- Discussion and role-play
- Involvement in a range of problem solving activities
- Preparation and presentation of tasks for different audiences
- Positive self-assessment
- Positive marking, with verbal or written comments

Pupils also have the opportunity for social and sporting development through the House system, which encourages individuals to interact and collaborate with others from different age groups.

The following provide specific vehicles for the delivery of the learning outcomes at KS3 and KS4. These are in addition to the routine curriculum:

- Work Experience in the Upper School
- Careers advice and planning
- Records of Achievement
- Assembly
- Review Day
- Drama productions
- Organised charitable and community projects
- Entry into external competitions and projects
- School visits



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- Residential trips
- Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, students are encouraged to form their own attitudes and values

By building positive working relationships between students and staff all members of the Academy family are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in.

Records of Achievement for each student in Year 11 provide a means of recognising each student's personal and social development. They reflect the whole child and include achievements in and out of the Academy.

King's Leadership Academy provides opportunities for parents/carers, the community and outside agencies to contribute to the personal and social development of its students through their active involvement in the life and philosophy of the Academy.

## **Assessment**

Tutors will use a variety of methods to assess the progress of the students within both strands of PSHE and will be responsible for keeping records. Where a particular topic is delivered by another curriculum area, then that subject will assess the students' progress and report on it.

Progress within PSHE will be assessed by tutors and will be reported on at the end of each Key Stage using the Level Descriptors. [\[See Appendix 3\]](#)

## **Monitoring and Evaluation**

The PSHE policy will be reviewed as part of the Academy's policy review cycle and in the light of national and local changes. The goals and projected outcomes, together with individual assessments, will be used to assess the success of the policy. [\[See Appendix 3\]](#)



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Consultation and associated feedback with staff, students and parents will inform the future development of this policy

## **Resources**

A range of resources will be used including visiting speakers, theatre companies and trips/visits as appropriate.

- PSHE Schemes of Work
- Policy Links
- Citizenship Policy
- SRE Policy
- Drugs Education Policy
- Equal Opportunities Policy



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The five ECM outcomes are included below for information and completeness, and to signal the commitment of the Governing Body to ensuring that the King's Leadership plays a major part in securing the outcomes.

▪ **Be Healthy**

- Physically Healthy
- Mentally and emotionally healthy
- Sexually Healthy
- Healthy Lifestyles
- Choose not to take illegal drugs
- Parents, carers and families to promote healthy choices

▪ **Stay Safe**

- Safe from maltreatment, neglect, violence and sexual exploitation
- Safe from accidental injury or death
- Safe from bullying and discrimination
- Safe from crime and anti-social behaviour in and out of school
- Have security, stability and are cared for
- Parents, carer and families support learning

▪ **Enjoy and achieve**

- Ready for school
- Attend and enjoy school
- Achieve stretching national educational standards at secondary school
- Achieve personal and social development and enjoy recreation
- Parents, carers and families support learning

▪ **Make a positive contribution**

- Engage in decision-making and support the community and environment
- Engage in law-abiding and positive behaviour in and out of school
- Develop positive relationships and choose not to bully and discriminate
- Develop self-confidence and successfully deal with significant life changes and challenges
- Develop enterprising behaviour
- Parents, carers and families promote positive behaviour



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▪ **Achieve economic well-being**

Engage in further education, employment or training on leaving school

Ready for employment

Live in decent homes and sustainable communities

Access to transport and material goods

Live in households free from low income

Parents, carers and families are supported to be economically active



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APPENDIX 2

National Curriculum Non-Statutory PoS for KS3 PSHE: Personal Well Being

[http://curriculum.qcda.gov.uk/uploads/QCA-07-3348-p\\_PSHE\\_Pers\\_KS3\\_tcm8-409.pdf](http://curriculum.qcda.gov.uk/uploads/QCA-07-3348-p_PSHE_Pers_KS3_tcm8-409.pdf)

National Curriculum Non-Statutory PoS for KS3 PSHE: Economic Well Being & Financial Capability

[http://curriculum.qcda.gov.uk/uploads/QCA-07-3346-pEconoWell3\\_tcm8-393.pdf](http://curriculum.qcda.gov.uk/uploads/QCA-07-3346-pEconoWell3_tcm8-393.pdf)

National Curriculum Non-Statutory PoS for KS4 PSHE: Personal Well Being

[http://curriculum.qcda.gov.uk/uploads/QCA-07-3349-p\\_PSHE\\_Pers\\_KS4\\_tcm8-410.pdf](http://curriculum.qcda.gov.uk/uploads/QCA-07-3349-p_PSHE_Pers_KS4_tcm8-410.pdf)

National Curriculum Non-Statutory PoS for KS4 PSHE: Economic Well Being & Financial Capability

[http://curriculum.qcda.gov.uk/uploads/QCA-07-3347-pEconoWell4\\_tcm8-394.pdf](http://curriculum.qcda.gov.uk/uploads/QCA-07-3347-pEconoWell4_tcm8-394.pdf)



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APPENDIX 3

## PSHE End of Key Stage Statements

### Foundations: Personal Well Being

#### Personal identities Learners

are able to:

- reflect on and evaluate their achievements and strengths in different areas of their lives
- recognise strong emotions and identify ways of managing these positively
- recognise that external factors, such as relationships, achievements and setbacks, can affect emotional wellbeing, and identify how they can take this into account

#### Healthy lifestyles Learners

are able to:

- identify characteristics of good health and how to stay physically, emotionally and mentally healthy
- make informed choices about their health and well-being and explain reasons for their choices
- demonstrate effective ways of resisting negative pressure, including peer pressure
- describe the main effects of, and laws relating to, alcohol, tobacco and other legal and illegal drugs

#### Risk

Learners are able to:

- describe the positive and negative impacts of risk-taking on their health and well-being
- assess and manage risks associated with personal lifestyle choices and situations, try new ideas and face challenges safely

#### Relationships

Learners are able to:

- identify the importance of having a variety of social and personal relationships and how these can impact on their lives and well-being
- understand the nature and importance of marriage and stable relationships to parenthood and family life



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- discuss ways that relationships might change over time and demonstrate how to negotiate within relationships

**Diversity**

Learners are able to:

- describe differences and diversity and demonstrate respect and empathy towards others who live their lives differently from them
- challenge prejudice and discrimination in an appropriate manner
- Demonstrate recognition of the achievements, strengths and worth of others.

**Foundations: Economic Well Being and Financial Capability**

**Career**

Learners are able to:

- demonstrate an understanding of the concept of 'career' in relation to examples of people that they know
- recognise their strengths, achievements and weaknesses and evaluate how these might inform future choices in learning and work
- Describe some of the qualities, attitudes and skills needed for employability.

**Capability**

Learners are able to:

- demonstrate a range of enterprise skills, attitudes and qualities
- explain a range of financial terms and products and describe different ways to manage their money and personal finances
- assess their needs, interests, skills, attitudes and aspirations in relation to options for learning and work and make creative and realistic plans for transition into Key Stage 4 □ use information sources to explore options and choices for learning and work □ Demonstrate capability as critical consumers of goods and services.



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**Risk**

Learners are able to:

- explain the positive and negative aspects of risk-taking in relation to economic issues and financial and career choices
- assess and manage risks relating to financial, enterprise and career choices, and learn from mistakes

**Economic understanding** Learners

are able to:

- demonstrate an understanding of the economic and business environment, including how and why different businesses operate, and of different types of work, including employment, self-employment and voluntary work
- demonstrate and apply understanding of economic ideas
- explain a range of basic economic and business terms

**Key Stage 4: Personal Well Being**

**Personal identities** Learners

are able to:

- make judgements about their personal qualities, skills and achievements and use these to set future goals
- present themselves confidently and respond positively to praise and criticism
- explain how changes in personal circumstances may affect their feelings and behaviour, and how they can manage such situations effectively

**Healthy lifestyles** Learners

are able to:

- describe the short and long-term consequences of personal health choices, including choices relating to sexual activity and substance use and misuse and make decisions based on this knowledge
- Identify some of the causes and symptoms of mental and emotional ill health, and identify strategies for recognising, preventing and addressing these in themselves and others.
- demonstrate confidence in finding professional health advice and help others to do so



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- identify reasons why people might use illegal drugs and explain how drug use can impact on physical, mental and economic aspects of people's lives, relationships and the wider community

**Risk**

Learners are able to:

- Evaluate the potential risks and benefits of personal lifestyle choices including their impact on relationships.
- Recognise that risk assessment and management are part of life and give examples of how to manage and reduce risk in different circumstances

**Relationships**

Learners are able to:

- Develop appropriate relationships with a widening range of adults in a variety of contexts.
- Explain the importance of different relationships and associated responsibilities, including the significance of marriage, stable relationships, civil partnerships, and long term commitments.
- describe some of the possible effects of family and other significant events on feelings, emotions and personal well-being, and the impact these may have on relationships

**Diversity**

Learners are able to:

- Explain how differing cultures, faiths and beliefs may influence lifestyle choices, and demonstrate respect for these differences.
- take the initiative in challenging or giving support in connection with offensive or abusive behaviour

**Key Stage 4: Economic Well Being and Financial Capability**

**Career**

Learners are able to:

- identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways
- relate their abilities, attributes and achievements to career plans, setting personal targets and evaluating choices



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- complete application procedures, including CVs and personal statements, and prepare for interviews

**Capability**

Learners are able to:

- demonstrate a range of enterprise skills when working independently and with others
- explain some of the financial products and services that will help them manage their current and future personal finances
- demonstrate how to seek out and secure opportunities for learning and work and develop, review and adapt plans for transition from Key Stage 4
- critically evaluate a wide range of goods and services from the consumer's point of view

**Risk**

Learners are able to:

- calculate and balance the element of positive and negative risk when making decisions related to
- economic issues and financial and career choices
- recognise that risk assessment and risk management are part of life and give examples of ways to manage and reduce risk in different circumstances

**Economic understanding** Learners

are able to:

- explain the structure and function of different businesses across the public, private and voluntary sectors and show how some of these could be relevant to their future lives and careers
- explain how employment trends and opportunities are influenced by economic forces and relate these to their own career plans
- Explain how finance will pay an important part in their lives and in achieving aspirations, and how changes in the economic environment may impact upon these.



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