



KING'S LEADERSHIP
ACADEMY WARRINGTON

Hillock Lane, Woolston, Warrington, WA1 4PF

Principal: Mr Shane Ierston

Telephone: 01925 817939

www.kingswarrington.com

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION POLICY

CHARACTER CURRICULUM INCLUDING RSE and World of Work

This policy has consulted guidance provided by the PSHE Association designed to support schools when reviewing and updating their policy on PSHE Policy.

Date of policy: October 2018

Member of staff responsible: Mrs N Burrows

Next review: September 2019 (or sooner if DfE guidance released)

Governor consulted: Mrs N Drake

Students consulted: through Parliament and questionnaire

King's values

PSHE is central to the educational entitlement of all students at 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, self awareness, professionalism, integrity and endeavour**) are central to our Personal, Social and Health Education [PSHE] Policy.

The key principle behind PSHE is that it underpins, and links thoroughly to, our ASPIRE values and reflects the new DfE Policy Statement of March 2017 (with consideration of the September 2018 draft) alongside the PSHE Association's suggested Programme of Study. Additionally the PSHE programme at King's Leadership Academy will have the following emphases:



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- **Every student is an individual** – developing self-awareness, confidence and self-esteem, transferable skills and experiences that prepare them for the wider world. Students will become healthy, responsible, safe and confident individuals.
- **Students should be encouraged to interact with other students** – building social skills through working effectively with others and understanding the needs of others. Students will develop good relationships and respect differences amongst their community.
- **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.
- **Promote positive wellbeing and life understanding** – students will make links to a wide variety of learning for life areas to our ASPIRE values, making them relevant to their development into adulthood.

Purpose

The role of PSHE is to provide planned learning experiences to promote the personal, social, health and economic 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 recognise the following aspects:

- Health and Wellbeing; be healthy and stay safe
- Relationships; be confident, respectful and caring
- Living in the Wider World; make a positive contribution, be resilient and understand the economic responsibilities they will have.



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Procedure and provision

Roles and Responsibilities

Lead Members of Staff

Whilst all staff have a responsibility to promote PSHE to all students, staff with a specific, relevant remit include:

- ST - designated Child Protection / Safeguarding Officer
- NB – Director of Specialism
- RH - Character Subject Leader
- RN – CEIAG Subject Leader

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. This policy is informed by the King's Safeguarding policy.
- ensure a safe and supportive environment when sensitive issues are discussed
- ensure confidentiality in accordance with our Safeguarding Policy.

Structure and outcomes

PSHE is delivered in the Foundation and Senior Character programme. It is delivered primarily in Character lessons but many aspects are supported in all areas of the curriculum, as well as tutor time. PSHE is also delivered via assemblies, Super Learning Days, PPE (Public Speaking, Philosophy



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and Ethics) and our TfL Leadership curriculum. It is accessible for all students regardless of gender, ability, culture or personal circumstance.

PSHE at King's is taught through a 'spiral programme' linking firmly to our ASPIRE values. This means Character lessons are delivered to recurring themes that progressively develop and deepen student's understanding each year. This embeds student's understanding within their ASPIRE values. Supporting extra curricular activities such as SLAs are planned to support this spiral, values based programme. King's staff are also trained at the beginning of the year so that they make links in the wider curriculum to the PSHE topics, further embedding relevance and understanding for our students.

The course has several components:

1. Character lessons which focus on topical issues related to personal, social and health development, alongside aspects of British Values, PREVENT, and Careers Education, Information, Advice and Guidance (CEIAG). These are delivered through ASPIRE value focus.
2. Further delivery is through school events such as Super Learning afternoons, educational visits, careers guidance, pastoral care and guidance, WOW workshops, guest speakers, the assembly programme, Student Parliament, Character morning quizzes, PPE and through teaching and learning in other subject areas. Enrichment also includes PSHE.

[Programme of Study](#)

King's utilises the guidance from The PSHE Association, who published a comprehensive [Programme of Study](#) to support the post September 2014 national curriculum. It identifies the key concepts and skills to be taught through PSHE education and a broad range of topics through which these can be developed, expanded and rehearsed. PSHE education is delivered through three overlapping and linked 'Core Themes'.

The Core Themes are:

- Health and Wellbeing
- Relationships
- Living in the Wider World, Economic Wellbeing, Careers and the World of Work

Students will study course content that specifically includes economic wellbeing & financial capability and aligning this knowledge to their flight path. Alongside this personal wellbeing is developed by encouraging pupils to reflect on and clarify their own values and attitudes and how they align to the



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ASPIRE code. PSHE education also encourages young people to be enterprising and support them with positive career and education choices, along with the ability to manage their own finances effectively. Healthy relationships will be covered along with an understanding of how to be well in body and mind (see Appendix 3)

Programme of Study for Health and Wellbeing

Students are taught:

- how to maintain physical, mental and emotional health and wellbeing including sexual health
- about parenthood and the consequences of teenage pregnancy
- how to assess and manage risks to health and to stay, and keep others, safe
- how to identify and access help, advice and support
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
- the role and influence of the media on lifestyle.

Programme of Study for Relationships

Students are taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships and discrimination)
- about managing loss including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support

Programme of Study for Living in the Wider World, Economic Wellbeing, Careers, and the World of Work

Students are taught:

- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy



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- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

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 the King's Character Passport and 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 feedback, with verbal or written comments aligned to King's marking policy

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. Additionally the whole school Parliament system encourages every student to have voice and promotes the fundamental British Value of free speech.



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

- ASPIRE Induction Week
- PPE curriculum (Y7/8)
- World of Work; Careers advice and planning
- Assembly
- Beautiful Work and Review Day
- Drama productions
- Organised charitable and community projects
- Entry into external competitions and projects
- School visits
- Inter –house competitions
- Super Learning Afternoons
- Family dining
- Wednesday Enrichment and After School Enrichment
- 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
- Foundation Character Passports that encourage volunteering and personal skill development.
- Senior years; Duke of Edinburgh Awards; Bronze, Silver and Gold.

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, through our value of professionalism.

The Tutor mentoring system each morning is also key for positive relationships.

King's Leadership Academy provides opportunities for parents/carers, the community and outside agencies can contribute to the personal and social development of its students through aligning to the philosophy of the Academy and making contact via the school newsletter.



Assessment

Character Tutors will use a variety of methods to assess the progress of the students within both strands of PSHE. 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 also be assessed by tutors and recorded during mentoring sessions. The Character focus in Foundation will focus on King's Pledge and how students complete their Character passport. Whilst Senior years will also focus of DoFE in mentoring.

Appendix 3 also contains guidelines to which the PSHE curriculum will be planned towards.

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]

Consultation and associated feedback with staff, students and parents will inform the future development of this policy. This policy is available under the Policies section of the King's website and can be available in different formats upon request at school.

Resources and visitors to the school

A range of resources will be used including visiting speakers, theatre companies and trips/visits as appropriate. Visitors such as the Warrington Youth teams, Cheshire Police, School Health Team, and WBC Road Safety Team are examples of how we ensure external contributors add valuable input to our planned programme. Further details can be found in;

- Character planning documents (PSHE Schemes of Work)
- Policy Links such as Equal Opportunities Policy, British Values Policy and PREVENT policy
- TfL resources and guidance document.
- Super Learning Afternoon plan.



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SRE at King's

Our PSHE curriculum does include SRE provision. Examples include; students will look at healthy relationships and different family dynamics. They will look at diversity and sexuality, as well as consent. Students discuss dealing with harassment and peer pressure. This will be developed across the two key stages.

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses by contacting Mrs N Burrows.



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APPENDIX 1

Draft guidance as of Sept 2018

https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/supporting_documents/20170718_%20Draft%20guidance%20for%20consultation.pdf

March 2017 Policy Statement, Statutory guidance to follow 2018/19;

<https://www.gov.uk/government/publications/relationships-education-rse-and-pshe>

The PSHE Association, to which Mrs N Burrows is a member, recommends the PSHE Curriculum should be modelled on;

Health and Wellbeing

Relationships and

Living in the Wider World

King's have used the PSHE Association Programme of Study KS3/4/5 to best inform their curriculum.

The previous five ECM outcomes are still considered (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.



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APPENDIX 3

PSHE End of Key Stage Statements

Curriculum overview 2018-2019 –

<https://www.kingswarrington.com/wp-content/uploads/2018/11/ASPIRE-plan.pdf>

Areas considered using the PSHE Association guidance;

Foundation: Personal Wellbeing

Personal identities

Students 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

Students 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

Students 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

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

Diversity

Students 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.

Foundation: Economic Well Being and Financial Capability

Career

Students 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

Students 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

Students 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

Students 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 Wellbeing

Personal identities

Students 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

Students 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.



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- demonstrate confidence in finding professional health advice and help others to do so
- 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

Students 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

Students 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

Students 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

Students are able to:



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

Capability

Students 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

Students 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

Students 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



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- explain how finance will play 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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