

Goldington Green Academy



PSHE Policy

Safeguarding

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued. All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

Equal Opportunities

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

Intent

We believe that Personal, Social, Health Education (PSHE) are central to the development of the whole child. PSHE gives children the knowledge, skills and understanding to become healthy, independent and responsible members of society. We believe that PSHE is fundamental to the formation of young people's values, attitudes and beliefs.

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We consider that pupils should practise and demonstrate personal and social skills reflecting on their learning and planning the next step in order to create a healthier working and learning environment for staff and pupils at Goldington Green Academy. The aims of PSHE and Citizenship fall into 3 core themes: Health & Wellbeing, Relationships and Living in the Wider World.

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.
- **Relationships**
- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.
- **Living in the Wider World**
- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- To understand the importance of keeping safe including ICT and e safety
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Implementation

- PSHE involves elements of work across the curriculum and within whole school collective worship. These links will be used to develop pupils' learning and understanding.
- Values Education underpins our work in PSHE and values assemblies and follow up work reinforce our PSHE Scheme of Work.
- PSHE will be taught as a discrete subject with specific timetabled sessions that include circle time, discussion, group work, role-play, problem solving and reflection.
- All members of staff will understand and support the need to act as good role models in the way they relate to each other, their pupils and visitors to the school.
- PSHE sessions will support the implementation of our behaviour policy where individuals are encouraged to take personal responsibility to their behaviour choices.
- Where appropriate we will use external agencies to support and enhance our delivery of PSHE.
- All pupils will experience the democratic process through the use of our school council and be given opportunities to influence the direction of their school.
- We will give older pupils specific responsibilities to develop their self-confidence and maturity.
- We will support charity appeals as a whole school and encourage pupils to be proactive in understanding their role as 'citizens of the world'.

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Impact

The PSHE subject leaders will ensure continuity, progression and the consistent implementation of the PSHE Policy, by monitoring lessons, learning walks, pupil conferencing and book and planning scrutinies following the monitoring and evaluating timeline. They will be responsible for the purchasing of equipment, up-to-date resources and will provide colleagues with support, CPD and in-house training. It is the responsibility of the teachers to provide up to date assessments and input the data into SIMS termly. Subject leaders will analyse the data and report to governors termly.

Reviewed date:

January 2023

Next review date:

January 2025

Date:

30.1.23

Staff responsible:

Miss Theobalds