



The Aylesbury Vale Academy

Success Beyond Belief

A Church of England Academy

**PERSONAL SOCIAL HEALTH & ENTERPRISE EDUCATION
(PSHEE) POLICY**

SEPTEMBER 2009

VISION:

That every young person graduates from Aylesbury Vale Academy as citizens of an international community where they have the mobility borne from their outlook, qualifications, skills and experience to be successful.

GUIDING PRINCIPLES: WE ADOPT THE CHRISTIAN VALUES OF:

- Honesty
- Respect
- Compassion
- Love
- Forgiveness
- Self-discipline
- Creativity
- Hope

OBJECTIVES:

1. To give students the practical knowledge and skills they need to help them live healthily and deal with the moral, social and cultural issues they face as they approach adulthood. This is particularly pertinent to the two core values: Taking up our rightful role in society and Learning for our lifetime
2. To provide an embedded and directly taught programme for personal, social, emotional and attitudinal learning that is clearly identified and of high status within the Academy.

MONITORING (via Governors' Scrutiny Committee):

1. Throughout the academic year the committee will ask to see evidence that lessons include personal, social, emotional and attitudinal learning.
2. The committee will gain evidence by observing classroom teaching (without giving judgement of teaching and learning).
3. The chair of the committee will ask to see evidence that the teaching gives students the knowledge and skills they need to help them live healthily and safely in the community.
4. The committee will be provided with the findings of the classroom activities.
5. Visit the Academy to follow lines of enquiry as a result of the committee meeting (adhering to the protocol for governor visits).

REVIEWING

The Governing Body is responsible for reviewing its policies and the Principal is responsible for reporting on the implementation of the policy.

1. Has the policy been successfully implemented?
2. Has the policy had the intended impact in the Academy and on the young people?
3. Are the current objectives to remain the same and do they support other policies and development priorities?

NOMINATED MEMBER OF STAFF:

HEAD OF COLLEGE

APPENDIX 1

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| Operating Statement |
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Personal, Social and Health and SEAL Education is at the very heart of the Every Child Matters framework which sets out how all students achieve the five outcomes on which all Children's Services are now focused.

The Governing Body expect that personal, social and attitudinal learning should be implicit and embedded in the day-to-day life of the Academy – the way Academy members communicate and respect each other, the way they conduct themselves with other people in and around the site, the attitude of the Academy to good meals, nutrition and exercise, health and safety and the good maintenance of the Academy environment.

The Governing Body also believes in the need for an explicit and directly taught curriculum component focusing on Drugs, Sex and Relationships, Guidance, Work Related Learning and the wider issues around Social, Emotional and Attitudinal Learning.

APPENDIX 2

Guidance and Procedures

The Academy will base its work on the three strands listed in the National Curriculum and updated in HMI Document 23/11 and Healthy Schools Recommendations:

1. Developing confidence and responsibility and making the most of students' abilities
2. Developing a healthy, safer lifestyle
3. Developing good relationships and respecting the differences between people

This will be achieved in three distinct ways:

The Distinct Curriculum

- Sex, Relationship and Health Education in P.E.
- Drugs in Beliefs and Values
- Citizenship and Careers through special focus days and Learning Family sessions.

The Generic Curriculum:

- Academy ethos
- Assemblies
- Academy trips
- Extra curriculum activities
- Academy Policies and rules
- Student Voice activities

Cross-Curriculum

Some aspects of the PSHE framework may also be taught and revisited in other subject areas, such as Citizenship, Careers, Science, Geography, Beliefs & Values, English, Health & Social Care, P.E.

Training and Staff Support

The Oxford Academy understands that there is a particular need to train and support staff delivering the explicit PHSE curriculum and commits itself to this training.

The Academy will make full use of outside agencies and locality teams in making sure this training happens and also to deliver parts of the programme.

Links

This Policy clearly links to our Academy Policies on Citizenship, Sex Education, Drug Education and Procedures for Managing Drug-related issues, Behaviour & Discipline, Professional Development, Teaching and Learning.

APPENDIX 3

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| APPROVED | 21 st April 2009 | | |
| REVIEW DATE | 20 th April 2010 | | |
| SIGNED PRINCIPAL | | PRINT NAME | |
| SIGNED CHAIR OF GOVERNORS | | PRINT NAME | |