



## **THE OAKS ACADEMY**

### **PSHCE, RSE, SMSC and British Values Policy**

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<b>APPROVED:</b>	5.7.18
<b>SIGNED:     Headteacher</b>  <b>                  Chair of Board of Trustees</b>	 
<b>TO BE REVIEWED:</b>	July 2020

#### **1. The Purpose of PSHCE and RSE at The Oaks Academy**

##### **1.1. Personal, Social, Health and Citizenship Education (PSHCE)**

PSHCE (Personal, Social, Health and Citizenship Education) is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work as well-balanced and informed citizens in modern Britain. Evidence shows that well-delivered PSHCE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. This is particularly important at the Oaks Academy where almost 50% of our pupils are in receipt of the pupil premium. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our PSHCE programme aims tackle barriers to learning, raise aspirations, and improve the life chances of our most vulnerable and disadvantaged pupils.

##### **1.2. Relationships and Sex Education (RSE)**

The revised Department for Education statutory guidance on Relationships and Sex Education (RSE) states that: *“From September 2019, all schools must deliver relationships and sex education. The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.”*

At the Oaks Academy, RSE is delivered as part of the PSHCE curriculum with a focus on a wide range of relevant issues with the purpose of keeping our pupils safe from sexual abuse, sexually transmitted infections, unplanned pregnancy and abusive relationships. RSE within our PSHCE programme also aims to ensure that our pupils understand the range, diversity and characteristics of healthy relationships.

## **2. The Delivery of PSHCE and RSE at The Oaks Academy**

### **2.1. How is PSHCE and RSE delivered?**

PSHCE and RSE is delivered at The Oaks Academy primarily through a series of Enrichment Days across the school year (typically one per half-term). During Enrichment Days, the normal school timetable is suspended so that our pupils can receive bespoke sessions that relate to key PSHCE and RSE themes (as determined by national PSHCE and RSE guidelines as well as by our locally determined need). A yearly plan for PSHCE and RSE, outlining the areas of focus for each year group for each Enrichment Day, is designed by the PSHCE Coordinator and published on the school website for parents. This plan ensures that our pupils receive a full and balanced coverage of our seven key PSHCE themes (see Appendix 1 for an outline of these).

In addition to our Enrichment Days, our pupils receive PSHCE education implicitly through a range of curriculum subjects. Our audit of PSHCE curriculum provision has mapped where subjects cover PSHCE themes and this is used by the PSHCE Coordinator to plan Enrichment Days that focus on areas and themes that really need emphasising.

PSHCE and RSE themes are also picked up by Form Tutors on occasion and also through assemblies.

### **2.2. Who is responsible for PSHCE and RSE?**

Promoting the personal, social, health and citizenship education of our young people, as well as developing their awareness of issues relating to relationships and sex education, is a whole-school concern. To this extent all members of our teaching staff, tutor team and pastoral management team have an important role to play in delivering PSHCE and RSE.

#### **Role of PSHCE Co-ordinator**

The role of the PSHCE coordinator is to:

- plan the PSHCE and RSE curriculum
- facilitate the planning and delivery of lessons, organising creative and enriching programmes for Enrichment Days and supporting colleagues with resources and methods
- engage with outside agencies and visiting speakers
- quality-assure the PSHCE and RSE programme, taking into account the voice and experience of pupils and ensuring that PSHCE and RSE at The Oaks Academy is of a high quality

#### **Role of teaching staff**

The role of teaching staff is to:

- plan, prepare and deliver enriching PSHCE / RSE sessions on allocated topics during Enrichment Days
- endeavour to make relevant links to PSHCE and RSE themes explicit during their delivery of the normal curriculum

## **Role of Form Tutors**

The role of Form Tutors is to:

- support the PSHCE and RSE programme during Form Time by using these sessions to prepare for Enrichment Days
- pick up and explore with tutor groups PSHCE / RSE related issues as and when these become pertinent
- keep a central record of their tutee`s work and reflections produced on Enrichment Days

### **2.3. How is PSHCE assessed and quality-assured?**

Pupil progress in their understanding of PSHCE and RSE-related themes is measured primarily through the increasing maturity and confidence they demonstrate in their lives and the good choices they make to keep themselves, and others around them, healthy and safe. We also believe it is important to keep a record of the work pupils produce during Enrichment Days so that we can witness progress over time and to provide regular opportunities for them to reflect upon and demonstrate their progress during plenary sessions. This work is quality-assured by the PSHCE Coordinator through pond-dipping student folders and feeding the findings from this QA into the programme.

During Enrichment Days, learning walks are carried out by the PSHCE Coordinator and members of the Senior Leadership Team to assess the quality of sessions delivered by both teachers and external providers. In addition to this, pupil voice and work scrutiny is also carried out by the PSHCE Co-ordinator.

### **2.4. How are parents and carers informed about the PSHCE and RSE programme?**

At the beginning of each academic year letters will be sent out to parents informing them of the importance of PSHCE, an overview of what the subject is and the rationale behind it. In addition to this we will send out a revised PSHCE overview of the topics which will be covered.

## **3. SMSC and British Values at The Oaks Academy**

### **3.1. SMSC and British Values at The Oaks Academy**

Promoting the social, moral, spiritual and cultural (SMSC) development of our young people, as well as raising their awareness and developing their understanding of fundamental British values, is a whole-school concern. All members of our school community – including our teaching staff, tutor teams, pastoral management team and auxiliary staff - have a professional responsibility to support the SMSC development and British values of our pupils. In order to effectively prepare our learners for a changing world, we must therefore aim to exploit every opportunity within the curriculum to develop learners holistically both as self-reflective individuals and socially and morally aware citizens

**3.2. At The Oaks Academy we support our pupils` spiritual development by:**

- providing a safe environment in which they can explore and express the beliefs - religious or otherwise – that inform their perspective on life
- promoting a sense of enjoyment in learning about themselves, others and the world around them
- encouraging the use of imagination and creativity in their learning and a willingness to reflect on their experiences

**3.3. At The Oaks Academy we support our pupils` moral development by:**

- establishing a learning environment where the difference between wrong and right can be recognized, understood and embodied
- cultivating an understanding that actions have consequences
- encouraging exploration, discussion and debate about moral and ethical issues

**3.4. At The Oaks Academy we support our pupils` social development by:**

- providing a range of opportunities for social skills to be used in different contexts, both inside and outside the classroom
- fostering a willingness to participate in a variety of social settings, cooperating with others and resolving conflicts effectively
- generating an interest in the way different communities and societies function

**3.5. At The Oaks Academy we support our learners` cultural development by:**

- supporting an understanding and appreciation of the range of cultural influences that have shaped their own heritage as British citizens
- fostering a willingness to participate in, and respond to, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- generating an interest in exploring and showing respect for cultural, religious and socio-economic diversity in local, national and global communities

3.6. At The Oaks Academy we endeavour to ensure that our learners have regular opportunities, both through the curriculum and the wider life of our school, to reflect on and demonstrate the values that underpin British society and life. These values include:

<b>1. Equality and Respect</b>	<b>2. Tolerance and Celebration of Diversity</b>	<b>3. Rights and Responsibilities</b>
<b>4. Democracy and the Rule of Law</b>	<b>5. Citizenship and Community</b>	<b>6. Kindness and Consideration</b>

(see Appendix 2 for a summary of the ways that life at The Oaks Academy promotes SMSC and British Values).

## APPENDICES

### Appendix 1: The 7 PSHCE Themes at The Oaks Academy

<p style="text-align: center;"><b>Health and Wellbeing PSHE</b></p> <div style="text-align: center;">  </div>	<p>This core theme focuses on:</p> <ol style="list-style-type: none"> <li>1. how to manage transition</li> <li>2. how to maintain physical, mental and emotional health and wellbeing;</li> <li>3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*</li> <li>4. about parenthood and the consequences of teenage pregnancy</li> <li>5. how to assess and manage risks to health; and to keep themselves and others safe</li> <li>6. how to identify and access help, advice and support</li> <li>7. how to respond in an emergency, including administering first aid</li> <li>8. the role and influence of the media on lifestyle</li> </ol> <p>* Sexual health is included within this core theme.</p>
<p style="text-align: center;"><b>Relationships</b></p> <div style="text-align: center;">  </div>	<p>This core theme focuses on:</p> <ol style="list-style-type: none"> <li>1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills</li> <li>2. how to recognise and manage emotions within a range of relationships</li> <li>3. 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</li> <li>4. about the concept of consent in a variety of contexts (including in sexual relationships)</li> <li>5. about managing loss including bereavement, separation and divorce</li> <li>6. to respect equality and be a productive member of a diverse community</li> <li>7. how to identify and access appropriate advice and support</li> </ol>
<p style="text-align: center;"><b>Living in the Wider World</b></p>	<p>This core theme focuses on:</p>

	<ol style="list-style-type: none"> <li>1. your rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy</li> <li>2. how to make informed choices and be enterprising and ambitious</li> <li>3. how to develop employability, team working and leadership skills and develop flexibility and resilience</li> <li>4. the economic and business environment</li> <li>5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers</li> </ol>
<p><b>Citizenship - Ci</b></p> 	<p>This core theme focuses on:</p> <ol style="list-style-type: none"> <li>1. how the UK is governed, its political system and how citizens participate in its democratic system of government</li> <li>2. the way the laws and justice system of our society are shaped and enforced</li> <li>3. how to develop an interest in and commitment to volunteering and other forms of responsible activity</li> <li>4. thinking critically and debating political issues, managing money and planning a sound financial future.</li> </ol>
<p><b>Careers - Cr</b></p> 	<p>This core theme focuses on:</p> <ol style="list-style-type: none"> <li>1. developing an understanding of the careers available to you</li> <li>2. developing skills that make you employable</li> <li>3. enabling you to take part in work experience</li> <li>4. planning to gain the qualifications which are relevant for your chosen career path</li> </ol>
<p><b>Study Skills - SS</b></p> 	<p>This core theme focuses on:</p> <ol style="list-style-type: none"> <li>1. how to proactively improve your academic performance</li> <li>2. how to manage your time effectively</li> <li>3. where to gain extra support in and out of school</li> <li>4. how, when and where to revise</li> <li>5. subject specific guidance you need to study effectively</li> </ol>
<p><b>British Values - BV</b></p> 	<p>This core theme focuses on:</p> <ol style="list-style-type: none"> <li>1. democracy, the rule of law, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</li> <li>2. how these attributes are demonstrated in Britain</li> <li>3. core values that you need to develop to be a successful citizen in British society</li> </ol>

## **Appendix 2: SMSC and the Promotion of British Values at The Oaks Academy (excerpt from a larger document)**

### **SMSC at The Oaks Academy: Spiritual Development**

Supporting the spiritual development of learners involves:

- providing a safe environment in which they can explore and express the beliefs - religious or otherwise – that inform their perspective on life
- promoting a sense of enjoyment in learning about themselves, others and the world around them
- encouraging the use of imagination and creativity in their learning and a willingness to reflect on their experiences

<b>Aspects of TOA whole-school life that support the spiritual development of learners</b>	
<b>Tutor-time</b>	Themes often deal with issues related to beliefs and values, such as faith, self-belief, perseverance and courage.
<b>Assemblies</b>	Assemblies involve reflection on themes that relate to meaning, value and purpose (e.g. leadership, friendship, community).
<b>Charitable work</b>	Through charitable activities, learners are able to express their beliefs and values about equality and community.
<b>Extra-curricular activities</b>	Activities such as the Pride group (LGBT+ group) allow learners to explore and express their beliefs and values.
<b>Opportunities to represent HCCS</b>	Representing the school in sporting or other areas necessarily entail self-reflection, imagination and creativity in learning and self-reflection.
<b>Student Leadership &amp; Student Voice</b>	Through exercising their imagination and creativity in Student Voice forums, learners are able to contribute towards improving teaching and learning at TOA.
<b>PDC Days &amp; ALW</b>	Enrichment Days often involve exploration and expression of beliefs and values by focusing on themes such as bullying and human rights.
<b>Work experience</b>	Learners have the opportunity to follow lines of work that connect with their beliefs and values with many opting to gain experience in vocational areas such as medicine, law or animals.
<b>Visits and Visitors</b>	Visits and visitors enable learners to have first-hand experience of the world around them and create opportunities for self-reflection.

### **SMSC at TOA: Moral Development**

Supporting the moral development of learners involves:

- establishing a learning environment where the difference between wrong and right can be recognized, understood and embodied
- cultivating an understanding that actions have consequences
- encouraging exploration, discussion and debate about moral and ethical issues

<b>Aspects of TOA whole-school life that support the moral development of our learners</b>	
<b>Tutor-time</b>	Themes often deal with moral issues and the difference between right and wrong. Form Tutors engage learners in discussions and debates about ethical issues such as human and animal rights, prejudice and equality and the disparities in wealth and poverty in the UK and across the world.
<b>Assemblies</b>	Assemblies involve reflection on moral issues that directly affect school life (such as bullying and respect for others) as well as wider topics (such as charity and global citizenship)
<b>Charitable work</b>	Through charitable activities, learners are able to express their moral values about equality and their global citizenship.
<b>Extra-curricular activities</b>	Activities such as Pride allow learners to explore and express their moral beliefs and sense of social responsibility.
<b>Opportunities to represent TOA</b>	Representing the school enables learners to explore and express their moral values and global citizenship.
<b>Student Leadership &amp; Student Voice</b>	Through their involvement in Student Voice forums and the responsible role they place as student leaders around school, our learners are ambassadors and role models for others and are expected to demonstrate a high level of moral leadership.
<b>Enrichment Days</b>	Enrichment Days often involve exploration and expression of moral and ethical issues by focusing on themes such as bullying, human rights and global citizenship.
<b>Work experience</b>	Learners have the opportunity to follow lines of work that connect with their moral sensibilities with many opting to gain experience in vocational areas such as medicine, law or animals.
<b>Visits and Visitors</b>	Visits and visitors provide plenty of opportunities for learners to have first-hand experience of the world around them and engage in robust and searching debate and dialogue about right and wrong.

## SMSC at TOA: Social Development

Supporting the social development of learners involves:

- providing a range of opportunities for social skills to be used in different contexts, both inside and outside the classroom
- fostering a willingness to participate in a variety of social settings, cooperating with others and resolving conflicts effectively
- generating an interest in the way different communities and societies function

<b>Aspects of TOA whole-school life that support the social development of our learners</b>	
<b>Tutor-time</b>	During tutor time, learners develop their social skills through cooperative activities (such as planning for and presenting assemblies), individual and group presentations.
<b>Assemblies</b>	Assemblies aim to develop a sense of community cohesion and provide opportunities for learners to both celebrate and nurture the talents of themselves and others.
<b>Charitable work</b>	Through charitable activities, learners are able to develop their social and cooperative skills and utilise these for the benefit of their immediate community and their wider communities (e.g. the national Children in Need campaign).
<b>Extra-curricular activities</b>	Extra-curricular activities, particularly in the Arts and PE but also in other areas such as Maths and Science, bring learners together in a variety of contexts, both inside and outside of the classroom, to cooperate and compete in individual and team events.
<b>Opportunities to represent HCCS</b>	In addition to representing the school in individual and team sports, TOA learners represent the school through educational visits and a plethora of curricular and whole school activities and events (e.g. primary outreach work, leading tours of the school for visitors, supporting parents` evenings and open evenings, interviewing candidates on interview etc). Through this wide range of activities, TOA learners deepen and extend their social skills and develop a rich understanding of how our own

	community functions.
<b>Student Leadership &amp; Student Voice</b>	Through their involvement in Student Voice forums and the responsible role they place as student leaders around school, our learners gain a very real sense of how communities function and the role they can plan to influence them.
<b>Enrichment Days</b>	Enrichment Days suspend the normal curriculum and engage learners in a variety of different social contexts through out of school learning opportunities and visitors to the school.
<b>Work experience</b>	Learners have the opportunity to develop valuable life skills in work-related settings through their work experience placements where they can work and socialise with pupils from different religious, ethnic and socio-economic backgrounds.
<b>Visits and Visitors</b>	Visits and visitors to the school, including parents of prospective students, provide rich opportunities for our learners to develop their social and inter-personal skills through discussions and debates in lessons (e.g. during Enrichment Days) and through leading tours of the school.

## SMSC at TOA: Cultural Development

Supporting the cultural development of learners involves:

- supporting an understanding and appreciation of the range of cultural influences that have shaped their own heritage
- fostering a willingness to participate in, and respond to, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- generating an interest in exploring and showing respect for cultural, religious and socio-economic diversity in local, national and global communities

<b>Aspects of TOA whole-school life that support the cultural development of our learners</b>	
<b>Tutor-time</b>	Tutor time often deals with cultural issues such as what it means to be British and the advantages and disadvantages of our increasingly multi-cultural and pluralistic society.
<b>Assemblies</b>	Assemblies celebrate and nurture the wide range of skills our learners develop throughout the curriculum, including artistic, musical and sporting achievements.
<b>Charitable work</b>	Through charitable activities, our learners are able to express their sense of global citizenship and responsibility (e.g. supporting charities such as Comic Relief).
<b>Extra-curricular activities</b>	Activities such as Pride allow learners to explore and express their moral and cultural beliefs and their sense of social responsibility.
<b>Opportunities to represent TOA</b>	Representing the school through activities such National Connections or student voice work with Family Ties enable learners to explore and express their moral values. Many of our learners participate in educational visits and through these experiences enjoy a first-hand experience of local, national and international diversity.
<b>Student Leadership &amp; Student Voice</b>	Through their involvement in Student Voice forums and the responsible role they place as student leaders around school and within our wider partnership, our learners develop an understanding of the democratic values that underpin our wider British society.
<b>Enrichment Days</b>	Enrichment Days often involve an exploration and expression of cultural, religious and socio-economic diversity in local, national and global communities.
<b>Work experience</b>	Learners develop some appreciation of the socio-economic diversity in society through the work placements they experience.
<b>Visits and Visitors</b>	Visits and visitors expose our learners to the wider social, religious and cultural diversity in our local, national and international communities (e.g. visitors representing religious communities).

