



Prince Albert HIGH SCHOOL



PSHE Policy

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Contents

Curriculum	3
Our Values	3
Our Culture	4
Our House system	4
Spiritual Development	4
Moral Development	5
Social Development	5
Cultural Development	6
Role of Senior Leaders and Key Staff.....	6
Expectations of stakeholders	7
Review	7

Rationale

At PA High, we believe that academic outcomes sit hand in hand with a wider understanding of our self and our world. This is why we place a strong emphasis on preparing our students to embody our school values of integrity, excellence and service. The thinking behind our values is underpinned by our belief that our students should pursue excellence not only academically but socially, morally, spiritually and culturally.

We believe that in order to shape well rounded students, we need to develop character through our curriculum and culture and not through standalone themed days, or assemblies.

Curriculum

We have devoted one hour a week from Y7-13 on Citizenship. This curriculum is a thematic based curriculum that covers 6 key themes every year: identity, relationships, safety and security, the wider world, rights and responsibilities and health. Each year, the theme becomes increasingly age appropriate. The teaching of Relationships and Sex education is woven through this curriculum so that our students gain an understanding of healthy relationships from Y7. Our work with our primaries has allowed us to build on the Y6 curriculum successfully so that there is a clear progression.

At PA High, we recognise that the teaching of such themes requires adequate training and therefore devote a weekly planning meeting to this.

Tutor time

Our robust tutor programme, which takes place daily, allows for us to crystallise our work on developing well rounded young people. This programme gives our students the opportunity to practice their Habits of Success.

Assemblies

Our weekly assemblies are thematic based. They are linked to the citizenship curriculum and are delivered by SLT.

RS

In developing students' spirituality, morality and cultural understanding, we offer one hour of RS every year in Key Stage Three. We then have this as a baseline option that all students undertake in KS4 as we believe that the ethics, philosophy and base of this subject lends itself to deep critical thinking. Topics ranging from all major world religions to cultural differences are all taught through the KS3 curriculum.

Service Days

Throughout the year, we have 3 days where we do charitable work for major world charities. Our students also spend time in our immediate community offering their services to the local businesses. Finally, our children visit our primary schools and mentor our younger students whilst receiving mentoring themselves from university mentors.

Enrichment

Our broad offer of enrichment allows our children to develop socially. Our excellent partnerships and extracurricular facilities mean that all our children partake in at least one extracurricular activity per term.

Our Values

Our values run through our curriculum, our robust tutor time programme, and in our restorative and corrective conversations. They provide a common language and approach for all of us to anchor our conversations in. These values are not just shared with children at the beginning of term but are the basis of robust conversations where children are asked daily (in tutor time) to demonstrate where and when they lived our school values.

Integrity

We are honest to our work, ourselves and others. We believe that there are no short cuts to success or any point in making excuses. We do the right thing because it is the right thing to do – not because we want a reward or are afraid of the sanction. We do the right thing even when others aren't watching us as we exercise self-discipline. We pride ourselves on taking personal responsibility for our actions even (and especially) when this is difficult.

Excellence

We are a community who practise excellence at every point of the day. We have the highest expectations of ourselves and each other. We view learning to be a joyful activity and view feedback as a gift. We are proud of our identity, know that we are ambassadors of our community and strive to be better than yesterday. We believe we learn better, when we learn together.

Service

We believe that to lead is to serve and service brings joy. We encourage and challenge each other to be kind and graceful in every interaction. This extends beyond our school as we build networks and grow with others. We give back to our community because we believe that education and knowledge is only of true value when it helps others.

Our Culture

We set high standards for conduct, both academic and behavioral, as our children deserve respect and should know how to give and receive it. Doing this allows us to develop our students' social behaviour, morals and cultural etiquette.

We are a no shouting school. We believe that shouting is a loss of control and therefore model emotional constancy in every interaction. From the moment we issue a correction for a misdemeanor to having to speak to children about poor choices we do not raise our voice. This models' good social behaviours and all staff receive training on how to do this in their induction.

Deliberative language and choice – We pay close attention to words. We use language that is unambiguous, emotionally constant and positive. Our training piece ensures that our staff script, practice and internalise their responses so that their language is deliberative.

We move through the building calmly and quietly – PA High is a calm and orderly school where everyone – staff and students - moves around the building calmly and quietly modelling good social etiquette.

We exercise purpose not power. We explain the 'why' behind everything. By anchoring everything in purpose, we develop the morals of young people and aim to internalise good habits.

Our House system

We are one team that has several sub teams. Building a sense of belonging and community in each of our houses always allows our children and staff to connect to one house whilst remembering that all the houses are part of Prince Albert High. The success of one house is the success of all of us and acts as an impetus and driver for all of us to strive for excellence. We have inter-house events that celebrate members of the houses.

Practice and coaching leads to mastery - Our motto 'in pursuit of excellence' means that we practice the habits of success. Our staff and children ask themselves – 'are we better today than yesterday?' How did we live our school values today? These questions are used in all our conversations as we help one other to practice the habits of success.

Habits of success Our habits of success empower our students to grow alongside academics in order to nourish their character. Our children are actively taught how to take Cornell notes, how to plan and execute interleaved practice, how to fact-check and form other habits of success – habits that we think make great learners.

To elevate this work, we plan one university visit (at least) once a year, have a broad and balanced enrichment programme and also spend time in the community to build wider networks. All of these are designed with the Gatsby Benchmarks in mind.

As part of this, all our students are given the opportunity to grow and understand themselves and each other in a safe environment free from prejudice and harm. Incumbent to this is a secure understanding of who our children are, what the world around them looks and feels like and how they can navigate all of the moving parts whilst staying true to their own identity.

All staff work together to create a happy, challenging, stimulating and caring environment in which students can enjoy their time at school and celebrate their efforts.

Spiritual Development

This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.

Objectives

At PA High the students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves.
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs.
- Explore the spiritual values of others through stories, drama, music, art tutor time and religious education.
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences.
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others.

In Practice at PA High this is delivered through:

- A Religious study programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values.
- RS being taught once a week every year in KS3 and as our minimum humanities options for all children in KS4.
- A PSHE programme which is thematically linked and explored the themes of: identity, rights and responsibilities, the wider world, safety and security, health and relationships.
- An assembly programme to address the spiritual aspect of quiet and reflection – in particular using past and present role models (including our House Names) from the world and encouraging community participation.
- Educational enrichment trips, creative partnerships and visiting speakers who provide a range of experiences promote a sense of awe and wonder about the world.
- A reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it through our Habits of Success.
- A rewards system developing student self-esteem through certificates, postcards and other wider rewards.
- Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the efforts of the individual.
- The use of school council to involve students in the life of the school.
- PSHE programme for Years 7-13.

Moral Development

Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a Behaviour Policy which promotes a supportive approach to the management of challenging behaviour.

Objectives of the code of conduct are to promote the concept of excellent behaviour by being: -

- Living our value of excellence, service and integrity
- Building intrinsic motivation through extrinsic rewards
- Doing the right thing regardless of whether anyone is watching or not.
- Parents as partners

In practice – at PA High this is delivered through:

- Robust training and guidance for all staff on what good behaviour looks and feels like
- Clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons
- A student support department and structure used by all staff
- PSHE programme for Years 7-13.
- Assembly themes on moral issues that are developed and reinforced during tutor time.
- Close monitoring and celebration of 'beautiful books'
- Fund raising activities for nominated charities a year, in addition to national charity events which give rise to discussion around morality.
- The use of students in teams across the school and the MAT: Student council; mentoring of students in PACT primaries;
- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues.
- Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour during deep learning weeks across the school and demonstrates the flexibility of our teaching programme.

Social Development

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

Objectives

Students will be encouraged to:

- Maintain and develop relationships within the school, working successfully with other students and adults in the school community.
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community.
- Gain an understanding of the wider society through their family and carers, the school, local and wider communities.

- Actively participate in the school community and beyond into the wider community outside of school.

In Practice, at PA High we provide opportunities for students to:

- Interact with all staff in school and with external partners of the school in an appropriate and outstanding manner and measure this through our habits for success called 'Networking.'
- The use of students in teams across the school: House system; Student council; Prefect team.
- Elected school council representative to feedback views, ideas and concerns to their tutor groups and to the senior leadership team.
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where students have the ability to learn both with teacher interaction and support, but increasingly with more independent study.
- PSHE programme for Years 7-18.
- A focus on oracy in all lessons
- A robust tutor time programme that privileges discourse and reading.
- Experience excellent IAG in school through pastoral and career advice in which all staff are involved throughout the year.
- Participate in the wider community through work experience in year 10 and volunteer support work in the local community. This is tracked through school on a database of student activity both in school and in the wider community.
- Duke of Edinburgh scheme tbc

Cultural Development

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

Objectives

The students will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills.
- Recognise that similarities and differences may exist between different societies and groups.
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media.
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

In Practice at PA High, we encourage:

- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools' colleges and universities – in order to better understand other cultures and ways of life.
- PSHE programme for Years 7-13.
- MFL/Historical visits to other countries
- The teaching of Mandarin as a continuation of our PACT offer
- Collective worship and assemblies – a themed approach that give rise to many opportunities to explore spiritual, moral, social and cultural development (SMSC) and cultural diversity. Other events are also celebrated with, art/music and presentations along with specific services such as Remembrance, annual carol services and celebrations.

Role of Senior Leaders and Key Staff

- To undertake audits and observations of department developments in SMSC provision.
- To promote and facilitate enrichment events in school.
- To promote student "voice" opportunities and the related teams in order to maximise student participation.
- To compile and update a portfolio (photographs and programmes) to record the school's support for S.M.S.C.
- To oversee a database of student involvement both inside and outside of school
- To encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

Expectations of stakeholders

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in tutor time, assemblies and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the school community.

This policy relates to the whole life of the school and its role in promoting SMSC by the example set by adults in the school.

Review

This policy will be reviewed annually, or more regularly in the light of any significant new developments or in response to changes in guidance.