



PERSONAL, SOCIAL AND HEALTH and SEAL (Social and Emotional Aspects of Learning) EDUCATION POLICY

Review Date:	April 2008	Last review date:	N/A
Policy Adopted:	August 2007	Next review date:	TBD

This Policy incorporates the Academy's vision and core values.

Introduction and Purpose

PHS and SEAL Education is at the very heart of our Every Child Matters framework which sets out how all students achieve the 5 outcomes on which all Children's Services are now focused.

We believe that most personal, social and attitudinal learning should be implicit and embedded in the day to day life of the Academy – the way we communicate with and respect each other, the way we conduct ourselves with other people and around the site, the attitude of the Academy to good meals, nutrition and exercise, health and safety and the good maintenance of our environment.

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

Aims

We will:

- 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*
- 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

This is based on the belief in the fundamental value of these experiences.

Guidance and Procedures

We base our work on the three strands that are listed in the National Curriculum and have been updated in HMI Documents 23/11 and Healthy Schools Recommendations:

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

This is done 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:

- School ethos
- Assemblies
- School trips
- Extra curriculum activities
- School 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

Spires 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.

Monitoring, Evaluation and Review

This policy will be monitored by the Director of Learning – Humanities and evaluated and reviewed by Student Voice Groups and by the Student Support Strategy Group.