Newton International Academy, Barwa

Secondary PSHE Policy

An International Community of Learners, Striving for Excellence and Celebrating Success

Approved by: Senoir Management Team
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Next Review Date: September 2027
Review Cycle: Annual

NEWTON INTERNATIONAL ACADEMY | BARWA

Vision

An international community of learners striving for excellence and celebrating success.

Mission

We aim to provide the highest quality of education possible for our students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills, and become lifelong learners and responsible citizens. To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting, and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents, and the wider community to achieve our vision

Rationale

This in the umbrella policy for Personal, Social, Health Education and Citizenship (PSHE). PSHE is a basic entitlement for all students. It is embedded within the ethos of the school and is reflected in the general aims/mission statement of the school.

Newton Group Values:

Respect : Self- respect, respect for students/ staff/ parents and respect of personal and community property.

Honesty : Honesty in all our actions.

Transparent communication : Open and effective communication among students, staff and parents.

Empathy: Understanding and appreciation of the feelings of others.

Support: Support the development of each individual to his/her fullest potential.

Diversity: Appreciation of all languages, traditions, religions and cultures.

Social responsibility: Development of responsible citizens through community service.

Personal Accountability: Highest personal commitment to taking responsibility for our actions.

Environmental Awareness: Respect for our environment.

Principle

PSHE is about what it is to be a person. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable students to lead confident, healthy, responsible lives as individuals and contributing members of society.

In NIA Secondary, students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community.

In particular the House system and the many activities arranged within the Houses support an inclusive, participatory ethos. PSHE aims to enable students to:

•value others and feel valued
•respect others and be respected
•be independent and interdependent
•behave responsibly
•have a concern for justice and uphold the rights of others
•understand the consequences of their actions
•treat others the way they would like to be treated.

PSHE gives students opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and that of others in society, thus allowing them to build meaningful relationships. It also promotes students' well-being and self-esteem enabling them to take responsibility for their learning and future life choices.

PSHE is the joint responsibility of the individual, the family, the school and the wider community. Through our PSHE programme, individual students are encouraged to show respect for our common humanity, diversity and the differences between people.

PSHE in the school curriculum

At Newton International Academy we provide many opportunities to promote pupils' personal and social development through the curriculum, including:
Belonging and identify; first aid, substances education, financial education, Careers education, Careers fair, guest speakers, Model United Nations, Debating about personal health (physical and mental).

Outside of the main curriculum the following add value to PSHE within the wider school context:

•Core and foundation subjects
•Assemblies (House and whole school)
•House activities
•Cross-curricular projects
·School/student Council/prefects
•Peer education
•Invited visitors
•Tutorials
•Mentoring
•Buddying
•Work with vulnerable students including social skills groups, TA key workers, school counsellor
•Whole school events e.g health/industry days
•Educational visits and school trips
•Sports teams & other activities eg Sports Leadership
·National and international trips.

Success criteria for PSHE

•Students have an excellent knowledge of how to live a healthy and safe lifestyle.
•Students leave with high quality employability skills.
•The personal development of students leads to the majority of our students being confident and articulate, showing mutual respect to each other and above all maturity across the year groups.

Quality of teaching in PSHE

•Sunday, Period 1 PSHE will be well planned in advance staff will be receiving Lesson resources in advance – addressing and prioritising current and relevant issues.

•This timely approach will also give the opportunity for teachers, tutors and heads of House to create year group/House assemblies.

•Teachers display excellent knowledge of PSHE and skilfully manage discussions on sensitive and controversial issues.
•Students are often responsible for their own learning and are unafraid to challenge concepts presented to them, they also feel confident to question teachers and visitors to broaden their understanding of the subject matter.

Character Education
At Newton International Academy, Character Education is an essential strand of PSHE, helping students grow into well-rounded, moral individuals. Character Education supports our school's mission and values by embedding a shared language of virtues and fostering the moral, civic, and intellectual development of all learners.

Aims of Character Education
Through Character Education, we aim to:
·Cultivate core virtues such as respect, honesty, empathy, integrity, resilience, and responsibility.
·Encourage reflective practice and personal development.
·Develop confident, compassionate individuals with a strong sense of citizenship and purpose.
·Support students in making ethical decisions and contributing positively to their communities.

Implementation
Character Education will be embedded within the PSHE framework through:
·PSHE weekly lessons on character and values using real-life contexts, stories, moral dilemmas, and debates.
·Integration across subjects, where character themes are linked to topics in Citizenship , English, History, Science, and other subjects.
·Tutor time reflections, encouraging students to explore personal character strengths and development.
·Assemblies that introduce and reinforce monthly or termly focus values.
·Value recognition initiatives, celebrating students who demonstrate key virtues through school-wide rewards.
·Themed days/weeks, e.g., "Mental Wellbeing or "Cancer awareness", with accompanying activities.
·Student counsellor sessions, offering students space to reflect on their personal growth.

Enrichment and Community Links

·Students will engage in service projects and social action initiatives aligned with school values.

·Leadership and extra-curricular programmes (e.g., student council, peer mentoring, DofE) will be aligned with character development goals.

·Educational visits and international trips will include reflection activities focusing on virtues such as adaptability, empathy, and curiosity.

·Staff and Leadership Involvement

·All staff are recognised as character educators and receive regular training on character-focused pedagogies.

·The school will appoint a Character Lead responsible for driving whole-school character initiatives and evaluating their impact.

·New staff will be inducted into the school's vision for Character Education to ensure a consistent and integrated approach.

Evaluation and Review

Character Education will be monitored through:

·Student voice and Surveys.

·Feedback from staff and parents.

·Observation of school culture and behaviour trends.

·Regular review by SLT and incorporation into whole-school development planning.

Confidentiality

Relationships between staff and students are central to the ethos of our partnership. It is important that appropriate ground rules are established for PHSE work and that staff and students are aware that any discussions during PHSE should not be repeated outside of the classroom. However, if a member of staff becomes worried about a child's health, state of mind or safety as a result of comments during PHSE the concerns should be shared with a member of SMT.

Responsibilities

- Staff Members: Responsible for delivering the PSHE and Character Education to tutor groups during allocated sessions.
- Head of Year: Monitor completi9on of PSHE in year group and to follow up with tutors and student feedback.
- Senior Management Team: Head of Pastoral and Assistant Head of Pastoral prepares PSHE lessons, material and activities in line with curriculum and school values.
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Compliance with the Code of Conduct

All staff and students are expected to adhere to the principles outlined in the Code of Conduct, ensuring that the school's values of respect, honesty, and transparency are reflected in all classroom behaviours.

Training and Education

- Staff Training: All staff members must undergo professional development session on use of PSHE and Character education in lessons. They must understand the implications of their classroom environment.
- Student Education: The school will provide resources and workshops for students on responsible behaviours within PSHE and school conduct promoting a culture of awareness and responsibility.
- Parental Engagement: The school will engage parents by offering resources or workshops on PSHE and Character Education, fostering a collaborative approach to student wellbeing and characteristics.

Crisis Management

- In the event of a crisis related to behaviour incident, staff must follow established protocols for addressing physical behaviour or misconduct of students. This includes consulting with the SMT before responding to parents and ensuring that all communications are consistent with the school's values and policies.

Monitoring and Review

This policy will be reviewed annually to ensure its effectiveness and relevance. Staff feedback will be considered during the review process. Additionally, the review will include an assessment of compliance with any updates to the KCSiE guidance.