**PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY**

1. **Introduction**

Personal, Social, Health, and Economic Education is an integral part of the curriculum which affects every aspect of school life. The social climate and the type of learning environment created are crucial to this and at the Boxing Academy the staff share common attitudes and beliefs about values and behaviour which are based around the ethos of a boxing gym: a small, comfortable and familial environment with clear boundaries, a system of rewards and sanctions and an emphasis on discipline, achievement and hard work.

Central to this is the mentor-pupil relationship that allows for genuine breakthroughs in behaviour, conflict resolution and anger management as well as academic improvement and aspirations. The Boxing Academy’s method can be summarised by these seven key principles:

**CONSISTENCY**

*uniformity and boundaries make children feel safe*

**PERSISTENCE**

*we do not give up on any child, ever*

**IMMEDIACY**

*we deal with issues as they arise*

**TOUGH LOVE**

*discipline and emotional support is vital*

**CONFLICT RESOLUTION**

*do not allow your anger to rule you*

**SANCTIONS**

*understand that actions have consequences*

**REWARDS**

*learn to be successful one step at a time*

Our approach to boxing training offers pupils the opportunity to expend their energy in a purposeful manner, to channel their aggression and to learn teamwork, discipline and the acceptance of authority.

The underlying principal of PSHE is about putting children and young people first, which has always been at the heart of good practice and life at the Boxing Academy. Our curriculum is structured around a staffing model that allows for intense and consistent mentoring, both in and out of the classroom. The pastoral role of pod leader is pivotal to the success of the academic teaching and life skills that we deliver. An environment where pupils feel safe and secure to explore and investigate new experiences, whilst also being able to reflect on and evaluate what has been learned, will further a pupil’s learning.

1. **Definition of PSHE at the Boxing Academy**

Personal, social, health and economic education is the intentional promotion of the personal development of the pupils. The Boxing Academy takes a positive approach to PSHE learning using a competency-based model, rather than simply teaching the various topics. This means that students approach their PSHE learning through the lens of learning vital skills and attributes, rather than being given a list of do’s and don’ts linked to drugs, alcohol, relationships etc. Our four key competencies are listed below.

* Independence and Aspirations.
* Autonomy and Advocacy.
* Choices and Influences.
* Risk management and help-seeking strategies.

Students’ skills and attributes are developed through the context of different topic areas, each with its own knowledge content. For example, ‘developing agency, the ability to manage influence and access support’ can be taught through the context of drugs and alcohol while ensuring the relevant factual knowledge is covered.

 Anyone with a poor self-image finds it harder to learn new skills, to be confident in making decisions or to form stable relationships. It is vital therefore that we help pupils to increase their self-awareness and self-confidence by ensuring that they all have the opportunity to achieve and be successful. The boxing training curriculum is central to this approach.

PSHE is a planned programme of learning opportunities and experiences that help pupils grow and develop as individuals, members of families and communities. It equips them with knowledge, understanding and practical skills to live healthy, safe, fulfilled and responsible lives. PSHE also enables pupils at the Boxing Academy to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

This includes opportunities provided by:

* The core subjects of Mathematics, English and British Values;
* Other subjects in the curriculum;
* PSHE courses such as Health and Safety, and First Aid;
* Trips, visits and extra-curricular activities;
* Special projects and other events which enrich young people’s experiences.
1. **Aims of the PSHE programme at the Boxing Academy**

At the Boxing Academy we aim to:

* Develop self-esteem/promote pupils’ self-esteem, self-confidence and emotional well-being;
* Develop positive relationships/help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and others;
* Provide opportunities for pupils to achieve and be successful;
* Take responsibility for their own actions and learning;
* Take responsibility for the consequences for their actions;
* Develop skills and knowledge to understand personal health and growth;
* Develop positive attitudes towards health;
* Prepare them for adult life;
* Help them to be responsible and caring citizens;
* Develop knowledge, understanding and appreciation of the pupils’ own and different cultures;
* Promote equal opportunities and challenge discrimination and stereotyping;
* Enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity;
* Contribute towards the school’s welcoming and health-promoting environment;
1. **Teaching and Learning strategies:**

The pupil is central to the whole learning process and must be actively involved in it, therefore we approach and resource our PSHE lessons like all other academic lessons. Students receive high quality explanations on key information and are expected to complete application task to apply their learning and give teachers the opportunity to assess their work and reteach when necessary. Strategies such as visits, visitors, team teaching, high quality documentary and real life stories are used in order to achieve the learning objectives. Learning strategies range from discussion, questioning, knowledge retrieval, reading and comprehension, sorting activities, continuum lines, role play, negotiation to games and role play. Students have the opportunity, and are encouraged, to work both independently, individually, and within a variety of groups, which differ in size and purpose. They are encouraged to communicate with respect and learn from other pupils and adults.

**Content:**

Sensitive and controversial issues arise from time to time within the programme. They may be cultural, ethical, racial, social or moral. We aim to deal with such issues in a sensitive and diplomatic manner, but never to avoid or dismiss them. Other ways PSHE is delivered in The Boxing Academy include:

- Incorporated into lesson planning

- As separately timetabled sessions.

Visits by the police, dental service, NHS, etc

- By means of tutorial time

- Group work and discussion

- Use of video and ICT

- Project work

- Residential experiences

- Voluntary experiences, e.g. fundraising

1. **Management of the PSHE programme**

The PSHE co-ordinator (Emma Daly), our onsite PSHE consultant, is responsible for resourcing and co-ordinating these aspects of PSHE provision within the school. This includes PowerPoint presentations, student booklets, baseline assessment suitable reading material, posters, videos and other teaching materials, CPD for staff, drop in and feedback cycle, recommending teaching strategies and keeping up–to-date with developments. Staff training needs can be brought to the school management’s attention by the co-ordinator.

**Parental involvement**

Partnership between school and parents is the key to success. Parents are welcome to contact the co-ordinator or arrange a personal meeting to discuss any issues relating to the PSHE curriculum. Parents can access the policy and curriculum frameworks at any time via the school web site.

**Pupil involvement**

Young people’s confidence and self-esteem will be strengthened if they feel that their views have been taken into consideration in the development of the policy. Pupils had the opportunity to voice their opinions regarding the aims and objectives of the policy. Pupils also actively take part in lessons, outside activities, work related placements and workshops to promote all aspects of the PSHE curriculum.

**Resources: Visits and Visitors**

Visitors play an important part in the PSHE in the school. Experts in particular areas are used not only for their specialist knowledge, but also to encourage pupils to see the relevance of the subject to life outside school. Some use is also made of visits. It is important that visitors are aware of school policy and agree to operate within them. External links to the school have been listed below:

- Brook – Sex related education and protective behaviours

- School Nurse (NHS) - Personal Hygiene, healthy living, protective behaviours;

- Community Police – Rights, responsibilities, stop and search;

- England Boxing and local boxing clubs – health & fitness, social interaction;

- Local prison service – crime & punishment;

- Fire, medical & police services – the community;

All parties involved in work with children and pupils at school are made aware of the school confidentiality policy and will be vetted according to the visitors to school policy.

1. **Equal opportunities**

The Boxing Academy is committed to a policy of equal opportunities for all pupils. PSHE is an entitlement for all pupils regardless of their particular beliefs, gender, social class or ability and the curriculum and learning approaches are planned with this in mind. All people working with or supporting the pupils at The Boxing Academy should be made aware of the necessary policies.

1. **Assessment, recording and reporting**

The programme is monitored and assessed by using the following methods:

* + Baseline assessments that are revisited after each SoL; Baseline inform future curriculum planning
	+ Subject knowledge and understanding assessments;
	+ Peer assessments;

Teachers should be aware of the school’s Health and Safety Policy and Educational Visits Policy. The broad nature of the content of PSHE means that links can be made with a large number of other aspects of school life and organisation. Other policies that can be read in conjunction with this PSHE policy include the Safeguarding Policy, Behaviour Policy, Anti-bullying Policy and SMSC Policy.