

## PSHE Policy

<b>Person Responsible:</b>	Assistant Headteacher - Data
<b>Date:</b>	July 2021
<b>People Involved:</b>	Behaviour & Welfare Committee
<b>Reviewed:</b>	Annually
<b>Adopted:</b>	July 2020
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### 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

Provide students with the knowledge to help them prepare for the challenges they will face in an increasingly complex world.

Provide students with opportunities to learn, discuss and acquire relevant age appropriate knowledge covering all aspects of relationships, sex, health education (see statutory requirements below)

Help enable students to make informed decisions about their health, wellbeing, relationships and to help them build confidence in themselves.

Promote spiritual, moral, social, cultural, mental and physical development of students, both at school and in society.

Embed our school ethos and values of Ambition, Respect and Excellence across all aspects of the PSHE curriculum and wider school life; supported by and delivered through PSHE lessons across all years.

### 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

We must teach health education under the same statutory guidance

This policy also complies with the terms of our funding agreement.

### 3. Content and delivery

#### 3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

What we teach in PSHE in relation to our relationship, sex and health education, as well as other aspects forming non statutory elements can be found on the programmes of study listed on our website.

<u>Year group</u>	<u>Curriculum Topic</u>
7	<ul style="list-style-type: none"> <li>● Being Safe – personal safety</li> <li>● Physical health and well-being – growing up and puberty</li> <li>● Physical health and well-being – health and fitness (exercise)</li> <li>● Physical health and well-being – healthy diet</li> <li>●</li> <li>● Respectful relationships – friendships, peer pressure</li> <li>● Careers education - introduction</li> <li>● Finance education - introduction</li> </ul>
8	<ul style="list-style-type: none"> <li>● Becoming a teenager – mental health, emotional changes, puberty, effects on relationships</li> <li>● Sex education – sexual health, contraception, safe relationships</li> <li>● Physical health and wellbeing – smoking and alcohol</li> <li>● Online safety</li> <li>● Careers education – developing skills, gender stereotypes</li> <li>● Family and respectful relationships – anti bullying, support</li> <li>● Finance education</li> </ul>
9	<ul style="list-style-type: none"> <li>● Respect and antisocial behaviour including influence from media and others on behaviour</li> <li>● Sex and relationships – sexual health, safety sexual relationships, consent, gender identity, sexuality and orientation</li> <li>● Health and wellbeing education – drugs and alcohol awareness</li> <li>● Health and wellbeing education - immunisation and sun safety</li> <li>● Careers education</li> <li>● Internet safety</li> <li>● Different relationships – gender equality and law</li>   <li>● Elements of Dfe PSHE statutory requirements relating to health and well being (sexual education topics – abortion, family types) are also taught through the Ethics and culture curriculum in Year 9 (see separate programme of study for details)</li> </ul>
10	<ul style="list-style-type: none"> <li>● Mental Health and well being</li> <li>● AQA RE -Theme A: Relationships and families including statutory elements of</li> </ul>

	<p>PSHE (see mapping document/DfE guidance above)</p> <ul style="list-style-type: none"> <li>● Online Media (to include safety online and behaviour) and including statutory elements of PSHE (see mapping document/DfE guidance above)</li> <li>● Finance and managing your money</li> <li>● AQA RE -Theme B: Religion, war and conflict including statutory elements of PSHE (see mapping document/DfE guidance above)</li> </ul>
11	<ul style="list-style-type: none"> <li>● AQA RE -Theme B: Religion, peace, and conflict including statutory elements of PSHE (see mapping document/DfE guidance above)</li> <li>● Preparing for the future – careers education and post-16 provision</li> <li>● Study skills</li> </ul>

### 3.2 How we teach it

- All students have a PSHE lesson once a week
- The ethics and culture curriculum particularly in year 9 supports the PSHE provision
- The KS4 PSHE/Ethics and Culture curriculum is designed as a 2 year programme to support wider PSHE/RE/Ethics elements and is taught as one lesson a week.
- Additional health and wellbeing, careers, aspirational assemblies are also part of our wider whole school PSHE provision. Elements are included in the Aspire programme for KS4 and delivered as part of this process.
- School teaching staff deliver the PSHE programme with support from outside agencies including the school nursing team, mental health professionals, and other trained professional as and when appropriate.
- Staff are expected to plan and deliver lessons in a professional way that is inclusive of all student and takes in to account the student's ability, educational needs/disability and emotional needs. Topics should be planned and delivered to take into account appropriateness of audience and should speak to relevant staff (DSL/HOF if they have concerns regarding a topic, student's response to a topic or their own ability to keep personal beliefs and attitudes from influencing their teaching.
- Teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them. These concerns should be raised with HOF and line manager through relevant channels and timely and professional manner
- Teaching methods and planning style will be dependent on the whole school policy related to lesson format and assessment and the individual teacher. Staff are expected to plan and teach in accordance with school policy as with any area of the curriculum.
- PSHE progress will be reported to parents in line with all other subjects via the school reports

## **4. Roles and responsibilities**

### **4.1 The governing board**

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

### **4.2 The headteacher**

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Faculty Lead: Mrs S Hooper

SLT link: Mr G Atkins

### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **5. Monitoring arrangements**

The delivery of PSHE is monitored by Mrs Hooper – Raising Aspirations and Post-16 Leader through: Line management processes, learning walks and regular meetings with staff

This policy will be reviewed by Mrs S. Hooper, at least once every 3 years as part of the review programme. At every review, the policy will be approved by the governing board and headteacher.