



HuishEpiscopi

**ACADEMY PROCEDURE
PSHE POLICY**

September 2022



Document title				
PSHE (Personal, Social and Health Education)				
Status			Lead Academy staff member	
Academy Procedure			Ollie Walby / Ben Wood - Heads of House	
Review date			Date approved	
September 2025 3 years unless changes required earlier			September 2022	
For public access on request <i>Tick as appropriate</i>			Approved by	
Post		Online		The Principal
Notes				

• **RATIONALE**

The Directors believe that much of what takes place in the Academy contributes to the personal and social development of young people. Besides intellectual development, the Directors consider that it is essential that the Academy should concern itself with the personal, social, health and economic development (PSHE) of its pupils. By its very nature PSHE permeates the whole curriculum, both the formal and informal. PSHE in its broadest sense is part of every pupil's entitlement through a curriculum that promotes these ends. It is, therefore, the responsibility of all teachers and a major priority for Academy management.

• **POLICY**

Personal, Social, Health and Economic education provides a vital foundation for the personal development of young people in preparing them for adult life. PSHE education is important in combating the social exclusion and disaffection of any pupil, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life. Furthermore, in response to 'Prevent Duty', our Academy provides a PSHE programme that links directly with our assembly rota. We have considered and included specific safeguarding issues¹ that relate to pupils at our Academy and the broader political agenda.

In the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education), the **Programme of Study for PSHE education (key stages 3-5)** aims to develop pupils knowledge, skills and understanding in the following areas:

- Developing confidence and responsibility and making the most of their abilities.
- Developing a healthy, safe lifestyle.
- Developing good relationships and respecting differences between people in both the Academy and wider community.

• **AIMS**

The overarching aim for PSHE education is to provide pupils with:

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

GUIDELINES

1 Roles and responsibilities

The PSHE Coordinator is responsible for:

- The overall planning, implementation and review of the programme
- Meeting regularly with the line manager for the effective promotion of PSHE
- Ensuring that teachers are aware of, and are responding to, local guidelines and national policy statements in relation of PSHE.

¹ Keeping Children Safe in Education 2020

- Organising the delivery of PSHE.
- Ensuring that a variety of teaching approaches, including active or cooperative learning structures, will be used to give pupils relevant information to enable issues to be explored, and to acquire appropriate skills – see teaching methods and learning approaches.

2 Organisation

- Pupils are taught in age appropriate mixed ability, mixed gender groups
- A wide range of teaching resources are available to teachers for inspection by parents through the PSHE coordinator
- Resources are available to staff via the Teacher Public area of the ICT network
- PSHE resources are user friendly with detailed lesson resources and accompanying booklets, and guidance on the delivery
- The PSHE co-ordinators meet regularly to review, plan, evaluate and modify PSHE lessons. An annual review of the subject is also conducted at the end of the academic year.
- Further delivery is through Academy events, educational visits, careers guidance, work experience, pastoral care and guidance, the assembly programme, pupil voice and through teaching and learning in other subject areas.

3 Curriculum provision

At **Key Stage 3** pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary school phase. PSHE education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships, their online lives and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At **Key Stage 4** pupils extend and rehearse the skills, further explore attitudes and values and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By Key Stage 4 increasing numbers of pupils may be gaining direct experience of issues taught through PSHE education.

PSHE education is delivered through three overlapping and linked Core Themes. The Core Themes are:

- Health and Wellbeing
- Relationships
- Living in the Wider World
- **Programmes of study for Health and Wellbeing**

Learning opportunities in health and Wellbeing include :

Self-concept

Mental and emotional well being
Healthy lifestyles
Drugs, alcohol and tobacco
Puberty and sexual health

- **Programme of study for Relationships (see appendix 1)**

Learning opportunities in Relationships and Sex Education include:

Positive relationships
Forming and maintaining respectful relationships
Relationship values
Consent
Contraception and parenthood
Bullying, abuse and discrimination
Social influences

- **Programme of study for Living in the Wider World, Economic Wellbeing, Careers and the World of Work**

Learning opportunities in Living in the Wider World include:

Learning skills
Choices and pathways
Work and career
Employment rights and responsibilities
Financial choices
Media literacy and digital resilience

4 Teaching methods and learning approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods. A programme of learning walks and staff/student voice allow for open professional dialogue to review PSHE performance and adapt the programme to suit the needs of the academy students.

5 Monitoring, evaluation and review

The policy will be evaluated and reviewed every three years by the PSHE coordinator and teaching staff within the teams. An annual survey of the pupil body will seek the views of pupils.

6 Dissemination of the policy

This policy is available on the Academy website, on request to parents and carers the LA and Ofsted through the Principal.

- **OTHER POLICIES THAT HAVE RELEVANCE**

Anti-Bullying
Provider Access Policy
Equality & Diversity
Safeguarding and Child Protection Policy
Sex Relationship Education
Spiritual, Moral, Social and Cultural (SMSC)
Confidentiality

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