

PSHE Policy

Approved by: Quality of Education

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1. Aims

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

- develop students' thinking skills to allow them to make informed decisions
- develop responsible attitudes in order to allow students to become confident, active citizens
- to encourage the skills needed to develop positive relationships with others
- to encourage understanding and respect for others
- to develop an understanding in students of the world around them
- to prepare students for adult life in a democratic society

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

3. Content and delivery

3.1 What we teach

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

Refer to our Relationships and Sex Education Policy for details of our RSE provision.

Health Education is part of the Personal Development programme and covered in healthy me and changing me

Celebrating difference Year 6 *this is what should have been covered* Diversity - topic dependent on current climate Year 7 Sexual orientation and stereotypes Year 8 Multi-culturalism Challenging Consent negative behaviour Year 9 Community Year 10 - Impact Days 2021-2022 Finances -Year 10 Dark side of 2022-2023 lessons budgeting Aspirational social media Pride Harassment Prejudice Social Year 11 careers Phobic and Discrimination Banter Prejudice media County Finances racist language Stereotyping Sixth Form** Equality Act lines (law) Discrimination Moving on Sexism Realistic Consent Assessing from school **topics to be taught on 8 Inequality Coercive Positive Personal Community Multiprogress Citizenship personal development control Risky change strengths Financial Challenging dropdown days in year 12 experimentation pressure Liberty Prejudice Long term and 13 negative behaviour Self-identity SMART Interview living and Skill set Peer approval Discrimination Personal skills Planning for safety Unique me Different perceptions Celebrating beliefs Skills Sexual in my Non-Long-term about normal success Differences Owning a exploitation dreams Online world financial Understanding disabili Democracy UCAS Learning car Citizenship safety Identifying dreams and Welcoming Skills Education Power Careers Understanding support Perceptions strengths Radicalgoals goals needed training others Respect for Concern for the own behaviour isation for future options Driving beliefs of Planning for Online intimate Being a global citizen Media Ace your Steps to success Choices safety others Resilience future relationships safety My year ahead manipulation exams Making a difference Mental health Physical Basic emergency aid Puberty Long term Self and body image Managing Alcohol Date rape stigma attraction changes Healthy diet Risk physical anxiety & Healthy Drugs taking Mental health stress Puberty Relationship Managing Year 10 -Different behaviour Triggers health Physical Dental Impact Days Exam Sleep kinds of Love and loss Relationships attraction Stereotypes health pressure Resilience relationships exam stress Healthy Details tbc Being safe with technology lifestyle Sleep Work - life Reflection Sexuality Medicine Mental Self-image on body First aid balance Healthy and supportive relationships health and brain Alcohol & risky Units of Changingme Assertiveness Getting on and falling out Immunisation Substances and Sexual Healthy Resilience Alcohol changes behaviour health eating -Emotions safety Sleep Readiness Unhealthy cooking Support for sex balance of power Reducing Smoking and Stereotypes Fertility Personal space risks vaping Power and control Risk in intimate First Aid Wellbeing Contraception in intimate Sex and the law relationships Sex and Sleep relationships Strategies for Alcohol Rape Sexual staying safe Sexual consent Contraception Nutrition Year 10 - Impact Days Identifying orientation County Lines Stages of health risks Forced¹ Pornography intimate Dangers of relationships FGM and gambling Hate crime challenges Safely ending Toxic relationships LGBT+ rights relationships Image based sexual abuse Identifying harmful

Relationships

sexual behaviours

(include Years 12 & 13?_

Key Theme	Year 7	Year 8	Year 9	Year 10	Year 11
Mental wellbeing	√	√	V	$\sqrt{}$	V
Internet safety and harms	√	√	√	V	V
Physical health and Fitness	V	V	V	V	V
Healthy eating				V	
Drugs, Alcohol, tobacco	V	V	V	V	V
Health and Prevention	√	√	√	V	V
Basic First Aid	√		√		V
Changing Adolescent Body	V		V	V	

3.2 How we teach it

In Year 7, PSHE is taught as part of weekly personal development lessons. In Year 8, one lesson per fortnight is devoted to personal development, as a timetabled lesson. In Year 9, students receive one lesson per week. In Year 10, students receive 3 lessons per fortnight. In Year 11, personal development is timetabled once per week; this session is also partly given to study time at key points in the year. Careers education and citizenship are also covered though the PSHE curriculum. Assemblies are often used to highlight themes which are relevant to the PSHE curriculum, and often focus on British values and the values of the school.

The PSHE course is taught by designated members of staff in Years 7-11. In Years 12 and 13 Personal Development days are covered by various members of staff. Outside agencies, including Brook, are also used to deliver aspects of the subject.

The PSHE curriculum is based around the Jigsaw course in Years 7 -11. The course follows a standard approach to the delivery of PSHE and focuses around key themes in each year:

Being me in my world

Celebrating difference

Dreams and goals

Healthy me

Relationships

Changing me

The Jigsaw curriculum is supplemented with other materials, including Drugs and Alcohol Education. The RSE curriculum is outlined in the RSE Policy.

4. Roles and responsibilities

4.1 The governing body

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

The following have responsibility for the delivery of PSHE:

Miss G Ellis - Assistant Headteacher - Personal Development

Mrs J Richards - PSHE Co-ordinator

Teaching staff are responsible for:

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

4.4 Students

Students 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 J Richards via evaluation, including student and staff voice:

This policy will be reviewed by Miss G Ellis and Mrs J Richards annually. At every review, the policy will be approved by the governing body.

6. Links with other policies

This policy links to the following policies and procedures:

RSE Policy

Safeguarding Policy

Educating students on the subjects of SRE and PSHE plays a crucial role in safeguarding them. This policy works in conjunction with our Safeguarding Policy to ensure students are educated on the ways in which they can be kept safe and protect themselves.