Hayle Academy

PSHE Policy

Trust Name: TPAT
Dissemination: Website and staff share
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Date policy becomes effective: Immediately
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Person responsible for Implementation and Monitoring: Assistant Headteacher

Contents

1. INTRODUCTION

PSHE (Personal, Social, Health and Economic Education) is a planned programme of study through which young people develop the knowledge; skills and understanding that they need to manage their lives now and in their futures. PSHE is part of the whole school approach which helps develop students into well rounded individuals, family members and members of the wider world.

The learning outcomes of our PSHE programme are that pupils will; know and understand the laws that govern the country and the key moral concepts that underpin Great Britain in the 21st Century; be able to keep themselves safe and identify situations and scenarios where people may be at risk; students will also be able to confidently discuss where they can get help if and when needed; student will develop the skills of communication, debate, empathy and resilience; understand they have a right to freedom of speech within the rule of law, stay and be kept safe by the law and receive help and guidance in a variety of forms throughout their lives; understand they have a responsibility to live within the Rule of Law and uphold British Values which promote the basis of a safe and democratic society now and in their future lives.

DfE Requirements

'All schools should make provision for Personal, Social, Health and Economic Education (PSHE), drawing on good practice' (DFE 2019)

This policy covers our school's approach to Personal, Social, Health and Economic Education. It was produced by the school through consultation with the DfE statutory guidance February 2019, alongside guidance from the PSHE Association suggested programme of study.

Students have been involved in the creation of this policy through the use of student voice questionnaires which have been conducted within their PSHE lessons.

Parents and carers will be informed about the policy through the appropriate school website. Parents/carers who require this policy in hard copy should contact the school.

2. WHOLE SCHOOL APPROACH

PSHE provision across the school is provided in a number of ways:

Provision	Intent
PSHE Programme in tutor time and assemblies	This aims to promote positive relationships and develop aspects of Careers Education Information and Guidance (CEIAG) and British Values. Tutor time and assemblies are also used to celebrate events throughout the year as well as Cultural Capital.
Other Subjects	Within many other subjects and departments aspects of PSHE are delivered e.g., radicalisation, extremism, and stereotyping in Performing Arts.

Extra-Curricular activities/Enrichment	Through a range of clubs, Broad Horizons and wider opportunities students are encouraged to develop personally and socially.
Wider Community	Links have been made with the direct and the wider community to enable students to learn through the wider world beyond a school setting. E.g., house competitions, trips and visits to museums and galleries as well other countries. CEIAG also provides well-developed links with employers and local businesses.
Pastoral	Intervention, drop-in sessions and projects such as Young Minds, HYP, Police school liaison.

3. KEY PROCESSES

Identification of needs

- Consultation with students and staff (Observations, learning walks and student voice)
- Staff subject knowledge reviews of personal strengths and weaknesses
- Advice from drugs education advisors, local social issues and reports that include local health data for the area
- Opportunities from local agencies e.g., YZUP, Healthy Cornwall
- School nurse visits
- Pastoral meetings
- Right On surveys

4. RESPONSIBILITY

The programme will be led by a teacher who has responsibility for PSHE and CEIAG.

PSHE will be supported by a range of outside agencies such as YZUP and Cornwall Health Promotion Service. Teachers responsible for teaching PSHE will receive training through the PSHE Association, Police, Teaching Schools Southwest and Brook E Learning.

There are some occasions when the delivery of PSHE can be supported and will benefit from the use of external speakers. When using external speakers, the school will ensure that they are recommended by the appropriate agency or authorities and that providers have received relevant safeguarding training.

5. EVALUATION OF PROVISION

Regular monitoring includes evaluation of:

- School ethos, atmosphere and behaviour around school
- Feedback from tutors and teachers
- Feedback from LSAs and non-teaching staff
- Parental, student and staff surveys
- School and subject curriculum and development plans
- Lesson visits and work sampling
- Learning walks

Feedback from the Pastoral, Safeguarding and Student Support teams and the wider community will also contribute to and inform planning and teaching enabling the school to respond to individual student needs.

6. ASSESSMENT

Assessment in PSHE takes place in a variety of ways:

- Student self-assessment
- Student peer assessment
- Monitoring and assessment of student progress and learning by teachers
- In built assessment through planning and teaching e.g., questioning and quizzes

7. PSHE & SAFEGUARDING

We will ensure that where student responses indicate that they may be vulnerable or at risk, they will get appropriate support through the safeguarding team who have the skills to provide support to students in these circumstances.

This policy is informed by the school's safeguarding/child protection policy which states that:

'In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children'

'All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

☐ *Creating and maintaining a safe learning environment for children and young people*

☐ *Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate'.*

We promote the needs and interests of all students, irrespective of gender, sexuality, culture, ability or personal circumstance by studying a variety of topics in line with the DfE statutory guidance on PSHE education.

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children including those with English as an additional language to ensure that all can fully access PSHE education provision.

We promote diversity and inclusion and will consider all students' needs by applying the school accessibility policy and promotion of British Values throughout the school and the curriculum. We expect our students to consider others' needs by upholding the British Value of Tolerance and Mutual Respect.

8. CURRICULUM

During Years 7-11, students follow a spiralled curriculum following the 3 key foundations of PSHE education:

- Relationships and Sexual Education
- Health and Wellbeing
- Living in the Wider World

We ensure the curriculum is broad and balanced by keeping up to date with the relevant laws and examples of modern-day case studies as well as responding to the needs of students at each school, which may change year on year. The PSHE curriculum is based on the PSHE guidance from the DFE as well as the specific guidance published by the PSHE Association.

Our full PSHE programme of study is outlined in Appendix A.

9. STAFF DEVELOPMENT

Maintaining a culture of PSHE is a priority for the schools. We create safe and supportive learning environments by supporting teachers to deliver high quality lessons, where students are encouraged to discuss and share ideas. Staff are trained to answer difficult questions and to deal with subjects in a sensitive manner, which responds to the needs of individual students. All teachers will be supported with appropriate CPD relating to the subject matter.

10. STUDENT DEVELOPMENT

Student voice is an integral part of our planning which helps lead the development of students. Students have a lead role in identifying the needs of students and suggesting ways to meet these needs. Student voice surveys are also conducted in PSHE: these allow students to express ideas and opinions about topics which they would like to study.

11. INCLUSION AND DIFFERENTIATION

We recognise the right for all students to have access to PSHE education and learning which meets their needs. We will ensure that students with SEND receive access to PSHE through a carefully tailored learning experience which may be delivered by a trusted adult on an individual or small group basis. Where available, members of the SEND team participate in specific CPD around this subject area.

12. LINKED POLICIES

This policy supports/complements the following policies:
- Safeguarding
- RSE (Relationships and Sex Education)
- British Values
- Careers Education Information and Guidance
- Anti-bullying policy
- E-safety policy
- Teaching and Learning
- Behaviour
- Equality policy

PSHE also contributes to our school's ethos of upholding British Values and providing education for students so they understand and model these values in their school lives and within the wider community in which they live.

12. PARENTS/ CARERS

We are committed to working with parents and carers and will offer support as appropriate by providing parent training and information events to compliment the learning and development of their child.

We will communicate with parents and carers by email to notify parents of the work of external agencies with our students and any other events which children may be involved in.

Parents have the right to withdraw students from some elements of the Relationships and Sexual Education elements of PSHE. Please refer to the RSE policy for further guidance on this. We expect that only in rare and exceptional circumstances will parents withdraw their child from our RSE programme.

Parents can access the PSHE programme of study for each term and for each year group via the school website.

Appendix A: Hayle Academy PSHE Curriculum Overview

Year 7
Health & Wellbeing: Transition to secondary school, manging emotions, friendships, personal safety in and outside school, including first aid and emergency situations
Living in the wider world: Developing skills and aspirations, careers, teamwork and enterprise skills, and raising aspirations
Relationships and Sex Education: Diversity, prejudice, and bullying
Health & wellbeing: Healthy routines, influences on health, puberty, unwanted contact, and FGM
Relationships and Sex Education: Building relationships Self-worth, romance and friendships (including online) and relationship boundaries
Living in the wider world: Financial decision-making saving, borrowing, budgeting and making financial choices
Year 8
Health & wellbeing: Alcohol and drug misuse and pressures relating to drug use
Living in the wider world: Community and careers. Equality of opportunity in careers and life choices, and different types and patterns of work.
Relationships: Discrimination. Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia
Health &wellbeing: Mental health and emotional wellbeing, including body image and coping strategies
Relationships and Sexual Education: Identity and relationships. Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
Living in the wider world: Digital literacy
Year 9
Health & wellbeing: Peer influence, substance use and gangs. Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation
Living in the wider world: Learning strengths, career options and goal setting as part of the GCSE options process
Relationships and Sexual Education: Families and parenting, healthy relationships, conflict resolution, and relationship changes
Health &wellbeing: Diet, exercise, lifestyle balance and healthy choices, and first aid
Relationships and Sexual Education: Intimate relationships; including consent, contraception, the risks of STIs, and attitudes to pornography
Living in the wider world: Employability skills and online presence
Year 10
Health & wellbeing: Mental health and ill health, stigma, safeguarding health, including during periods of transition or change
Living in the wider world: The impact of financial decisions, debt, gambling and the impact of advertising on financial choices
Relationships and Sexual Education: Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography
Health &wellbeing: The influence and impact of drugs, gangs, role models and the media
Relationships and Sexual Education: Community cohesion and addressing extremism and radicalisation
Living in the wider world: Preparation for and evaluation of work experience and readiness for work
Year 11
Health & wellbeing: Building for the future, Self-efficacy and stress management
Living in the wider world: Next steps, Application processes, and skills for further education, employment and career progression
Relationships and Sexual Education: Communication in relationships, personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse
Health &wellbeing: Responsible health choices, and safety in independent contexts
Relationships and Sexual Education: Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships