



# PSHE Policy

**Last reviewed January 2022**

*[The MAT Sexual Health and Relationship Policy \(SRE\)](#) sits alongside the PSHE policy.*

## **PSHE – Personal Social and Health Education**

### **SRE – Sex and Relationship Education**

### **SMSC – Spiritual, Moral, Social, Cultural**

## **1. Aims**

The aims of Personal, Social, Health and Economic (PSHE) education at Watling Academy are:

- 1.1.** To develop the knowledge, skills, and attributes student's need to manage life's challenges and make the most of life's opportunities.
- 1.2.** To develop skills in students that enables them to make a positive contribution to our local community and to society.
- 1.3.** To reinforce the values and ethos of the Academy.
- 1.4.** PSHE at Watling Academy will cover many areas, which are explored below in more depth, these include careers, health, sexual health and relationships (refer to sexual health and relationships policy) and drugs education (refer to drugs policy).

***Note: The PSHE curriculum at Watling will be informed by current issues that may be pertinent to the students at our Academy, at any particular time, and the content of the Scheme of Work will be regularly updated as needed.***

## **2. Statutory requirements**

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

- 2.1** We must teach relationships and sex education (SRE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#) (refer to SRE policy)
- 2.2** We must teach health education under the same statutory guidance

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

However, Watling Academy values the PSHE curriculum, beyond the statutory requirements and it will be underpinned by our core values of respect, responsibility and kindness.

## **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 about what we teach, and how we decide on what to teach, in this subject.

#### **3.1.1 E-Safety**

At Watling Academy, we know that the internet has become an important element of the lives of children and teenagers. Mobile phones, PCs, laptops, and tablets - all of which are part of children and young people's online environment – can be used to access social media, online games, websites, and apps.

The internet and online technologies provide new learning and growth opportunities for young people, but they can also expose them to new forms of risks. During a series of lessons dedicated to educating children on how to stay safe and the types of risks they may face when online.

At Watling Academy, E-safety is an integral aspect of safeguarding and child protection practices.

As a result, Watling Academy has weaved the teaching about online issues, making sure within lessons we use questions such as:

- What effect does being online have on the mental health of young people?
- On the internet, how are connections made, maintained, and ended differently?
- How can we teach young people to read online material critically?
- What kinds of job chances and employability skills can be learned online?
- What impact has the internet had on the selling and procurement of illegal drugs?
- What does having a digital reputation imply?
- How can you keep track of your online reputation?
- What are the effects of technology addiction on physical and mental health?
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### 3.2.2 Puberty and Sex education

Pupils begin learning about puberty in Primary school before it begins so that they are prepared for the significant changes that they and their peers will face. At Watling Academy, we continue to build upon prior knowledge, plugging any gaps in their knowledge and making sure students are aware what to expect.

Puberty is also an important aspect of the PSHE school curriculum's compulsory Health Education. At Watling Academy, we must also support children and young people through other key life transitions, such as the transition to secondary school, as a school.

In addition to this, at Watling Academy, we also teach Relationship and Sex Education (RSE). Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish

### 3.1.3 Mental Health

Students are taught in a series of lessons designed to support either the transition into key stage 3 or into key stage 4. At Watling Academy, we teach a series of core lessons on promoting emotional wellbeing, again with two separate versions for key stages 3 and 4; and four lessons that focus on resilience and reframing failure, self-harm, eating disorders, and anxiety and depression, which is all delivered at the most appropriate point for pupils in both key stage 3 or 4.

At Watling Academy, pupils are encouraged to be able to express their feelings using appropriate words appropriately and sensitively. Believing that being connected to others is associated to happiness. How to spot the early warning symptoms of mental illness. Common mental health problems (e.g. anxiety and depression). Learn how to assess whether anything they do or are a part of has a positive or negative impact on their own or others' mental health. Finally, the importance of physical activity, time spent outside, community involvement, and volunteer and service-based activities for mental health and happiness.

### 3.1.4 Money management

At Watling Academy, we follow the PSHE Association programme of study (see appendix 1 for Long Term overview). Within lessons at Watling Academy, we address financial awareness directly through one of its three core themes – ‘living in the wider world’, which encourages pupils to understand where money comes from and how to save and manage it effectively. In addition to this, it encourages an understanding of enterprise and development of employability, team-working and leadership skills

In lessons, both in KS3 and KS4, at Watling Academy, we make sure students are learning about the numerous payment options, savings programmes, financial facilities, purchase assistance, and potential sources of income that are now available to them can increase their confidence in making educated decisions.

Part of the issue of good financial education is ensuring that students understand that these are all life skills that they will need to apply on a daily basis, and perhaps sooner than they think.

For other aspects of PSHE, including health education, see appendix 1.

## 3.2 How we teach it

PSHE is integral to the values of the school: Respect, Responsibility and Kindness, and our curriculum ethos: Milton Keynes, STEM and the Environment. As such will be woven through all aspects of what we do – within the formal curriculum, through additional curricular and extra-curricular activities.

- 3.2.1** PSHE will be delivered daily through the tutorial programme and through weekly well-being lessons **delivered by the form tutors**.
- 3.2.2** There will also be themed days, planned assemblies, links with the local community, a variety of clubs and visiting speakers. PSHE will permeate all aspects of our Academy life and will be mapped with SMSC across all subject areas throughout the curriculum as well as the extra curricula provision. Subjects will be expected to deliver and contribute to the PSHE curriculum. Our well-being lessons will contribute enormously to the delivery of PSHE and SMSC.
- 3.2.3** The role of the tutor is central to the personal and social development of the students. Tutors are supported by their Head of Year, and they are responsible for overseeing the progress of students in their tutor groups. They will establish positive, developing relationships to support students' achievements.
- 3.2.4** Further opportunities for students' personal learning are provided when the ethos of the Academy generates, in both staff and students, a feeling that they are valued and cared for, and that there are opportunities for them to contribute to and participate in Academy activities. Praise and encouragement help to develop self-esteem, and as such, contribute to students' personal development.
- 3.2.5** Academy trips will play an important role in contributing to the PSHE curriculum.
- 3.2.6** Watling Academy will have strong links with members of the community and with local industry who will deliver sessions to students.
- 3.2.7** Various strategies will be used to deliver the PSHE curriculum, including debate. British Values will underpin these strategies.

### **3.3 Inclusion and differentiation**

**3.3.1** Our PSHE programmes of study will recognise that young people bring prior learning and real-life experiences to their new learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our students. In this way, the programmes recognise and respect students' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

### **3.4 Students with additional educational needs**

**3.4.1** As far as it is appropriate, young people with special educational needs follow the same PSHE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Teaching assistants will work with individual students where required, sometimes on a one-to-one basis.

**3.4.2** It is the Academy's policy not to withdraw young people with special educational needs from PSHE to catch up on other subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

**3.4.3** We will work closely with teachers and other adults delivering the PSHE curriculum to ensure teachers do not let their personal beliefs and attitudes influence learning. We will also provide opportunities so that teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them.

**3.4.4** Tutor consultation evenings and regular tutor phone calls home will contain a report on a student's progress in their PSHE.

## **4. Roles and responsibilities**

### **4.1. The Local School Board**

The Local School Board will hold the Head of School to account for the implementation of this policy.

### **4.2. The Head of School**

The Head of School is responsible for ensuring that PSHE is taught consistently across the Academy. This responsibility may be delegated to a member of the SLT.

### **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 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 the member of the leadership team in charge of Care (currently JBD, Deputy Headteacher, Pastoral) through:

- Checking Schemes of Work and monitoring delivery via learning walks and student feedback.
- Checking students' development in RSE which is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the member of the SLT in charge of Care (currently JBD, Deputy Headteacher, Pastoral), annually and findings reported directly to the Head of School. At every review, the policy will be approved by the Local School Board.

## **6. Links with other policies**

This policy links to the following policies and procedures:

- RSE Policy - Trust
- SMSC Policy - School
- Anti-bullying Policy - School
- Safeguarding Policy - Trust
- Behaviour Policy - School
- Trips Procedure - Trust

## Appendix 1

# PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
<b>Year 7</b>	<u>Transition and British Values</u> Transition to secondary school and they begin to look at the fundamental British values of Democracy, The rule of law, Individual responsibility and Mutual respect.	<u>Developing skills and aspirations</u> Careers, teamwork and enterprise skills, and raising aspirations	<u>Diversity</u> Diversity, prejudice, and bullying	<u>Health and puberty</u> Healthy routines, influences on health, puberty and unwanted contact	<u>Building relationships</u> Self-worth, romance and friendships (including online) and relationship boundaries	<u>Financial decision making</u> Saving, borrowing, budgeting and making financial choices
<b>Year 8</b>	<u>Drugs and alcohol</u> Alcohol and drug misuse and pressures relating to drug use	<u>Community and careers</u> Equality of opportunity in careers and life choices, and different types and patterns of work	<u>Discrimination</u> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<u>Emotional wellbeing</u> Mental health and emotional wellbeing, including body image and coping strategies	<u>Identity and relationships</u> Sexual orientation, consent, 'sexting', and an introduction to contraception	<u>Digital literacy</u> Online safety, digital literacy, media reliability, and gambling hooks
<b>Year 9</b>	<u>Peer influence, substance use and gangs</u> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<u>Setting goals</u> Learning strengths, career options and goal setting as part of the GCSE options process	<u>Respectful relationships</u> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<u>Healthy lifestyle</u> Diet, exercise, lifestyle balance and healthy choices and first aid	<u>Intimate relationships</u> Relationships and sex education including consent, contraception, the risks of STIs, FGM and attitudes to pornography	<u>Employability skills</u> Employability and online presence
<b>Year 10</b>	<u>Exploring influence</u> The influence and impact of drugs, gangs, role models and the media	<u>Financial decision making</u> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<u>Healthy relationships</u> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<u>Mental health</u> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<u>Work experience</u> Preparation for and evaluation of work experience and readiness for work	<u>Addressing extremism and radicalisation</u> Communities, belonging and challenging extremism
<b>Year 11</b>	<u>Building for the future</u> Self-efficacy, stress management, and future opportunities	<u>Next steps</u> Application processes, and skills for further education, employment and career progression	<u>Communication in relationships</u> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<u>Independence</u> Responsible health choices, and safety in independent contexts	<u>Families</u> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	