



# **SANDWELL ACADEMY**



## **PSHE Policy**

**October 2023**

<b>Policy Title:</b>	PSHE Policy
<b>Policy Reference:</b>	SA/Curriculum and Assessment
<b>Description:</b>	This document sets out how the Academy will ensure the guidelines from the National Curriculum for PSHE are taught at Sandwell Academy.
<b>Status:</b>	Non-Statutory
<b>Category:</b>	Academy/Curriculum and Assessment
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<b>Change Record</b>		
<b>V</b>	<b>Date</b>	<b>Description</b>
1.1	January 2012	Update of the existing policy
1.2	July 2020	Reference to new RSE policy
1.3	July 2022	Update of the existing policy
1.4	October 2023	Update of the existing policy
1.5		
1.6		

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# THE ACADEMY'S RESPONSIBILITY

## Personal, Social, Health and Economic Education (PSHE)

PSHE education remains a non-statutory part of the curriculum and was last reviewed by the DfE in March 2015. Pupils benefit from learning how to lead healthy lifestyles, manage their feelings, build positive relationships and keep themselves safe. Although the DfE doesn't specify a curriculum to follow they do state that schools should tailor their local PSHE programme to reflect the needs of their pupils, and expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. **PSHE is complimented by Relationships and Sex Education (RSE) which was made compulsory in schools from September 2020 and Citizenship which is also a compulsory element of the National Curriculum.**

Personal wellbeing draws together personal, social and health education, including sex education, the social and emotional aspects of learning. Economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning. The programmes of study should be used flexibly to ensure that PSHE education programmes are appropriate to pupils' abilities and backgrounds. They should provide opportunities to address real life and topical issues and show pupils that they can make a difference to their own and others' lives.

It forms a part of the basic curriculum content at the Academy. Together with Citizenship and British Values, the programme will inform and help students to lead confident, healthy and responsible lives as individuals and members of the Academy and local community.

PSHE is at the heart of the curriculum and wider aspects of Academy life. The Academy aims to create an environment that is informed, accepting and understanding of the needs, attitudes and beliefs of other members of the community. PSHE is a vital component in nurturing and developing a secure learning environment where students and staff feel safe and are respectful, caring, confident, conscientious and happy. Such an environment will contribute to high standards of achievement.

Sandwell Academy has a responsibility to educate all students to gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. In response, students will be expected to positively contribute to Academy life and the wider community. The theme of PSHE is covered across all curriculum areas, each in different forms and covering different topics. It is important to recognise that each member of the Academy staff plays a role in reinforcing the values and attitudes embodied within the PSHE programme.

Positive role models are essential if students are to develop and enhance their own understanding, behaviour, values, attitudes and participation in Academy life. This document will refer generally to PSHE across all the curriculum areas. Programmes of study relating to Relationships and Sex Education (RSE) will be planned and delivered by the Science curriculum area and are outlined in the separate 'RSE Policy'. Programmes of study relating to Citizenship will be delivered during 5 Citizenship Focus Weeks across the academic year, further detail can be found in the 'Citizenship Policy'.

# AIMS

The aims of this Policy are to provide, through a broad and balanced PSHE curriculum at all Key Stages which:

- Provides students with the practical knowledge and skills to help them live healthily and safely.
- Helps students to deal with the spiritual, moral, social and cultural issues they may encounter.
- Provides opportunities for students to reflect on their experiences and their physical and emotional development.
- Helps students to understand and manage responsibly a wide range of relationships as they mature, to show a respect for the diversity of, and differences between people.
- Develops students' self-confidence and self-esteem. Encouraging them to believe in their own ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.
- Encourages students to play a helpful part in Academy life and in their neighbourhoods, communities and the wider world.
- Prepares students for the opportunities, responsibilities and experiences of adult life.
- Ensures all students are aware of where they can go to access support should they need help in dealing with critical issues they face every day such as friendships, emotional wellbeing and change.

## PROGRAMME OF STUDY FOR PSHE

PSHE at Sandwell Academy is at the core of what we do, it enables our students to become independent, confident, healthy and responsible members of society both now and in the future. Our PSHE curriculum aims to provide a coherent programme of personal, health, social, citizenship and careers education. Through our whole-school approach, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life.

Main areas of study:

- **Personal Safety:** this includes knife crime, grooming, domestic abuse, extremism, child on child abuse, health and wellbeing and online internet safety.
- **Wider PSHE:** this includes careers, climate change, setting goals and motivation, road and rail safety, revision and being prepared, animal welfare and the importance of homework.
- **Events of importance:** this includes Remembrance Day, Black History Month, Ramadan, Easter, Holocaust and European Day of Languages.
- **Personal Development:** this includes leadership, initiative, resilience and perseverance, organisation and communication.

- **Advocate Areas:** this includes mental health and wellbeing, racial equality, LGBTQ+, disability, anti-bullying and gender equality.

Our aims for PSHE also reflect the PSHE Association Programme of Study which is to equip pupils to live healthy, safe, productive, capable, responsible and balanced lives through core themes of health and wellbeing, relationships and living in the wider world. With an ever changing society, we to provide all students with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to school and the wider communities.

### **Key Stage 3**

At Key Stage 3, pupils build on the skills, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE acknowledges and addresses the changes that young people are experiencing, beginning with the 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, and allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

During Key Stage 3 students will:

- Learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power.
- Learn to become more self-aware and capable of more sophisticated moral reasoning.
- Be encouraged to take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages.
- Learn new skills to help them make decisions and play an active part in their personal and social life.
- Learn how to plan and manage choices for their courses and career.
- Be encouraged to continue to develop and maintain a healthy lifestyle whilst coping with their physical and emotional changes.
- Learn to cope with changing relationships and understand how these can affect their health and well-being.
- Be encouraged to take part in the life of the academy and the local community.

## **Key Stage 4**

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 reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

During Key Stage 4 students will:

- Be encouraged to use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take a more mature role in Academy and community life.
- Further develop the self-awareness and confidence needed for adult life, further learning and the world of work.
- Be given opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them.
- Develop their ability to weigh up alternative courses of action for health and well-being.
- Gain a greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning through clarifying their opinions and attitudes in discussions with peers and adults, considering the consequences of their decisions.
- Learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek appropriate advice.
- Learn to respect the views, needs and rights of people of all ages.

## **Key Stage 5**

During the Sixth Form, students will continue to study PSHE through weekly PT Sessions and the courses undertaken. The content will be similar to that studied at Key Stage 4 with more emphasis placed on the Sixth Form students to be positive role models for the younger students in the Academy and more age appropriate case studies. Students will be encouraged to take an active part in helping and advising younger students within the Academy together with developing the skills and confidence to make active, responsible contributions to their neighbourhoods and local community through voluntary project work in liaison with associated outside agencies.

## **THE DELIVERY AND MANAGEMENT OF PSHE**

PSHE is delivered weekly by Personal Tutors during PT Sessions or through year group assemblies for all students at all key stages. PSHE will also be delivered as part of individual subject curriculums in different topics.

PSHE/SLT Lead Responsibilities:

- Responsibility for the planning and oversight of specific areas of study associated with PSHE within subject specific study.
- Co-ordinate the work of the staff in particular Academy Advocates.
- To ensure an appropriate learning environment for the delivery of PSHE and take all the necessary action to guarantee that all staff and students are fully engaged with the programme.
- Recognise and facilitate teamwork to ensure the successful delivery of PSHE.
- Ensure all staff are properly informed of the specific areas of study relating to PSHE.
- Provide any additional documentation detailing resources to staff in advance of delivery.
- If outside speakers are to be used, make sure that they are booked well in advance and have clear guidance as to the expectations.
- If outside visits are organised, make sure that clearance is given (see the Academy Visits Pack) and that all necessary documentation is completed and letters to parents are prepared and issued well in advance.
- To ensure appropriate formal assessment is completed and communicated to all the relevant parties. Formal reporting of progress will be done through the annual Module Reports and Records of Achievement.

## **POLICY MONITORING AND EVALUATION**

The PSHE lead is responsible for the quality assurance of PSHE delivery through monitoring the quality of teaching and learning in PSHE ensuring it meets the needs of all students. The PSHE Lead will evaluate the content, organisation and delivery of the areas of study at the end of each academic year and will monitor coverage of PSHE by subjects through the annual PSHE audit. This will be initially through a mixture of the following; self-evaluations, lesson observations, topic feedback forms, learning walks, work scrutiny and staff and student voice.

Subject leaders will be requested to amend the audit and return to the PSHE Lead responsible. This will ensure that areas not covered by curriculum subjects can be targeted for inclusion in the PSHE and Citizenship programme for delivery during tutor time.

Students will be completing PSHE logs within their Personal Development Workbooks which will be monitored by Personal Tutors to check level of understanding and enable staff to address any gaps in knowledge. This will also enable Senior Leaders to monitor coverage across the Academy.