

## **Personal, Social and Health Education (PSHE) Policy**

**Review Date:** January 2025

**Review by:** Senior Leadership Team

**Final Approval:** Senior Leadership Team

### **Context**

The Core Values which specifically relate to this policy state that we are working together to form relationships based on:

- Compassion – everyone is encouraged to be generous in their concern for others
- Faith – everyone is invited to develop their understanding of Christian belief, worship and lifestyle.
- Justice – everyone is entitled to be treated fairly and to promote the self-esteem of others
- Responsibility – everyone is expected to understand the consequences of their actions
- Truth – everyone is required to be honest and to communicate in a positive manner

Such values contribute to the Academy's common purpose of enabling students 'to leave us happy and healthy, with a strong moral compass' and who can 'engage confidently with the wider world'.

### **Data Protection**

Any personal data processed in the delivery of this policy will be processed in accordance with the Academy Data Protection Policy.

### **Introduction**

Personal, Social, Health and Economic Education (PSHE) is central to the Academy's Personal Development curriculum. The commitment to students' personal development includes supporting them to understand their health, physical development and emotional wellbeing, and to develop their Social, Moral, Spiritual and Cultural knowledge.

Our PSHE curriculum encourages students to learn how to live and work safely, and how to engage with the wider world. It is an important subject which aims to equip students with the knowledge and skills they need to flourish.

The Academy will meet the statutory duty to ensure that students receive Relationships and Sex Education (RSE) in all Key Stages. RSE will be planned and delivered as part of the PSHE curriculum.

Teachers and those contributing to RSE will work within the agreed values framework of the Academy, and training will be given to ensure personal beliefs and attitudes do not adversely influence the teaching of RSE.

This policy should be read in conjunction with

- Behaviour Policy
- Child Protection (Safeguarding) Policy

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- Equality Policy
- Relationships and Sex Education Policy

### **Policy**

The Academy will

- Deliver PHSE in timetabled lessons in Key stages 3, 4 and 5.
- Ensure that teachers receive appropriate training to deliver PSHE effectively.
- Provide information for parents and students about the PHSE curriculum through Curriculum Booklets and on the Academy website.
- Provide education on keeping safe, both in the literal and virtual environments.
- Ensure that parents are informed about their rights to withdraw their children from Sex and Relationships Education.
- Use teaching methods which are appropriate to delivering the PSHE curriculum.
- Ensure teachers and those delivering PSHE have due regard for the different beliefs and faiths of students.
- Ensure that the curriculum is sequenced in an age-appropriate way.
- Ensure that students engage with the values of tolerance, mutual respect, the rule of law, democracy and individual liberty (commonly referred to as Fundamental British Values) as part of the curriculum.
- Engage with relevant research and expert organisations, such as the PSHE Association, to ensure that the PSHE curriculum remains fit for purpose.
- Adapt the curriculum as necessary, taking into account contextual information, to meet the needs of students.
- Seek the views of students, parents and others to review and improve the PSHE curriculum.
- Ensure that teachers and those working with students are aware of their safeguarding responsibilities and the Academy's process for reporting concerns.

### **Outside Agencies**

At times, the Academy may engage health professionals and other experts (e.g. Police) to deliver elements of the PSHE curriculum.

In these circumstances, the Academy will ensure that

- The outside speaker will establish the content of the session and learning outcomes prior to the visit.
- Visitors are made aware of relevant policies and procedures, including the safeguarding policy and evacuation procedures.
- Visitors are accompanied by a member of staff.

### **Responsibilities**

#### **Designated Safeguarding Lead**

- Respond to any issues raised by staff as per the Safeguarding / Child Protection Policy, following teaching of the RSE and PSHE curriculum.

#### **Senior Leadership Team**

- Implement the policy.

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- Plan and allocate resourcing.
- Monitor the delivery and quality of the PSHE curriculum through the Academy's Quality Assurance processes.
- Provide opportunities for continuing professional development (CPD) for staff.
- Ensure that the curriculum is compliant.

### **Head of PSHE**

- Plan the delivery of the PSHE programme.
- Support the implementation of the policy.
- Work with other Heads of Faculty/Subject to support cross-curricular links.
- Contribute to whole academy initiatives relating to PSHE and Personal Development.
- Ensure teachers are well-informed of developments relating to the subject.
- Lead and deliver continuing professional development.
- Monitor the quality of work in the areas for which they are responsible.
- Ensure students engage fully with the PSHE curriculum and seek their views on the experiences of the curriculum.
- Keep abreast of national, regional and local developments in the subject.

### **Teachers**

- Ensure a supportive, respectful environment in the delivery of PSHE.
- Model positive attitudes to PSHE.
- Adapt teaching to meet the individual needs of students.
- Ensure the highest quality teaching and learning in their lessons through effective planning and delivery.
- Follow the Academy's plans and policies for PSHE and RSE.
- Take responsibility for their own continuing professional development, and contribute to leading professional development, if appropriate.
- Maintain Qualified Teacher Status, Teacher Standards and/or Upper Pay Spine Standards as appropriate.

### **Teaching Assistants**

- Support individuals and small groups in their learning as deployed by the Special Educational Needs Co-ordinator (SENDCo).
- Participate in relevant continuing professional development.

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