



Orsett Heath Academy

Personal, Social, Health and Economic Education (PSHE)

March 2021

Key Contact Personnel

Nominated Member of Leadership Staff Responsible: Miss S Rawson

Date written: March 2021

Date of next review: March 2022

**This policy will be reviewed at least annually, and following any concerns and / or updates
to national / local guidance or procedures**

1) Introduction and Context

This policy covers our school's approach to Personal, Social, Health and Economic education (PSHE) including Relationships and Sex education (RSE) and Health Education.

Guidance provided by the PSHE Association has been used to create this policy, which can be viewed by parents and carers on the school website. The policy will be reviewed annually, with the next review date set in March 2022.

2) Links with other school policies and practices:

This policy links with several school policies, practices and action plans including:

- Anti-Bullying Policy
- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- SMSC and British Values Policy
- Relationships, Sex and Health Education Policy
- Online Safety Policy

3) Legislation

Statutory guidance that informs the schools policy include:

- Personal, social, health and economic (PSHE) education (Updated June 2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (Published June 2019)
- Keeping children safe in education (September 2020)
- School inspection handbook (Published May 2019)
- Equality Act (Published October 2010)

4) Organisation

At Orsett Heath Academy, we follow the Thematic Model Programme Builder, as designed by the PSHE Association. With this, all aspects of teachings will be taught as a spiral programme which includes the recurrence of 3 core themes as a student progresses through Orsett Heath Academy. With each delivery of the theme, the level of demand increases and learning is progressively deepened.

This Programme Builder shows an overview of content for each year group, for each half term. More detailed grids for each year group, setting our broad learning objectives for each half-term block and a list of regularly updated links to relevant PSHE Association lessons and other resources that have gained their Quality Mark, follow this.

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

Every student will have two hours fortnightly timetabled lesson for PSHE and RSE, alongside off-timetable focus days throughout the academic year. For both of these aspects, students are taught by a team of teachers. There are visits from external agencies and speakers such as the Fire Service, Brook, School Nurses and other organisations and charities. There are also wider, extra-curricular activities completed during tutor time which enrich the PSHE and RSE curriculum. Alongside this, individual departments have a central overview of how these curriculums can be enhanced alongside their individual schemes of work.

5) Statutory Content

Our spiral programme follows the PSHE Associations “Programme Builders”, and although organise content under different headings from those used in the content grids of the Department for Education’s statutory guidance on Relationships Education, RSE and Health education, each Programme Builder covers all of the statutory requirements for their phase, within a comprehensive PSHE education programme.

6) Responsibilities

This programme will be led across all staff. Staff will be supported by CPD and training throughout the course of the academic year.

The lead member of staff for this curriculum area will be *Miss S Rawson*

7) Working with External Agencies

Visitors to the classroom can bring expertise or personal stories to enrich pupil’s learning. However, the teacher will always manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors should be a part of a planned, developmental programme rather than a substitute for it. Teachers will always be present to manage the learning, and to ensure that it is safe

8) Safeguarding and Confidentiality

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet DfE best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing self-harm or suicide as a central goal.

Confidentiality within the classroom is an important component of PSHE education, and teachers are expected to respect the confidentiality of their pupils as far as is possible,

Teachers will, however, understand that some aspects of PSHE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.

Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

9) Creating a Safe Learning Environment

We will create a safe and supportive learning environment by establishing clear ‘ground rules’ and confidentiality policies at the beginning of the academic year.

There will be a consistent first lesson of the year approach with all student to ensure that this is understood by all. There is a cohesive approach to involve students in the important elements of creating this.

Further to this, interactive distancing learning methods that support participating and encourage reflection are promoted including paired work, small group work, class discussion, questioning, drama and distancing techniques e.g. scenarios, fiction, TV, DVDs.

Due to the nature of the PSHE and RSE education, pupils learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone’s safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules.

In the event of a disclosure, teachers will consult with the Designated Safeguarding Lead and, in her absence, their deputy. Visitors and external agencies which support the delivery of topics will also be required to follow in line with our school’s Safeguarding and Child Protection policy.

All lessons will promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will also take into account the full cultural backgrounds of all children to ensure that all can fully access SMSC and British Values education provision.

10) Assessment

As with any learning process, assessment of students’ PSHE and RSE development is important. It provides information which indicates students’ progress and achievement and informs the development of the programme.

Students do not pass or fail within these areas but have the opportunity to reflect on their own learning and personal experiences and set goals and agree strategies to reach them. This process of assessment has a positive impact on student’s self-awareness and self-esteem.

11) Quality Assurance

PSHE and RSE are monitored through various avenues, including student’s questionnaires and evaluations, and regular meetings of staff to monitor and evaluate the programme and share good practice.

Further to this;

- Teachers will critically reflect on their work in delivering all sessions through self-evaluation
- Pupils will have opportunities to review and reflect on their learning during lessons and at the end of topics
- Student voice will be influential in adapting and amending planned learning activities and content
- Each aspect of provision will have individual monitoring and evaluation techniques to ensure quality assurance

12) Equality and Accessibility

- The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:
 - Age
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
 - Sexual orientation
- The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.
- The school understands that pupils with SEND are entitled to learn about PSHE, and the curriculum will be designed to be inclusive of all pupils.
- The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.
- Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
- The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.
- The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.
- The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Harmful Sexual Behaviour Policy.

- Inclusive teaching will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect

13) Withdrawal

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

For further guidance, please see the school's Relationships, Sex and Health Education Policy

14) Monitoring and Review

This PSHE policy will be reviewed by the Head of School every year. At each review, the policy will be approved by the Head of School.