



## PSHE Provision Policy 2023 - 2024

Policy Version & Issue Date	September 2023
Electronic copies of this plan are available from	Armfield Website
Hard copies of this plan are available from	Armfield Academy
Date of next review	October 2024
Person responsible for Review	M. Height - AHT Personal Development

## **1. Rationale and Ethos:**

This policy covers our Academy's approach to Personal, Social, Health and Economic Education and was produced by Marc Height, Assistant Head for Student Personal Development and overseen by the Senior Assistant Head, Rachel Hurst. Guidance provided by the PSHE Association has been used to create this policy. The policy will be available for parents, guardians and stakeholders to view on the Academy website. We believe that PSHE lessons will enable our students to feel positive about who they are and enjoy healthy, safe and fulfilling lives underpinned by our Academy values of respect, inclusion, family, collaboration and perseverance. Through active learning opportunities delivered in designated PSHE lessons and through the curriculum by embedded themes in a variety of subjects, we aim for students to recognise and manage risk, take increasing responsibility for themselves and their actions and ultimately, make positive contributions to their community.

## **2. Roles and Responsibilities**

The governing board will approve the Academy PSHE Policy and hold the Headteacher to account for its implementation. The PSHE programme will be led by the Assistant Head Teacher in charge of student Personal and Character Development and it will be taught by designated practitioners in the majority of instances during 1 hour timetabled lessons per week. The PSHE programme will also include guest speakers and 'drop down sessions' which may take place at different times during the school day. A working party will be made up of all teachers directly responsible for the delivery of the Personal, Social, Health and Economic Programme, in conjunction with the Safeguarding Leads to monitor the execution of the Programme and adapt where necessary. Teaching staff will receive PSHE training on modules outlined in the PSHE Curriculum (*which can be found on Appendix I. at the end of this policy*) to support pupils with the safe understanding of the themes and topics covered in the programme.

## **3. Legislation (Statutory Regulation and Guidance)**

We continue to use the DfEE (now DfE) guidance for Personal, Social, Health and Economic education. PSHE is a non statutory subject and the Armfield Academy PSHE Programme has been tailored to meet the needs of our students and it is under regular review in order to respond to particular events that may need to be explored in a classroom setting. Relationships and Sex Education is however, a statutory element of PSHE and the Academy policy on Relationships and Sex Education can be found on the Academy website, along with the topics covered within Relationships and Sex Education. This is reflected in the government's most recent guidance (Department for Education, "Policy Statement: Relationships Education, Relationships and Sex Education and Personal, Social, Health and Economic Education" March 2017) outlining the statutory duty on schools to provide this aspect of the curriculum. As an all through (3-16) academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#). In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Armfield Academy, we teach RSE as set out in this policy.

#### **4. Curriculum Design**

Our PSHE Programme will be planned based on the PSHE Association Schemes of Work and through the lessons from the Picture News PSHE resources which are designed with the new KS1 through to KS4 RSE and PSHE Framework in mind. Lessons will include a wide range of activities and high quality resources to promote understanding. Students will be given opportunities to discuss and reflect on work and we will use a variety of different assessment methods to gauge student progress and understanding. PSHE will be assessed through low-stakes testing and 'reflection tasks' where students collate their reflections and thoughts on given topics. There will be no termly or end of year examinations for PSHE. Our PSHE programme is an integral part of our whole Academy character education provision and will aim to:

- Provide accurate and age appropriate information about and understanding of PSHE issues.
- Dispel myths and misunderstandings.
- Explore a range of attitudes towards PSHE issues and help students reach their own informed views and choices for a healthier lifestyle.
- Develop respect and care for others.
- Increase students' self esteem and ability to be a confident public speaker and able to take part in respectful debates.
- Develop skills relevant to the effective management of personal, social, health and economic events. Examples of these skills are: Risk assessment, assertiveness, conflict management, decision making and seeking help from others.
- Contribute to a reduction of local and national figures of crime, underage drinking and drug consumption, bullying and discriminatory events.
- Develop students' awareness of the human condition and challenge prejudice by promoting equality and diversity in a cohesive community.
- Provide knowledge of sources of help and how to access help if necessary.

Our approach to PSHE will be underpinned by our Academy values and moral code and based on the following principles:

- Respect, understanding and empathy for others who may have different backgrounds, sexualities, cultures, feelings and views.
- Age and circumstance appropriate PSHE
- Access to help and advice from trusted adults and advisory services.

#### **5. Safe and Effective Practice**

We will ensure a safe learning environment by ensuring that teachers and pupils agree to ground rules before the delivery of an aspect of PSHE. This contract is referred to before every lesson to remind students each and every time of the high expectations for successful delivery of lessons. Students will be taught to and expected to use distancing techniques which depersonalise the situations under discussion. These are used because they enable students to explore issues safely because they are not speaking or acting as themselves. Pupils' questions will be answered by the class teacher. In the event of a student not feeling confident enough to ask a question in class, students will be able to drop a question into a secure box which will then be addressed by the teacher in an anonymous manner in the following lesson. Sensitive issues will be handled by teachers with care and with the support of the Academy Student Caseworkers, Designated Safeguarding Leads and Head of Year. All staff teaching PSHE will

be supported by the Assistant Head of Personal and Character Development and the Designated Safeguarding Leads. Students will also have access to Pastoral Support, a provision of appropriate information material such as books and leaflets in public spaces such as libraries or display posters, as well as access to cross curricular events and programmes.

**Inclusion - Further information:**

Young people will have varying needs regarding PSHE depending on their circumstances and background. Our Academy strongly believes that all students should receive PSHE lessons. We recognise our students come from different family units and will ensure no family units are stigmatised through our provision of PSHE. We will tackle and address discriminatory behaviour as per Common British Law as well as ensure that students with Special Educational Needs will require bespoke PSHE lessons.

## **6. Safeguarding**

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in modern British society, can lead to a disclosure of a child protection issue. In the case this occurs, teachers will consult with the designated safeguarding lead and in his/her absence their deputy safeguarding lead and follow procedures as stated on the Academy Safeguarding Policy which can be found on the Academy website. Visitors and external agencies which support the delivery of PSHE will be required to present DBS checks and will be required to read our Academy Safeguarding Policy. The protocol for inviting visitors into lessons is overseen by the Safeguarding Lead and the Assistant Head Teacher in charge of Personal and Character Development and we only use agencies and charities whose work with schools has been monitored and quality assured.

## **7. Engaging Stakeholders**

Parents will be able to access the Personal, Social, Health and Economic Policy on the Academy website. The themes and topics taught can be found below in the Appendix of this policy. Parents can request to view the resources, discuss any aspects of the curriculum and the lessons with the Assistant Head Teacher in charge of Character Development, in the first instance. (These requests are to be made to: ([m.height@armfield.fcat.org.uk](mailto:m.height@armfield.fcat.org.uk))). We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through the Academy website.

## **8. Monitoring, Reporting and Evaluation**

Teachers will critically reflect on their work in delivering PSHE through access to the staff working party as well as regular meetings, training sessions for form tutors and those delivering aspects of PSHE to students to ensure that consistent messages are taught across the Academy. PSHE education will be regularly discussed at staff and governors' meetings. Policies, Curriculum and external agencies will be audited at least yearly. Pupils will have opportunities to review and reflect on their learning during lessons and will complete pupil voice surveys and questionnaires which will be influential in adapting and amending planned learning activities for the future.

## 9. PSHE Policy Review Date

This policy will be reviewed in October 2024. It will be reviewed by the Assistant Head Teacher in charge of Personal Development. This will ensure that the policy is up to date and fully relevant to the provision of PSHE at Armfield Academy.

## 10. Appendix - The PSHE Curriculum:

PSHE Education will be taught as follows in the table below. The order of the topics within the modules may change depending on the class/teacher discretion. These lessons will be taught within the Personal, Social, Health, Careers and Citizenship Education Programme delivered by teaching staff during time labelled sessions as well as through Spiritual, Moral, Social and Cultural Development aspect of the wide range of KS1 through to KS4 subjects that make up our Academy curriculum, including the Assembly Programme, the Extra Curricular and Enrichment Activities provided for our students throughout their time at Armfield Academy.

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

## PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Relationships			Living in the Wider World			Health and Wellbeing		
	Families and relationships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and wellbeing	Growing and changing	Keeping Safe
Nursery	Being Me in My World! Building secure relationships.	I am special! How to stay safe at home and school	Develop positive attitudes and the differences between people	Develop a sense of responsibility and membership of a community. Who helps us in our community? (People who help us links)	Can we follow instructions and use software and the IWB effectively?	Show an interest in different occupations and people who help us	Making the right choices to lead a healthy lifestyle. Healthy eating including oral hygiene.	School readiness skills and feelings towards the transition into Reception. How have we changed? How do we show we are ready for change.	Stranger Danger Privates are privates
Reception	Who is in our family?	What makes us feel safe at home and school?	Recognising differences in others. Use texts and stories to explore our similarities and differences.	Explore the different communities we belong to. How are we the same, different? (Explore different celebrations)	When and what do we use our devices for? How long should we play on them? What technology is used in our community/home	Explore the different working roles of people at home and school. What do our parents do? How so we pay for the things we need.	How do we keep healthy and happy. Talk about situations and own personal experiences.	How have we changed since starting school? How will we change in the future?	Keeping ourselves safe at home and school. Identify ways of keeping safe. What do we do if we feel unsafe?
Year One	How rules and age restrictions help us: keeping safe online	Recognising what makes them unique and special: feelings, managing when things go wrong	Keeping healthy: food and exercise; hygiene routines, sun safety	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community
Year Two	Making friends; feeling lonely and getting help	Recognising things in common and differences; playing and working cooperatively;	Why sleep is important; medicines and keeping healthy; keeping teeth	What money is; needs and wants	The internet in everyday life; online content and information	How rules and age restrictions help us; keeping safe online	Belonging to a group; roles and responsibilities; being the same and different in the community	Managing secrets; resisting pressure and getting help; Recognising hurtful behaviour	Growing older; naming body parts; moving class or year

## PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

		sharing opinions	healthy; managing feelings and asking for help						
Year Three	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places.	What makes a family; features of family life; the impact of hurtful behaviour	Personal boundaries, safety responding to others	Recognising respectful behaviour	The values of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals
Year Four	Positive friendships, including online	Responding to hurtful behaviour; managing confidentially; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money, using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.	Medicines and household products; drugs common in everyday life.
Year Five	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identify; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations. Including responding in emergencies, first aid and FGM
Year Six	Attraction to others; romantic relationships; civil partnerships and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change; loss and bereavement; managing time online	Human reproductions and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media