Personal, social and health education

Policy Statement

Statement of Intent

Today’s children and young people are growing up in a rapidly changing world, full of opportunities but with few guarantees. PSHE education is the school subject which prepares them for life and work in this changing world, helping to keep pupils safe, healthy and boosting their life chances. There is strong evidence that, when delivered by trained teachers in line with best practice, this ‘curriculum for life’ is popular with parents and helps children and young people to protect themselves and others both online and offline, improves their physical and emotional health, and develops character, resilience, academic attainment and employment prospects, with the greatest benefits experienced by the most disadvantaged pupils.

Here at Aspire Academy, we have catered our lessons to allow our students to grow as individuals; allowing them the opportunity to explore a range of different contexts and situations, giving them a ‘toolkit’ that they can dip into if needed. It is clear to all, that we need to give our children the skills that they will need to manage their own wellbeing. PSHE not only teaches the students the strategies but also provides students with a safe place to practice them and find what works for them.

PSHE is a non-examined subject which means there are not the pressures of exams for our students. This allows us to focus more on student wellbeing than data and exam results, we can adapt and change our lessons in order to deal with issues that are affecting our young people at that time and we are able to discuss events which affect them on both a personal and generational level.

At Aspire Academy we teach both KS3 and 4 the following core themes. Each theme allows the students a variety of learning opportunities.

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

Objectives for PSHE

The overarching aim for PSHE education is to provide pupils with:

∙ accurate and relevant knowledge

 ∙ opportunities to turn that knowledge into personal understanding

 ∙ opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities

 ∙ the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Blackpool Aspire Academy will use local data and knowledge of our own students’ needs, to prioritise the topics that are most relevant to our students. These will provide a relevant context for students to both broaden and deepen their understanding of the key concepts and to develop competence in the essential skills. It is important that students can see how the skills acquired through looking at one issue can be transferable to other contexts.

Overarching concepts of PSHE

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)

2. Relationships (including different types and in different settings)

3. A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)

 4. Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)

5. Diversity and equality (in all its forms)

 6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

 7. Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)

 8. Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)

 9. Career (including enterprise, employability and economic understanding)

In Key stage 3 the students will be taught:

Core 1- Health and Wellbeing

1. What is meant by a healthy lifestyle

2. How to maintain physical, mental and emotional health and wellbeing

3. How to manage risks to physical and emotional health and wellbeing

4. Ways of keeping physically and emotionally safe

5. About managing change, including puberty, transition and loss

6. How to make informed choices about health and wellbeing and to recognise sources of help with this

7. How to respond in an emergency

8. To identify different influences on health and wellbeing

Core 2- Relationships- See RSE policy

Core 3- Living in the Wider world

1. About respect for self and others and the importance of responsible behaviours and actions

2. About rights and responsibilities as members of families, other groups and ultimately as citizens

3. About different groups and communities

4. To respect equality and to be a productive member of a diverse community

5. About the importance of respecting and protecting the environment

6. About where money comes from, keeping it safe and the importance of managing it effectively

7. How money plays an important part in people’s lives

8. A basic understanding of enterprise.

In Key stage 4 the students will be taught:

Core 1- Health and Wellbeing

1. How to manage transition

2. How to maintain physical, mental and emotional health and wellbeing including sexual health\*

3. About parenthood and the consequences of teenage pregnancy

4. How to assess and manage risks to health and to stay, and keep others, safe

5. How to identify and access help, advice and support © PSHE Association 2014 To become a member of the PSHE Association and access our support services, visit www.pshe-association.org.uk 15

6. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health

7. How to respond in an emergency including administering first aid 8. the role and influence of the media on lifestyle.

Core 2- Relationships- See RSE policy

Core 3- Living in the Wider world

1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy

2. How to make informed choices and be enterprising and ambitious

3. How to develop employability, team working and leadership skills and develop flexibility and resilience

4. About the economic and business environment

5. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

Teaching and Learning

All students in school have a particular learning style and this will be taken into consideration in the planning of PSHE lessons. Lessons will contain a number of different teaching strategies that will satisfy a variety of learning styles. This will involve group work, interactive board work, role plays, discussion and individual work to ensure maximum engagement in the lesson.

Only visual aids, films, videos and textbooks approved by health and educational professionals will be used in RSE. All materials, videos and other resources will be age appropriate to the students and carefully chosen to meet the needs of the pupils. Parents and guardians will be able to view these on request.

Use of Visitors

All visitors will be arranged by the PSHE co-ordinator with prior consultation with the line manager for PSHE. Only those deemed suitable by the PSHE co-ordinator and relevant senior members of staff will be arranged to visit. Whilst any visitors are present, the member of staff will remain in the room for the entire presentation.

Child Protection

Please refer to Child Protection Policy.

SEN Provision

Differentiated activities will be available to meet the needs of the pupils who are registered as SEN.

Dealing with sensitive issues

Staff prior to the lesson will identify potentially sensitive issues in the lesson. Distancing techniques will be used to deal with topics or questions that are judged to be sensitive by the member of staff teaching the group as each group will vary. Staff must be aware that the correct terminology for the male and female reproductive organs must be used at all times so as to minimise any potentially embarrassing situations for both staff and students.

Monitoring of PSHE

The monitoring of the schools PSHE program will be done through the PSHE Co-ordinator, this may be done through observations, work samples and conversations with staff.

Evaluating the programme

The PSHE Co-ordinator will evaluate the programme through discussion with other staff that teach SRE and through student consultation.

Overall responsibility for the provision will rest with the PSHE coordinator, the Senior Leadership Team and the Academy Council.

This policy will be reviewed on a two-year cycle.