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)

By the end of secondary, students will have studied:

**1. Mental Wellbeing**

* Understanding mental health and how it changes over time.
* Recognising early signs of mental health issues (e.g., anxiety, depression).
* Reducing stigma and seeking support.
* Strategies for maintaining positive mental wellbeing.

**2. Internet Safety and Harms**

* The impact of online content on mental health and body image.
* Managing online risks (e.g., cyberbullying, grooming, exploitation).
* Understanding legal vs. illegal content (e.g., pornography, hate speech).
* Strategies for safe and responsible internet use.

**3. Physical Health and Fitness**

* Importance of regular physical activity and its benefits.
* Links between physical health and mental wellbeing.
* Barriers to physical activity and how to overcome them.

**4. Healthy Eating**

* The benefits of a balanced diet and hydration.
* Risks of poor nutrition, including impact on physical and mental health.
* Recognising eating disorders and knowing when to seek help.

**5. Drugs, Alcohol and Tobacco**

* Risks associated with alcohol, drugs (including vaping), and tobacco.
* Legal consequences of possession and supply.
* How to resist pressure and seek support if needed.

**6. Health and Prevention**

* Importance of vaccinations and hygiene.
* Managing common illnesses and knowing when to seek medical help.
* Understanding sexually transmitted infections (STIs) and how to prevent them.

**7. Basic First Aid**

* How to respond to common injuries and emergencies (e.g., CPR, choking).
* Calling emergency services effectively.

**8. Changing Adolescent Body**

* Physical and emotional changes during puberty.
* Menstrual wellbeing, including the menstrual cycle and managing periods.

Core 2- Relationships- See RSE policy

Core 3- See Careers policy.

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.