



PSCHE Policy

Policy Lead:	Assistant Headteacher (EA)
Last Review Date:	September 2024
Next Review Date:	September 2026
Approval needed by:	Headteacher



Revisions Log

Date	Pages/Whole Document	Description of Change	Origin of Change (e.g. Routine Update, request for Review)
29/8/23	Whole	Amendments to the intent, implementation and impact	Routine update

Intent

At The Oaks Academy Personal Development is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the “whole child” intellectually, morally, socially and spiritually. Through our whole-school approach to Personal Development, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. To support our clear message around personal growth The Oaks defines this as the CHARACTER curriculum.

Careers & Finance

Health

Aspirations

Responsibility

Active Citizenship

Community

Tolerance

Emotional intelligence

Relationships

PSCHE lessons form one element of the Personal Development curriculum. This curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community.

Statutory obligations to deliver Relationships and Sex Education (RSE)

Please see our RSE Policy for further information.

Implementation

All children in year 7-9 have 2 distinct CHARACTER lessons across their 2-week timetable and once a fortnight in years 10 & 11. These lessons are delivered by form tutors whilst also utilising expertise from outside speakers. The planning and structure of this delivery is mapped across the school and is also supported by a clear form time and assembly programme which is mapped against an inclusion calendar.

Planning and ensuring the facilitation of an appropriate PSCHÉ curriculum is the SLT lead for Community and Personal Development. SLT will ensure that staff are provided with the appropriate training and support required to deliver an effective Personal Development programme, through distinct lessons and a form time programme. They will plan and co-ordinate with the Key Stage directors an effective assembly programme that supports a clear message around CHARACTER, its purpose and its values at The Oaks.

At key stage 3, students will build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSCHÉ education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, be respectful of the protected characteristics and British Values, their online lives, and the increasing influence of peers and the media.

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSCHÉ education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

The Role of teaching staff

The role of teaching staff will be to adapt and deliver the planned curriculum, to suit the needs of their individual classes; this is available for them at the beginning of the academic year. Staff are encouraged to be creative during these lessons. Discussion and debating will be encouraged and facilitated by staff in order to develop the oracy skills of our students and support respect.

To support children with SEND staff are expected to:

- Break down the learning outcomes into smaller steps so that they form the basis of a lesson or series of lessons.
- Re-visit, re-enforce, consolidate and generalise previous learning, as well as introducing new concepts, knowledge and skills.
- Focus on one aspect or a limited number of aspects within each stage.
- Re-visit content through cross-curricular learning and/or through other activities in school.

- Offer both explicit and implicit learning opportunities and experiences which reflect pupils’ increasing independence (where applicable).
- Include different sensory experiences at the ‘encountering’ level tailored to individual pupils, in addition to responding to adult prompting.
- Provide opportunities both in and out of school to promote physical, social and emotional understanding as pupils move from the primary phase through to the secondary phase.
- Use the learning outcomes in the curriculum plans to support targets and identified areas of need in a pupil’s Education, Health and Care plan (EHCP) or SEND Support plan.

Role of support staff

Support staff will be on hand to support our more vulnerable pupils during PSHCE lessons and there will be other opportunities for student who access The Hub to explore and develop ideas that are being discussed in PSCHE. This will be under the direction of Helen Holland (SENCO).

PSCHE lesson implementation

There are 6 spiral themes to the CHARACTER programme which run across year 7-11.

1. Celebrating Diversity and Equality
2. Health & Wellbeing
3. Life Beyond School
4. Relationships and Sex Education
5. Rights Responsibilities and British Values
6. Staying safe online and offline

Year 7	Year 8	Year 9	Year 10	Year 11
Celebrating Equality & Diversity				
Multicultural Britain What is your identity Nature v Nurture Equality act 2010 Breaking down stereotypes in society Prejudice and discrimination	LGBT what is it? LGBT homophobia in schools Supporting those that are LGBT Challenging homophobia Transphobia Coming out #Metoo movement	Year 9 will cover this through the form time and assembly programme which reinforces whole school messages	Women’s rights & equality Peace, War and conflict	Year 11 will cover this through the form time and assembly

Challenging Islamophobia & hate crime				programme which reinforces whole school messages
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Year 7	Year 8	Year 9	Year 10	Year 11
Health & Wellbeing				
Introduction to puberty Puberty (Girls focus) Puberty (boys focus) Personal and oral hygiene Growing up and FGM Assertiveness, consent and hormones Self esteem and empowerment Screen time and safe mobile phone use	Health & wellbeing Self harm Positive body image Dove – body image Types of bullying Healthy eating and cholesterol Child abuse	Self esteem changes Bullying in all its forms Dealing with grief and loss Media & airbrushing Cancer prevention & healthy lifestyles Child on child abuse	Child abuse (CSE) Common mental health issues Promoting emotional wellbeing	Teenage pregnancy Love & abuse are not the same Cancer Organ donation & donating blood

Year 7	Year 8	Year 9	Year 10	Year 11
Life Beyond School				
Intro to PSICHE Getting to know people Careers and your future Sleep and relaxation Financial Education	Employability skills Proud to be me Careers and interests Self esteem and the media Labour market information Exploring careers	From Failure to success First Aid Importance of happiness Using trustworthy websites to support future planning Careers vocational and academic Employment & Financial management Saving and managing money	Aspirations & Employability Writing a CV Rights & Responsibilities	College research & applications Writing a personal statement Dealings with exam stress and anxiety Time management College applications & support

Year 7	Year 8	Year 9	Year 10	Year 11
Relationships & Sex Education				
Consent and boundaries What makes a good friend Friendships & Managing them Being positive & Respectful Pressure & Influence What does it mean to be a man	Introduction to RSE Healthy Relationships Dealing with conflict What is Love? Introduction to contraception	Sexual consent and the law FGM and the law Delaying sexual activity Why have sex? Why have sex – part 2 What are STIs Contraception Contraception – part 2 Exploring the realities of contraception Sexual harassment and stalking HIV and AIDS	Porn life V Real Life Domestic Abuse Sexual Violence	Peer on Peer bullying Fertility & what impacts it Alcohol and bad choices Importance of sexual health

Year 7	Year 8	Year 9	Year 10	Year 11
Rights Responsibilities & British Values				
Why is politics important How is our country run Elections and campaigning Politics and debating	Law making in the UK Criminals laws and society Prisons, reform and punishment Desert Island living Building a community Critical thinking and fake news What is a cult?	Conspiracies and Extremist narratives Extremism in all its forms What is terrorism Proud to be British Radicalisation process Counter terrorism Anti-Semitism	LGBT rights and British values Exploring human rights Exploring Britishness and British values	Year 11 will cover this through the form time and assembly programme which reinforces whole school messages

Year 7	Year 8	Year 9	Year 10	Year 11
Staying Safe Online & Offline				
Avoiding gangs and criminal behaviour Staying safe online Fortnite grooming and online gaming What is alcohol? What is smoking? E-Cigs and Vaping Energy drinks Knife crime and safety	County lines, what is it and who is at risk? Substance misuse Online safety – cyber bullying Grooming boys and girls Drugs education – alcohol safety Child exploitation and online protection Keeping data safe	Introduction to drugs Different types of addiction Cannabis products Drug Classification Party Drugs and dangers Exploring illegal drugs and effects Volatile substance abuse	Honour based violence Forced marriages Modern day Slavery Prevent Knife Crime	Virtual reality and live streaming Online reputation and digital footprints New psychoactive drugs

Impact

PSCHE is facilitated predominantly through discussion and dialogue and the use of interactive tools such as white boards and groups tasks. At the start and end of each lesson students will evaluate their understanding around 3 key learning objectives. These will be continually assessed by teaching staff who will use this alongside continual formative assessment to reflect on a student's understanding. Teachers will RAG rate each student at the end of each half term against key learning objectives.

At The Oaks we believe assessing student opinions is important for many reasons;

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes

Therefore to support this student voice will be collated to gauge opinion and effectiveness of the programme, and the Student Leadership team will be regularly surveyed as part of their leadership role in the school so that student opinions of the school in relation to tolerance, careers and respect are collated.

How will parents and carers be involved?

It is important to us that we involve parents with PSCHÉ as it is in this subject area where home, school and the personal lives of our pupils merge, so we encourage pupils to discuss the themes explored with their families in order to further consolidate their learning.

Links to PSCHÉ content will form part of the half termly newsletter and the curriculum is shared on the school website. All parents will be notified of our statutory responsibility for the delivery of Relationships and Sex Education and their right to withdraw their child should they wish to do so.