PSCHE Policy

|  |  |
| --- | --- |
| Policy Lead: | **Assistant Headteacher (EA)** |
| Last Review Date: | May 2022 |
| Next Review Date: | May 2024 |
| 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.

**C**areers & Finance

**H**ealth

**A**spirations

**R**esponsibility

**A**ctive

**C**itizenship

**T**olerance

**E**motional intelligence

**R**elationships

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 7** | | **Year 8** | | **Year 9** | | **Year 10** | | **Year 11** |
| **Celebrating Diversity & Equality** | | | | | | | | |
| Multicultural Britain  What is your identity  Nature v Nurture  Equality act 2010  Prejudice and discrimination  Challenging Islamophobia | LGBT what is it?  LGBT homophobia in schools  Supporting those that are LGBT  Challenging homophobia  Transphobia  Coming out | |  | | International organisations  Fair Trade  Peace, war and conflict  Women’s rights and equality  #Metoo movement and Time’s Up | |  | |
| **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 | 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 | |
| **Life Beyond School** | | | | | | | | |
| 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 | 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 | |
| **Relationships & Sex Education** | | | | | | | | |
| Consent and boundaries  Respect & 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  Gender Identity  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 | |
| **Right 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 | |  | |
| **Staying safe online & offline** | | | | | | | | |
| Avoiding gangs and criminal behaviour  Staying safe online  Fortnite grooming and online gaming  What is alcohol  E-Cigs and Vaping  Energy drinks | 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  Cosmetic and aesthetic procedures | |

**Impact**

PSCHE is facilitated predominantly though 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 PSCHE 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 PSCHE 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.