

Elizabeth Woodville School	
Policy Name:	EWS - PSHE Policy - Personal, Social, Health and Economic Education Policy
Owner:	Deputy Headteacher
Statutory:	Yes
Date Ratified:	By Governing Body December 2022
Review Date:	December 2023

Rationale and Ethos

This policy covers our school's approach to PSHE. It was produced by Mark Brennan (Deputy Headteacher) through consultation with Rebecca Griffin (PSHE coordinator).

EWS believes that students should be provided with opportunities which will help them to develop as citizens of the world, ready to take their place in their families, society and the workplace. We also believe that PSHE helps students to develop their knowledge and helps to keep students safe and healthy by building their self-esteem, resilience, growth mindset and will improve the chances of students that are vulnerable.

The programme is designed to not only increase the students understanding of the world around them on several different levels from the individual to the international world in which we belong. It is also designed to raise awareness and enjoyment of the PSHE and Citizenship curriculums with the students, parents/carers and wider school community. By the end of the programme students will be prepared for life that extends past the school environment. Our PSHE curriculum provides every student at EWS equality of opportunity and fully underpins our values of

Legislation, Statutory advice and Guidance

This policy has been produced using direction from:

- The Education Act 2002/Academies Act 2010
- The PSHE Association 2018
- Equality Act 2010
- The Children and Social Work Act 2017
- Relationships and Sex Education (RSE) for secondary pupils from September 2020.
- Northamptonshire SACRE

Users

This policy will be used by:

- Teachers, who will look to it to guide their lesson planning, and to put boundaries around the issues they can explore with children and young people, and the range of ways that these can be explored. This is of great importance both in terms of guiding teachers and protecting them.
- Parents/carers, who will look to see both the PSHE and RSE curriculum content and the values the school is promoting
- Health professionals, external providers and visiting speakers who will want to know the aims, objectives and values the Academy's PSHE and RSE promotes, agreed teaching methodologies and boundaries for their work with young people

Aim

EWS aims to:

- Provide a framework for Key Stages 3, 4 and 5 in line with the national guidelines for Personal, Social, Health and Economic, Relationships and Sex Education.
- Create an ethos where students are understanding and respectful of the views and lifestyles of different groups, cultures and lifestyles.
- Enable students to make informed choices about themselves as individuals, as members of a community, as citizens of the world.
- Promote the development of a healthy lifestyle.
- Ensure that students are equipped to keep themselves safe and function successfully in the twenty-first century, contributing to British society.

Curriculum Content

The current programme is outlined below; however, this is reviewed annually to reflect students needs:

<p>Year 7</p>	<p>Term 1 - Health and Wellbeing. Transition to secondary school, identifying personal strengths, managing emotions and personal safety in and outside school including first aid.</p> <p>Term 2 - Living in the Wider World - Challenging stereotypes - Challenging stereotypes around suitability of jobs for different genders and opens the learner's mind to wider possibilities and opportunities in the world of work. Learners begin to understand how enterprises are organised with job specialisms, pay scales and different job titles.</p> <p>Term 3 - Relationships. Diversity, prejudice and bullying including cyber bullying, managing on and off-line friendships, learning about different types of relationships and how to recognise stereotypes in the way relationships are portrayed in the media.</p> <p>Term 4 - Living in the Wider World Job titles, pay scales and functional areas. This unit of work helps students to develop an understanding of the way businesses are structured and operate. It informs them how job titles can be linked to pay and the hierarchy of organisations.</p> <p>Term 5 - Health and Wellbeing. This term focuses on the risks of alcohol, tobacco and other substances, managing puberty and the issues of unwanted contact, understanding healthy routines and influences on health.</p> <p>Term 6 - Relationships. This term focuses on building relationships, self-worth, romance, friendships and boundaries.</p>
<p>Year 8</p>	<p>Term 1 - Health and Wellbeing. The focus on this term is on mental health and emotional wellbeing which includes body image, coping strategies as well as managing change and loss.</p> <p>Term 2 - Living in the Wider World Careers programme. Future Choices. Learners develop a fuller understanding of enterprise organisation and ownership. They are introduced to Labour Market information and focus on how their future choices, within secondary education and beyond, may impact their chosen career path. Students are introduced to sectors of employment, qualifications, skills and how subjects in GCSE years tie into jobs and careers.</p> <p>Term 3 - Relationships. The focus on this term is on Tackling racism and religious discrimination, promoting human rights. FGM, radicalisation and extremism, Understanding the LGBTQ+ community, Forced Marriages and understanding how the media can be prejudice towards teenagers and the impact this has</p> <p>Term 4 - Living in the Wider World Careers programme. The Labour Market. Students look at enterprise ownership to understand how they operate. Investigations into local businesses</p>

	<p>help students assess why certain enterprises set up in certain locations. Advantages and disadvantages are considered. Students complete a SWOT analysis for the local Labour Market.</p> <p>Term 5 - Health and Wellbeing. This term focuses on alcohol and drug misuse and pressure relating to drug use. First aid and what to do in an emergency situation including road safety.</p> <p>Term 6 - Relationships. This term focuses on gender identity, sexual orientation, consent, sexting and an introduction to contraception.</p>
Year 9	<p>Term 1 - Health and Wellbeing. This term focuses on Diet, exercise, lifestyle balance and healthy choices, understanding nutritional values, relationship between mental health and exercise and the importance of sleep.</p> <p>Term 2 - Living in the Wider World Careers programme. Job Roles and Skills Required. Year 9 learners investigate how general life skills, those gained through education settings and skills they already possess transfer into employability. Videos of real employees in real jobs are used to discuss with learners how skills have been developed and adapted where necessary within certain career paths. A greater emphasis is placed on the qualifications needed for the workplace.</p> <p>Term 3 - Relationships. This term focuses on Respectful relationships, to learn about the risks from running away from home, learning how to manage conflict Family and parenting, healthy relationships, learn about what child exploitation is, conflict resolution and relationship changes.</p> <p>Term 4 - Living in the Wider World Careers programme. Next Steps. Students learn what to expect from their GCSEs and the pathways available to them afterwards, such as A Levels at 6th Form, apprenticeships or further education settings. They identify skills which are needed to be successful in business and grade themselves for their level of skills at this present time. Students find out about Gap Years and build their ideal year out. They are introduced to Universities and find out what higher education can offer.</p> <p>Term 5 - Health and Wellbeing. This term focusses on peer influences, substance use and gangs, healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitations.</p> <p>Term 6 - Relationships. This term focuses on relationships and sex education including consent, contraception, the risk of STIs and attitudes to pornography.</p>
Year 10	<p>Term 1 - Health and Wellbeing. This term focuses on Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.</p> <p>Term 2 - Living in the Wider World Career programme. Labour Market Information & Work Experience. Students have an in depth look at current Labour Market Information to guide their understanding of the local job market and the sectors to look at for their specific ideas around employment. Year 10 also brings them the opportunity to attend a full week of work experience with follow up discussion in order for them to evaluate what they have experienced and draw conclusions to help them continue along the right pathway for them.</p> <p>Term 3 - Relationships. This term focusses on relationships and sex expectations, myths, pleasure and challenges, including the impact of the media pornography.</p> <p>Term 4 - Living in the Wider World Career programme. Employable Me. This module introduces students to the skills and qualities employers look for in individuals. It informs them about job description and person specifications before moving into preparing them for interviews with role play.</p> <p>Term 5 - Health and wellbeing. This term focuses on the influence and impact of drugs, gangs, role models and the media.</p> <p>Term 6 - Relationships. This term focuses on addressing extremism and radicalisation and</p>

	communities. This term also focuses on different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships through a drop-down day.
Year 11	<p>Term 1 - Health and Wellbeing. This term focuses on self-efficacy, stress management, social anxiety and future opportunities.</p> <p>Term 2 - Living in the Wider World Careers programme. Post 16, Alternatives and Beyond. This module helps students gain a full understanding of what is available to them at Post 16, Higher Education or Approved Training as well as giving them information to take beyond their statutory education. Year 11 students have priority access to our Altogether Careers Advisor with a focused 1:1 appointment slot to discuss their options and give advice should they already have a clear chosen pathway.</p> <p>Term 3 - Relationships. This term focuses on Communication in relationships. Personal values, assertive communication (including in relation to contraception and sexual health), to understand what transitioning means and what a trans person is, relationship challenges and abuse.</p> <p>Term 4 - Living in the Wider World Careers programme. Financial Management. This term Year 11s learn about financial matters such as; why we budget and how we budget. They also learn about taxes, national insurance, National Minimum Wage, bank accounts, bank statements, payslips, different types of payment cards and borrowing, and paying bills.</p> <p>Term 5 - Health and Wellbeing. This term focuses on Independence, responsible health choices and safety in independent contexts.</p>
Year 12 & 13	<p>Year 12</p> <p>Term 1- Learning to learn- settling into Sixth Form, using skills and resources to develop Level 3 study skills</p> <p>Term 2- Drug and alcohol awareness- the awareness of types of drugs and alcohol and the impact on the body</p> <p>Term 3- Personal finance and economic wellbeing; personal finance, banking, mortgages, etc</p> <p>Term 4- Physical health and wellbeing; fitness, diet, dental routines, healthy eating, physical examination</p> <p>Term 5- Healthy relationships and sexual health; Social media and mental health, Marriage, types of relationships, exploitation, coercion, FGM, bullying, discrimination in all forms</p> <p>Term 6- Post 18 options; university, apprenticeships, gap year, employment opportunities Post 18</p> <p>Year 13</p> <p>Term 1: Independent living; childhood illness, health, registering with a GP, budgeting, healthy eating on a budget, preparing to live independently of parents/ carers.</p> <p>Term 2- Preparing for options Post 18, post 18 options support e.g. Personal statements, personal branding, applications, etc.</p> <p>Term 3- Citizenship; British Values, Rule of law, democracy</p> <p>Term 3- Sexual health; STI, risky sexual behaviours, choice and fact around pregnancy, fertility</p> <p>Term 4- Respectful relationships; stereotypes, discrimination, sexual harassment, types of bullying, equality, sexual pressure, online relationships, managing online influences</p> <p>Term 5- Preparing for next stages of life; staying safe on holiday, support networks available, personal finances</p>

Each theme is also broken down into “Learning Opportunities” which enables us to ensure we offer a balanced and varied curriculum which meets the needs of the students at the appropriate age. Each term students are taught under the following three areas: Health and Wellbeing, Relationships Living in the Wider World.

Some aspects of health education are included in the PSHE curriculum and some aspects are taught with the Science curriculum.

Drop Down Sessions/Days

In addition to the PSHE tutor times students also have the opportunity to have more in depth sessions through drop down sessions or days. Some of these include: Values Days in Year 7 & 8, RSE Days in Year 9, 10 & 12. Knife Crime and County Lines workshops for Year 8. Throughout the year some students are also encouraged to attend intervention sessions which will help to support students further. In Year 13 students take part in a preparation for interview event.

Healthy Eating

In addition to the PSHE curriculum, students are encouraged to consider the nutritional aspects of food in science, Food technology and PE and this is also part of the PSHE programme. Healthy food is available in the canteens, and provision is made for students with special diets.

Smoking

EWS is a no-smoking environment. Students who are found smoking on school premises will face a series of consequences in accordance with the school's Behaviour Policy. They are also offered advice on how to stop smoking and education on this topic is included within the PSHE programme of teaching.

Assessment and Progress Measures

Teaching staff are responsible for ensuring that students make progress within every lesson. Progress is measured by in-class formative and summative assessment. Peer ‘assessment for learning’ teaching techniques are also utilised to ensure that students are clear about success criteria and the extent to which they have achieved each criterion. Teaching staff also provide verbal feedback to students throughout each lesson and probe student knowledge of each topic using deep questioning.

Organisation of the School

The PSHE co-ordinator and Careers coordinator will be responsible for ensuring that the national guidelines are being followed.

PSHE lessons will provide a flexible framework, which will allow students to work in tutor groups, as well as with students from other tutor groups for some of the time. This may involve:

- Small group work including research work, discussions and debates
- Use of outside agencies e.g. Time to Talk, Solvit, Police liaison Officers, Local Magistrates etc
- Visiting speakers and theatre groups
- Visits to places of interest

Organisation of PSHE Education

The PSHE education is organised so that the national requirements are met, but the actual content of the lessons is planned by those staff teaching it. PSHE is taught throughout all key stages and students have one lesson of PSHE per week which takes place in lesson time for years 7, 8 & 9. Key stage 4 students are taught one hour a week fortnightly. PSHE is taught in terms 1, 3, 5 & 6. Students are taught in tutor groups in all key stages and they are in mixed ability groups. The PSHE coordinator and the careers coordinator organise the

programme to cover all statutory requirements. In Keys Stage 5 PSHE is timetabled for each student for one hour per week.

Roles and Responsibilities

PSHE Co-ordinator and Careers coordinator - Responsible for the day to day running of the PSHE curriculum including quality of content, resourcing and quality assurance.

PSHE Senior Leadership Link - Provide strategic guidance and support regarding the PSHE curriculum.

Teaching staff - plan and deliver high quality PSHE lessons and as form tutors. This includes differentiating each lesson to meet the needs of all students and providing appropriate resourcing for each lesson for all students.

Head of House - support the PSHE and Career Coordinators in ensuring that topics covered in their year group are relevant and appropriate to context of the year group at any particular time.

Safeguarding

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to the disclosure of a child protection issue. Teaching staff are all trained on an annual basis regarding the reporting and handling of such issues through our whole school child protection and safeguarding policy. Teachers can immediately report any concerns or disclosures using the My Concern program or the equivalent paper-based form.

Visitors and external agencies will be required to read our safeguarding policy prior to having any contact with our students. No visitor will be left with students unattended for any length of time unless full, enhanced DBS clearance and training has been provided under our safeguarding and recruitment policies.

The protocol for inviting visitors into the school for PSHE is to seek permission from the PSHE co-ordinator or Careers co-ordinator and thereafter work with the PSHE co-ordinator or career Co-ordinator to create a clear plan regarding delivery, timings, dates, student numbers, rooming and resourcing.

Professional Development

The PSHE and Career Coordinators and LLs should liaise to promote opportunities for staff development. This could include:

- Courses
- Visits to other schools
- With colleagues in school to develop new units of work
- Through teacher training day.
- Through Year briefings
- Designed Continued Professional Development time within school training calendar

Monitoring and Evaluation

Monitoring of this policy will be the responsibility of the Governing Body members linked to Personal Development, Behaviour and Welfare and the PSHE Co-ordinator. As part of the monitoring process, the PSHE and Career Co-ordinator will encourage the involvement of students, staff, parents/carers and governors. Student Voice opportunities will allow students to voice their opinions on PSHE provision. We will also provide an opportunity annually for parents/carers and staff to voice their views on our PSHE provision. SLT, the PSHE Co-ordinator, Careers Co-ordinator and LLs will take part in termly quality assurance learning walks to ensure that high quality provision is maintained at all times. The PSHE department is an active

member of the PSHE Association. The PSHE coordinator attends the termly meetings of the Swan Teaching Alliance PSHE cluster group, which also includes all schools from the Tove Learning Trust.

Engaging Stakeholders

Parents/carers will be informed about the policy through the school's website. We are committed to working with parents/carers by seeking their views regarding our PSHE provision and listening to their views. We are responsive to the changing context of our community and will adapt and personalise our curriculum where required, to suit our student's needs. As part of our whole school approach to PSHE, parent/carer information sessions and opportunities for parents/carers to view the materials and resources will be provided by offering parents/carers after school information sessions.

The new Statutory Guidance 2020 states that:

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. There is no right to withdraw from Relationships Education or Health Education. Should parents/carers wish to request that their child is withdrawn from lessons then they should make an appointment with the Head's PA to discuss this further. The school will grant requests up to, and until, three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.