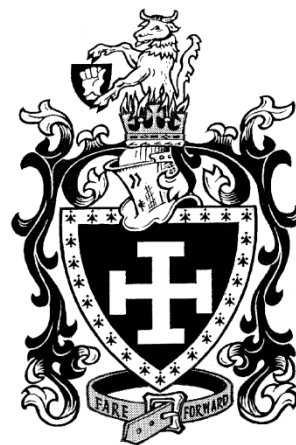


Buckler's Mead Academy



Policy Document

PSHE (Personal, Social, Health and Economic Education) POLICY

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<i>Please note: The version of this document contained within the 'Policy Documents' Folder on BMStaff (T:\Admin\Policies and Procedures) is the only version that is maintained.</i>	

Version	Date	Description
1	January 2018	Existing policy from 2010
2	July 2020	Updated to include new Personal Development Curriculum and other curriculum changes Updated to refer to RSE 2020 developments and updated RSE Policy

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1. Rationale

Personal, Social, Health and Economic Education (PSHE) is key to supporting students into their development as successful young adults. Aspects of PSHE permeate all areas of the curriculum and school life. The responsibility for the personal and social development of every child is a shared responsibility between the school, the family and the wider community. Through work in Personal Development lesson and a wide range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood.

2. Statutory requirements

Currently under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'.

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, <http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted> in line with the terms set out in statutory guidance: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

3. Content and delivery

PSHE is primarily taught through Personal Development lessons, which are timetabled for one lesson per cycle. It may also be delivered through tutor time Thought for the Week sessions, and through suspended timetable "Curriculum Enrichment Events" and focus weeks, where additional activities may be provided. Other areas of the PSHE curriculum are covered across the curriculum, for example in Science, IT or Beliefs and Values.

Please see appendix 1 for the Personal Development programme of study.

Personal Development lessons and other PSHE opportunities may be delivered by experienced teachers, health professionals and other visiting speakers.

Please see section 5 of the RSE Policy for further information.

4. Equal Opportunities

In presenting information about PSHE matters we will try to ensure that the different rates of physical and emotional development amongst students of the same year are considered. Questions from individual students will be handled sensitively.

We will be aware of different religious and cultural views and in our use of resource material we will attempt to present a balanced view.

Students may have special educational needs or disabilities which result in particular PSHE needs. Delivery of PSHE will be differentiated where necessary to address the needs of these students and enable them to access the content.

In order to ensure that the needs of all students are appropriately met and to ensure that all students are taught the importance of equality and respect, Buckler's Mead will ensure that we comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Please see section 5 of the RSE Policy for further information.

Teachers can raise any concerns about their ability to teach certain areas of the curriculum in discussion with the Head of Personal Development, whom will facilitate alternative, specialist provision for the group.

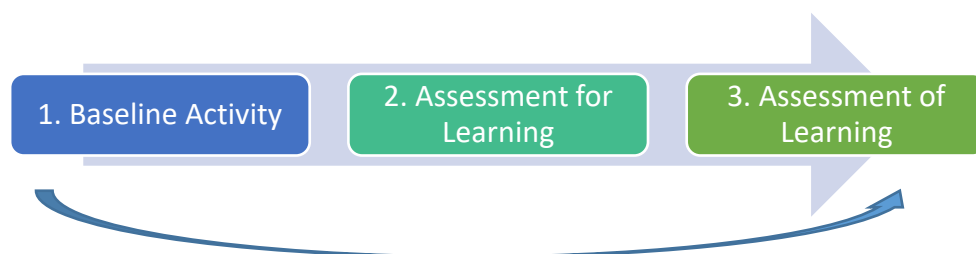
5. Assessment

The core aim of assessment in the Personal Development Curriculum is to gauge what has been learned and what still needs to be learned. This will allow:

- Students to reflect on their learning, which directly relates to an individual's identity in the PD curriculum.
- Students and staff to be confident that learning has taken place.
- Students to be able to demonstrate progress
- Staff to identify future learning needs
- Increased student motivation and improved learning
- Increased student awareness of their own progress and the value of their learning
- Demonstration of impact of the PSHE programme, safeguarding, SMSC and FBV curriculums.
- Demonstration of the same high expectations in other teaching areas.

Much of the curriculum in personal development focuses on personal attributes, consequently it is difficult for staff to assess these accurately. Consequently, personal reflection from students is vital.

Assessment in Personal Development will focus on ipsative assessment where students make comparisons of their learning against previous individual performance. This is not comparative with other students, or levelled.



Activity revisited and added to, to demonstrate learning

5.1 Ipsative Assessment

Ipsative assessment is “assessment of the self” and focuses on assessment of progress throughout the programme, not against external benchmarks. Consequently, reporting will only be of effort grades.

Each lesson will contain a review or reflection activity, all recorded in class books to demonstrate progress over time. These activities may include “I can statements”, exit tickets and the use of peer assessment. Each unit will also include a baseline activity, assessment for learning activities (self or peer reviewed), and an assessment of learning (self-reviewed with a teacher comment).

5.2 Reviewing the Learning Journey

Marking will be primarily through self and peer assessment in a different coloured pen. Teachers will be expected to review the books once a term, and will comment on the assessment of learning activity at the end of each module.

Students will assess their progress in both the development of skills, and knowledge and understanding. Students will use an assessment matrix to show their review and progress of these areas.

6. Roles and responsibilities

6.1 The Directors

The directors will approve the PSHE policy, and hold the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

6.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

6.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

7. Monitoring arrangements

Monitoring, assessment and evaluation of PSHE will be an on-going process. Teachers will critically reflect on their work in delivering PSHE through evaluation and review opportunities in department meetings, and as part of the ongoing School Improvement Cycle.

External agency provision will be reviewed by the Head of Personal Development, and through student feedback. External provision will only be booked following a review of the provision and content by the Head of Personal Development, and through established and recommended agencies.

Each lesson will have a review opportunity, allowing students to reflect on their learning, and the annual student safety survey will allow for evaluation of the full Personal Development programme, and subsequent updates.

8. Policy Review and Dissemination

The PSHE policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance. This policy will be reviewed annually, by the Assistant Head for Personal Development, and approved by the Directors.

9. Links with other policies

This policy links to the following policies and procedures:

- RSE Policy
- SMSC Policy

Appendix 1: Personal Development Programme of Study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Theme	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Relationships	Living in the Wider World
Year 7	Transition and safety <ol style="list-style-type: none"> 1. Anti social behaviour 2. Personal safety 3. Managing emotions 	Developing skills and aspirations <ol style="list-style-type: none"> 1. The world or work and what is a career 2. Gender stereotypes and equality of opportunity 3. Qualities and characteristics for careers 	Diversity <ol style="list-style-type: none"> 1. British Identity 2. Prejudice, discrimination and stereotypes 3. Bullying 	Health and puberty <ol style="list-style-type: none"> 1. Healthy lifestyle choices 2. Caffeine, smoking and alcohol 3. Puberty and consent 	Building relationships <ol style="list-style-type: none"> 1. Healthy relationships 2. Media stereotypes and social media 3. Friendship 	Financial decision making <ol style="list-style-type: none"> 1. Banks accounts, savings and loans 2. Different types of loans and mortgages 3. Tax, pensions and contributions
Year 8	Drugs and alcohol <ol style="list-style-type: none"> 1. Legal and illegal drugs including energy drinks 2. Risks of legal drugs 3. Social norms and attitudes/ peer pressure/ consequences 	Community and careers <ol style="list-style-type: none"> 1. What makes a good colleague 2. Career and life choices 3. Investigating career choices 	Discrimination <ol style="list-style-type: none"> 1. Respect for themselves and others 2. Law about sex, sexuality, sexual health and gender identity (human sexuality) 3. Discrimination in all its forms 	Emotional wellbeing <ol style="list-style-type: none"> 1. Mental health and emotional wellbeing 2. Body image 3. Growth mindset and positive affirmations 	Identity and relationships <ol style="list-style-type: none"> 1. Selfies 2. What makes a successful marriage/committed relationship 3. 3. Age of consent and what consent is, delaying sexual activity 	Digital literacy <ol style="list-style-type: none"> 1. Online safety 2. Media reliability 3. Online gambling
Year 9	Peer influence, substance use and gangs <ol style="list-style-type: none"> 1. Being assertive 2. Substance misuse 3. Gang exploitation 	Setting goals <ol style="list-style-type: none"> 1. Learning strengths and interests (target setting) 2. Career goals 3. GCSE Options 	Respectful relationships <ol style="list-style-type: none"> 1. Acceptable and unacceptable behaviour in relationships 2. When relationships 	Healthy lifestyle <ol style="list-style-type: none"> 1. Diet 2. Exercise 3. First aid 	Intimate relationships <ol style="list-style-type: none"> 1. Developing intimate relationships 2. Resisting pressure to have sex (and not applying pressure) 	Employability skills <ol style="list-style-type: none"> 1. STEM careers 2. Employability skills 3. Online presence and interview skills

			<p>are not right – how situations can be managed</p> <p>3. Positive effects of relationships on mental wellbeing</p>		<p>3. Delaying sexual activity and Contraception</p>	
Year 10	<p>Mental health</p> <ol style="list-style-type: none"> 1. Mental health and ill health and removing stigma 2. Growth mindset and positivity 3. Dealing with stress and anxiety 	<p>Financial decision making</p> <ol style="list-style-type: none"> 1. Finance tax and payslips * 2. Debt * 3. Ethical decisions 	<p>Healthy relationships</p> <ol style="list-style-type: none"> 1. Human sexuality 2. Reasons for delaying sexual activity 3. Choices permitted by law around pregnancy 	<p>Exploring influence</p> <ol style="list-style-type: none"> 1. What makes a good role model 2. Social media reality 3. Influence and impact of drugs and gangs 	<p>Addressing extremism and radicalisation</p> <ol style="list-style-type: none"> 1. FBV – what makes us British? 2. Tolerance and community cohesion* 3. Extremism 	<p>Work experience</p> <ol style="list-style-type: none"> 1. Employment Law * 2. Preparation for work experience 3. Evaluation of work experience
Year 11	<p>Building for the future</p> <ol style="list-style-type: none"> 1. Stress and exam anxiety 2. Revision techniques (2) 	<p>Next steps</p> <ol style="list-style-type: none"> 1. Different high education courses and establishments 2. Application processes – CV and letters of applications 3. Interview skills 	<p>Communication in relationships</p> <ol style="list-style-type: none"> 1. Assertive communication 2. Abusive relationships 3. Managing conflict and disagreements 	<p>Independence</p> <ol style="list-style-type: none"> 1. Making responsible health choices (drugs, alcohol) 2. Safety in social situations 3. Financial planning and budgeting 	<p>Families</p> <ol style="list-style-type: none"> 1. Different families and parental responsibilities 2. Pregnancy 3. Marriage, forced marriage and changing relationships 	
Curriculum Enrichment Events	<p>Year 7 and 10 “Boot Camp”</p> <p>Year 10 Mental Health First Aid</p>	<p>Year 11 Post 16 Options Event</p> <p>Year 8 First Aid Sessions</p>	Year 11 Revision Skills	Whole School – Wellbeing Week	Year 9 Relationships Day	Year 10 WEX Year 9 Jobs Race