

PSHE Policy

1 Aims

The aims of personal, social, health and economic (PSHE) education is a subject that students will develop the knowledge, skills and attributes they need to manage their lives now and in the future. It helps children and young people to stay healthy and safe, whilst preparing them to make the most of life and work. PSHE has become statutory for all schools from September 2020 under the Children and Social Work Act 2017. This included the teaching of Relationships and Sex Education (RSE) and Health Education.

At Sirius Academy North, we have high expectations of our students and want to ensure that every student achieves academically, socially and personally through our ethos's of, No Limits, Respect, Support, Broadening Horizons and community.

Our PSHE programme (called 'Life' in the school curriculum) is rooted in our school values and has been designed especially for our students. The curriculum aims to equip each student with an understanding of risk and the knowledge and skills required to safely and successfully make informed decisions that will aid them in navigating their way through life whilst at school and for the years that are to follow.

We recognise that PSHE can encompass many different areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a health lifestyle.

We continue to tailor our PSHE programme each academic year to best reflect the needs of our current students at Sirius Academy North through:

1. Promoting their spiritual, moral, cultural, mental and physical development
2. Preparing them for the opportunities, responsibilities and experiences for later on in life.

Most of PSHE education became statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships and Sex Education (RSE) and Health Education.

2 Policy Availability

We view the partnership of home and school as vital in providing the care, support and advice needed for the students to thrive in modern Britain. Parents and careers will be informed about the policy through the academy website. They will also be sent a letter in the first half term of the academic year and will be invited to a parental consultation evening.

3 Content and Delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach in this subject.

For other aspects of PSHE, including health education, see the attached curriculum map (on Page 4) for more details about what we teach in each Year.

3.2 How we teach it

Students in Key Stage 3 are timetabled for a one hour lesson each week on PSHE and students in Key Stage 4 are timetabled for a one hour weekly lesson within our “LIFE” curriculum. PSHE lessons are planned and tailored to the needs of our students at Sirius Academy North. Lessons are created by the Head of Department and Co-ordinator, alongside a committed team of teachers. All lessons are in line with our long-term PSHE scheme of work and underpinned by British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs.

To facilitate students learning in PSHE lessons;

1. Rules are established to enable there to be an environment of safety, maturity and security. One which students are encouraged to talk hypothetically as opposed to each other's personal experiences.
2. The purpose of each lesson is made clear.
3. Scenario based learning experiences draw on the children's own knowledge and understanding to provide them with a range of opportunities to learn, practice and demonstrate skills, attitudes, knowledge and understanding.
4. Appropriate learning experiences are planned in line with our long-term PSHE scheme of work to meet the needs of all the children in class. Where necessary the schools SENCO will be consulted.
5. Time is given in all lessons for students to reflect, consolidate what they have learnt.
6. Staff training needs are met, to include safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influences their teaching PSHE.
7. Agencies are used within lessons to support our curriculum.

3.3 Intended outcome

As a result of our PSHE programme, students will;

- Know and understand how to keep themselves and others safe
- Be able to make informed choices
- Develop their interpersonal skills
- Understand they have a right a comprehensive, balanced and relent body of factual information.
- Understand they have a responsibility to be upstanding citizen, now and in their future lives.

3.4 – curriculum

	Year 7	Year 8	Year 9	Year 10	Year 11
Half Term One	Changing me <ul style="list-style-type: none"> Careers Financial Education First Aid 	Proud to be me <ul style="list-style-type: none"> Aspirations Labour Market 	Essential life skills <ul style="list-style-type: none"> First Aid Anger Money 	What are relationships like?	Drugs and me
Half Term Two	My changing body <ul style="list-style-type: none"> Puberty Consent 	Staying safe online <ul style="list-style-type: none"> County lines Grooming Staying safe online 	Sex, the law and consent <ul style="list-style-type: none"> Consent Relationships Sex education 	What are relationships like?	Looking after yourself
Half Term Three	My Rights, responsibilities and values <ul style="list-style-type: none"> Why are politics important? What is parliament? 	Relationships and respect <ul style="list-style-type: none"> Healthy relationships Sexual orientation What is love 	Contraception and STI'S <ul style="list-style-type: none"> Contraception STI'S Harassment 	What are my Human rights?	Staying safe
Half Term Four	Staying safe online and offline <ul style="list-style-type: none"> Gangs Gaming Drugs and alcohol 	My changing body <ul style="list-style-type: none"> Wellbeing Body image Eating healthy 	Body confidence <ul style="list-style-type: none"> Self esteem Dealing with loss Media 	How does religion influence society?	Future me
Half Term Five	Celebrating diversity and quality <ul style="list-style-type: none"> Multicultural Britain What is your identity Discrimination 	Celebrating diversity and quality <ul style="list-style-type: none"> LGBTQ 	Legal and Illegal drugs <ul style="list-style-type: none"> Addiction Legal substances 	What is wellbeing	
Half Term Six	Relationships and respect <ul style="list-style-type: none"> Respect and relationships What does it mean to be a man and women in 2022/3 	My Rights, responsibilities and values <ul style="list-style-type: none"> Law making in the UK 	Combating extremism <ul style="list-style-type: none"> Extremism Counter Terrorism Anti-Semitism 	Future me	

4 Roles and Responsibilities

4.1 The Local Advisory Board

The Local Advisory Board will approve the PSHE policy and hold the Head of School to account for its implementation.

4.2 The Head of School

The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

4.3 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

4.4 Students

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

5 Monitoring arrangements

The delivery of PSHE is monitored by Mr Ravenscroft, Head of school and, Mrs Bateson as Curriculum Director. Monitoring is an ongoing process that checks the degree of which our program of student learning is being effectively implemented. This monitoring will answer questions such as;

- Is the programme effectively managed and are staff clear about their role and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupil's needs?
- Are all students being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through planning reviews, learning walks, Curriculum study and regular reviews of the PSHE Policy.

6 Links with other policies

This policy links to the following policies and procedures:

- Relationships and sex education (RSE)

7 Involving parents

We are committed to parents and careers by providing their child with an outstanding PSHE curriculum, with care and respect at its core. Parents will be asked to comment on their child's PSHE education through the parent survey. The majority of PSHE education is statutory from September 2020, but the parental right to withdraw pupils from RSE (Relationships & Sex Education) remains in secondary education, this is only for aspects of sex education which are not part of the Science curriculum. If you would like to discuss this further, please contact the academy.