



The Hundred of Hoo Academy

PSHE Policy

Version	2
Policy Status	
Date of Issue	July 2021 (revised July 2023)
Date to be Revised	July 2024

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Policy Context and Rationale

This policy covers our academy's approach to the delivery and curriculum of PSHE. It was produced by Chris Carey, department lead for PSHE and SMSCD. After drafting, the policy was put under consultation by governors and parents, ensuring that our core values are shared and accepted. Pupils have had the opportunity to also view our policy and be involved in the creation through the student leadership team. Key topics have been designed through support from Government guidelines for statutory PSHE and the support given through the PSHE association, as well as guidance from our own safeguarding team to reflect our local setting. This policy has been reviewed by the curriculum lead for PSHE and the Senior Leadership team. It is due to be reviewed again in July 2024. Governor Alan Le Grys will also support this strand of work as the assigned member of the Academy's governing body.

Policy Availability

Parents and Carers will be able to access this policy by visiting our website. If the policy is required in any specific formats or alternative language **please contact the main school office.**

Linked documentation: [RSE Policy](#)

Policy Aims and Objectives

The aim of this policy is to express the key values of the school towards PSHE education, outlining the subject content that will be delivered at specific learning points in pupil's education. We also aim to share the importance of such education and the format of learning that will take place.

From a PSHE perspective, we aim to empower young people growing up in an increasingly complex world, giving them the tools to live their lives seamlessly on and offline. Pupils should be able to develop an understanding of how to live a safe and healthy lifestyle, in addition to having successful personal, social and academic lives. There is an emphasis to explore the risks and challenges in life around aspects of mental wellbeing, drugs and alcohol, relationships and sex; in which we aim to foster resilience and character in overcoming and avoiding difficulties in these areas. The PSHE curriculum will also develop key personality traits, in line with the 'IB learner profile'; such as integrity, kindness, honesty, acceptance and generosity. We will also promote the IB Learner profiles throughout the curriculum.

Our intent is to facilitate pupil knowledge enabling them to make informed decisions when facing risks, challenges and complex events. This could include physical and emotional changes of puberty, making choices about alcohol or future careers. The PSHE curriculum also provides the platform for pupils to consider spirituality, with the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

Creating a safe and supportive learning environment

The delivery of the RSE curriculum will be completed by subject specialists, and where this is not possible non-specialists will be exceptionally trained and supported by the department lead. All resources are created by the subject leader, with training videos provided for each lesson and in person

training where required. No teachers will be forced to deliver content in an area they feel is inappropriate or uncomfortable doing so. The safety of pupils will be paramount, and we will ensure that a safe learning environment is established with all classes. Throughout units that contain additional sensitivity, class teachers will work collaboratively with pupils to establish rules that induce a safe and appropriate classroom environment. It will also be made clear to pupils that a level of anonymity should be used where possible, creating 'distancing' from individuals within the school or local setting. The approach of "In a school similar to ours" or "pupils of a similar age to yourselves" to support this nature. Pupils will have the opportunity to ask questions anonymously at various stages of their learning, supported in doing so through class "question" boxes, which will then be answered at appropriate times by the subject specialist. Whilst all teachers will be clear on establishing a safe learning environment, it will be made clear to pupils that information may be passed on to safeguarding colleagues in the event that it is required.

Through an evidenced based approach, we will establish safe learning environments to provide pupils with the opportunity to be equipped with factual information, knowing when and how to seek support in specific situations. Within both PSHE lesson time and through the Spiritual, Moral, Social and Cultural development form time programme, teaching will include well-chosen contexts for pupils to embed new knowledge so that it can be used confidently in real life situations. This policy is also informed by the school's safeguarding and child protection policy.

Equality and Entitlement of Opportunity

We promote the needs of all pupils, irrespective of gender, ability, cultural or personal circumstance. Teaching will take into account the age, ability, cultural awareness, readiness and requirements of English as an additional language to ensure that all can fully access PSHE Education provision. We will use PSHE Education as a way to address diversity issues and to ensure equality for all by promoting mutual respect and tolerance across learning. We recognise the right for all pupils to access PSHE education which meets their needs and will not exclude any pupil from accessing such education.

Intended Outcomes

The PSHE and RSE curriculum adopts a spiralled approach, meeting the personal development needs of pupils at age appropriate times in their lives. Aspects of both PSHE and SMSCD are embedded cross-curricula in a variety of other subjects within the school, notably in English, Humanities and Drama. The aim is to provide a safe and supportive learning environment where young people develop the confidence to ask questions, challenge information shared, express their own views and experiences, and put what they have learned into practice within their own lives. In doing so, pupils will keep both themselves and others safe, living happy fulfilling lives.

Key Stage 3: By the end of Key Stage 3 pupils will be able to:

- Develop awareness of resilience and how this impacts wellbeing and relationships
- Being able to challenge own negative thoughts regarding body image, negative comments or judgements
- Explain a range of coping strategies for difficult situations, including knowing where to get help or support
- Identify what makes positive and negative relationships

- Explain a range of different emotions and what may impact these
- Explain how to create a healthy lifestyle, including physical fitness, diet, sleep and the importance of self-examination
- Become familiar with basic first aid, online and personal safety
- Examine the changes both emotionally and physically throughout puberty and ways to manage these
- Explore roles within relationships
- Acquire knowledge about safer sex and sexual health to ensure they are equipped to make informed healthy choices as they progress through adult life
- The dangers of substance abuse and the laws relating to illegal drugs

Skills that are embedded throughout all subjects are key to the starting point of all pupils, where in year 7 they develop resilience and character to move on from challenges faced. The Healthy Minds PENN Resilience programme is the starting topic for all pupils which will develop their ability to make links between thoughts and emotions, finding evidence to challenge negative thoughts and setbacks. Throughout this curriculum pupils will also examine how to be assertive and negotiate in difficult situations, giving them informed strategies to solve problems in their own lives.

Key Stage 4: A spiralled approach to PSHE and RSE content is continued from earlier key stage three learning too. Through year 10 and 11 PSHRE lessons and a rich form time curriculum programme, pupils in key stage 4 develop their understanding, reflecting that they are moving towards an independent life as an adult, taking greater responsibility for themselves and others. The intent behind this element of the curriculum is to give opportunities to rehearse and construct plans for how they will deal with challenges throughout life. By the end of this sequence of learning pupils should know:

- How ideas around self-concept develop, knowing how to be resilient to negative thoughts or external influences towards this.
- The characteristics of mental and emotional health, including signs and symptoms, where and how to get support and what may trigger mental health issues
- Strategies to support themselves and others in maintaining a healthy body and mind
- Consequences of drugs, alcohol and tobacco on their own mental and physical health, in addition to how this may impact families and relationships
- How to manage risk and personal safety, inclusive of areas such as CPR, gambling and gangs
- Raise awareness of sexual health choices, including positive sexual relationships, the dangers of pornography, sexual exploitation, sexting, miscarriage and pregnancy
- Safety within relationships, including consent and abuse

Key Stage 5: The introduction of year 12 and 13 curriculum lessons further supports the spiralled approach to PSHE and SRE education. In building upon key stage 4 knowledge, pupils will develop their awareness of the wider world and how to form positive relationships as they transition to adult, independent life. By the end of this key stage, pupils will:

- Revisit knowledge of consent and the factors that influence the giving and withdrawal of consent in relation to sexual behaviours.
- Develop awareness of healthy relationships by understanding the framework for grooming, manipulation and 'sextortion'.

- Learn how to manage unhealthy relationships and challenging situations such as exiting unhealthy relationships, challenging manipulation and honour based violence.
- increase awareness of how choices around drugs and alcohol can influence their own health and the health of others
- Develop an understanding of how to look out for friends including safe travel and drink spiking
- Build an awareness of the pressures to conform around body image and self esteem, inclusive of pressure to partake in body enhancement or alteration
- Develop the ability to identify common mental health concerns, recognising when people need support and where this can be appropriately accessed
- Gain an understanding of the next steps available for career prospects. This will include analysis of different working contracts available and the global economy
- Develop an awareness of positive sexual health methods, including how to select the most appropriate form of contraception. There is also the opportunity to consider how to prevent the spreading of STI's and how to access support for sexual health within the local and national community
- Learn to recognise the difference between love and lust
- Develop an understanding of salary deductions, including taxation, pensions and national insurance, as well as the ability to exercise consumer rights
- Build an awareness of risks associated to different contractual agreements, debt management risk and illegal money activity
- Develop an awareness of the democratic process that lies within the role of a union representative, and how they work to uphold the rule of law between employee and employer
- Learn how to build and maintain a positive online presence, including an awareness of the factors which may influence an online presence
- Gain an insight into being a critical consumer through developing awareness of online bias and manipulation
- learn how to budget for changing circumstances
- Identify how to make new friends and formulate new relationships
- Learn how to access health services in a new setting and recognise illnesses such as "freshers flu" and meningitis for young people
- Understand how to respond to de-escalate dangerous situations such as initiations or hazing.

Teaching and Learning

Principles and methodology: We will determine the starting points of pupil learning through baseline assessments at the start of learning. The sequence of learning has also been designed in accordance with PSHE association guidance to ensure it is age appropriate, as well as through the support of the school's safeguarding team who inform of necessary local context and provide quality assurance of resources when required. The department lead has also been involved in a working party supporting PSHE education in primary schools within the trust, detailing the end of key stage 2 learning point prior to entering key stage 3. Lessons will be varied in approach and delivery, including a mixture of

discussion based learning, video clips, online activities and written tasks. Scenario based learning features heavily too, allowing pupils to apply knowledge learnt to situations that could occur during their own lives. The PSHE curriculum has been designed through the support of the PSHE Association programme builder, in accordance with guidance from the department for education. An overview of the sequence of learning and topics included for each stage of learning can be found on the [academy website for PSHRE](#). We will ensure that all lessons, including those of sensitive or risky behaviours maintain a positive atmosphere through distancing and ensuring a factual approach is adhered to, avoiding shocking or distressing information. Scenario based learning will also assist pupils in developing skills for “real life” situations. We will support pupils in making links to their learning by adopting a spiralled approach and regularly using recap tasks to ensure the retention of knowledge and skills. Links to other subjects are highlighted through the whole school curriculum mapping document.

PSHE links to other school policies such as:

- [Behaviour policy](#)
- Equality agreement and objectives
- Safeguarding policy
- FGM Policy
- Student equal opportunities
- [RSE policy](#)
- Combating extremism policy
- Online safety policy

Learning in PSHE classes will complement learning in RSE, IT, Religious Studies, PE and English.

Timetabling: Our PSHE education is taught through a series of discreet PSHE lessons, cross-curricula through other subjects, and through form time provision. At key stage 3 (years 7,8 and 9), PSHE lessons are taught twice per fortnight. These one hour lessons are taught by subject specialists, or where this is not possible, relevant training has been provided to non-specialists. Year 10, 11, 12 and 13 lessons are taught once per fortnight, also taught by subject specialists (where this is not possible, non-specialist staff are well trained in preparation for delivery of content).

Assessment: In line with academy policy all PSHE lessons give clear learning outcomes and objectives. Pupil progress is measured against such objectives lesson by lesson, either through teacher assessment or peer/self-assessment. Evidence of pupil's learning will be clear from a combination of subject books (or in the case of form time provision - form activity books) and also work completed digitally within the google classroom. Further evidence of progress is seen within pupil surveys and online assessments via google forms, which enable teachers to highlight common misconceptions and address as necessary.

Teaching responsibility and staff training: The head of department will be responsible for planning and delivery of content in the PSHE curriculum. Training videos for each lesson are provided to give staff members confidence and subject knowledge to deliver at an equal level to specialists. Despite this, all members of the department have been involved in consultation of the curriculum and regular training/joint planning takes place at departmental meetings. The department lead has 12 years experience in the subject and has had extensive training through both the PSHE Association and Medway council. Any visitors coming to the academy to support PSHE learning will need to be CRB

checked, and will always be supported by a member of staff when in contact with pupils. Information that is to be shared by external visitors will need to be shared with the head of department prior to delivery.

Confidentiality and handling disclosures: Confidentiality and ground rules are key to ensuring a safe learning environment for successful PSHE. Ground rules are set at the start of an academy year, a joint agreement between teachers and pupils. These are regularly referred to during learning. Teachers who deliver PSHE are fully aware and trained to know that topics involved could lead to various child protection and safeguarding disclosures. In the event that a disclosure or event occurs that requires the support of the safeguarding team this will be shared at the earliest opportunity via Bromcom or through contacting cp@hundredofhooacademy.org.uk - therefore informing the team of support within the academy. If notifications are after 13:00, the member of staff making the referral will need to speak with the safeguarding team in person. If this is an out of hours concern, staff should follow the schools guidance and use the support of local child services, which can be located upon the safeguarding lanyard information provided for all staff. Teachers will answer pupil questions regularly and there will be opportunities for anonymous questions across a sequence of learning. If a safeguarding concern is raised through anonymous question opportunities, the safeguarding team will be informed through regular channels and this may be addressed through a whole class intervention.

Involving Parents and Carers

PSHE is strongest when there is collaboration between school and home, and as such we are committed to working with parents and carers effectively. We will encourage conversations around PSHE topics through home learning activities (shared via Google Classroom) and the curriculum map will be accessible via the academy website. Elements within PSHE such as some sex and relationships topics allow for the right for withdrawal, these are outlined in the accompanying RSE policy.

Policy Review Date

This policy will be reviewed by the curriculum lead for PSHE and the Senior Leadership team in July 2024.