



Personal, Social, Health and
Economic Policy 2020-2021
(PSHE)

S Hopkins, PSHE Subject Lead
September 2020



Diverse
Academies

Personal, Social, Health and Economic (PSHE) Policy 2020-2021

This policy applies to all pupils.

This policy was written in accordance with the Equality Act 2010 and is underpinned by our core values:

- Surpassing ordinary standards - Excellence
- Never allowing fear to become a barrier for achieving goals – Courage
- Dedication and taking responsibility – Commitment
- Controlling our destiny – Ownership

Introduction and aims

The main aim of personal, social, health and economic (PSHE) education is to offer our students the opportunity to build the knowledge, skills and understanding they need to stay healthy and safe, whilst developing positive relationships, respecting and celebrating differences in our pluralistic society and improving their independence and resilience. This will be achieved by adopting a holistic, cross-curricular approach and ensuring that all staff understand the specific needs of our students in order to provide them with essential knowledge and skills to succeed in life beyond Walton Academy.

Statutory requirements

In Key Stage 3, 4 and 5 we teach Relationships and Sex Education and Health Education, thus following the statutory guidance set out by the Department for Education.

It is imperative to state that our PSHE curriculum far extends statutory requirements as we feel very strongly that our students will benefit from a better-rounded experience of PSHE in order to best prepare students for the challenges of the wider world and contribute to meeting the Gatsby Benchmarks.

PSHE Curriculum Overview

All of KS3 will receive the Foundation Curriculum during 2020-2021 academic year. This has been designed age appropriately and covers many topics. All learning in the PSHE curriculum will build on prior knowledge from primary school to ensure synopticity.

PSHRE is taught to all KS3 students during one lesson a week. PSHE is also incorporated into other parts of the curriculum for KS4 and KS5, including the Tutorial Programme, Multi-agency days and Life Skills days.

PSHE is taught by class teachers who deliver key areas of the curriculum. All lessons are planned in a way that encourages full and active participation by all pupils. Under the provisions of the Equality Act, Walton will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation and the delivery of PSHE will reflect this. At Walton we make reasonable adjustments to alleviate disadvantage and when planning and delivering the PSHE curriculum, we take account of the SEND Code of Practice.

Foundation Curriculum (Y7-9 2020-2021)	Content	How Taught
Term 1 & 2 Safeguarding	<p>Bullying</p> <ul style="list-style-type: none"> - What is bullying? - Types of bullying - Cyber bullying - Top tips <p>E-Safety and Social Media</p> <ul style="list-style-type: none"> - Identify potential problems with the internet - Discuss solutions - Describe ways to stay safe on the internet – discussion of chatrooms <p>Hate Crime</p> <ul style="list-style-type: none"> - Understanding the definition and legal stance - Explore examples of hate crime - Evaluate the impact of hate crime <p>Radicalisation and Terrorism</p> <ul style="list-style-type: none"> - Explore definitions - Discuss PREVENT Strategy - Why and how people become radicalised - Different forms of terrorism (bio, cyber, eco, religious and state) - Staying safe and signs to look out for <p>Domestic abuse</p> <ul style="list-style-type: none"> - Recapping traits of a healthy relationship - What causes conflict in a relationship - Warning signs - Where to seek help and <i>how</i> to help <p>Healthy eating</p> <ul style="list-style-type: none"> - What makes a healthy body? - Fundamentals of health; nutrition, exercise, sleep, dental hygiene <p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> - What is mental health? - Who does it affect? - Mindfulness and positive wellbeing 	Class teachers

Foundation Curriculum (Y7-9 2020-2021)	Content	How Taught
	<ul style="list-style-type: none"> - Importance of routines - Practical tips - Where to seek help <p>Importance of sleep</p> <ul style="list-style-type: none"> - Side effects of poor sleep - Understanding sleep cycles - What prevents us getting good quality sleep? - Solutions and strategies <p>Drugs, alcohol & tobacco</p> <ul style="list-style-type: none"> - Define key terms - Difference between legal and illegal drugs - Short and long term effects - Harmful effects <p>Financial awareness</p> <ul style="list-style-type: none"> - Importance of saving - Budgeting task <p>Assessment - two sections to assess knowledge and application.</p>	
Term 3 & 4 RSE	Detailed at length in the RSE Policy 2020-2021 – available on Walton Website	Class teachers
Term 5 Next Steps	<p>Next Steps</p> <ul style="list-style-type: none"> - Students will start to plan their Next Steps for their futures. Making choices for subjects at GCSE/Post 16/Post 18. - Become aware of their individual strengths/interests/areas for development. - Explore future career choices and match them to their interests/subjects/aspirations. <p>Areas/skills</p> <ul style="list-style-type: none"> - Unifrog software skills - Self-awareness - Careers terminology - Revision techniques - Interests - University - Apprenticeships - GCSE choices - Post 16/18 choices - Leadership - CVs 	Class teachers

Foundation Curriculum (Y7-9 2020-2021)	Content	How Taught
Term 6 British Values	<p>Introduction to British Values</p> <ul style="list-style-type: none"> - British stereotypes - What does it mean to be British? - Overview of all British Values <p>Democracy</p> <ul style="list-style-type: none"> - Definition and etymology of the term - Principles of democracy - Why is democracy important? - How do we promote democracy at Walton? <p>Rule of Law</p> <ul style="list-style-type: none"> - What would life be like without rules? - Why is Rule of Law important? <p>Individual Liberty</p> <ul style="list-style-type: none"> - Definition - Case study: Malala - What does Individual Liberty look like at Walton? - Why is it important for us to have? <p>Tolerance and Mutual Respect</p> <ul style="list-style-type: none"> - Definition and key terms - Prejudice and stereotypes - Scapegoating - How can we combat intolerance? <p>Black Lives Matter</p> <ul style="list-style-type: none"> - Introduction to the movement - Why are people protesting globally? - Understanding how white privilege works <p>How to be an Ally</p> <ul style="list-style-type: none"> - Stephen Lawrence case reflection - How do we educate ourselves? Resources to watch, read & listen - Academy audit - Making a difference 	Class teachers

SMSC

Social, moral, spiritual, cultural (SMSC) education is integral to our PSHE education programme. It pervades the whole of our teaching and learning across the curriculum. The Foundation Curriculum and subsequent policy were developed through conducting and reviewing a whole school audit, detailing how SMSC is covered in all of the subjects we offer. The results demonstrated extensive coverage, highlighting our ethos and values.

Our aims are to help pupils to:

- develop self-worth and confidence;
- enable pupils to understand what is right and wrong in all aspects of their life;
- use their imagination and creativity and develop curiosity in their learning;
- appreciate the array of diverse cultures in British society and develop the ability to take an active role within it
- respect diversity in relation to gender, race, religion and belief, culture, sexual orientation, and disability;
- acquire a broad knowledge of British Values

Quality Assurance

The quality of PSHE education at Walton will be monitored through our Quality Assurance cycle. This consists of student voice and learning walks by PSHRE Subject Lead and our Assistant Principal of Personal Development, as well as the Senior Leadership Team.

Roles and responsibilities

Staff are responsible for:

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

Approval of the Policy

This policy will be reviewed annually by the Principal, with the input of PSHRE Subject Lead and Assistant Principal of Personal Development. Ultimate approval of the policy rests with the Principal.

Linked Policies: Careers Education and Guidance policy, Safeguarding and Child Protection appendix, Single Equality Policy 2019.

Policy Date: July 2020

Policy Review: July 2021