

Personal Social Health and Economic Policy 2023 (PSHE)

Academy Appendix

Edition 1 – October 2023

1. Policy statement

Vision, mission and values

We aim to ensure young people are equipped with knowledge to keep them safe and healthy, as well as being able to manage their lives positively. We want to help our students make safe, well-informed decisions during their time at Walton and beyond.

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.

Purpose and intent

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.

All of KS3 will receive the Foundation Curriculum during 2023 – 2024 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 Next Steps 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.

From September 2023, all Walton KS4 students will be undertaking an additional lesson centred on Personal Development. The Personal Development curriculum is split into three sections: IT skills, Relationships, Sex and Health Education and Religious Education. Each section will be given an equal third of the academic year. We are committed to ensuring that our young people have access to a holistic and well-rounded education that promotes not only their academic attainment and currency, but also develops their character. Many vital elements of the Personal Development curriculum are statutory and taken from the National Curriculum.

Roles and responsibilities

Head of Philosophy and PSHRE Miss Sherrie Hopkins

Assistant Principal Personal Development Mrs Jenny Sharp

Teaching staff are responsible for:

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

Benefits

Promoting the personal, social, health and economic well-being of our students is an integral part of their holistic education. We aim to deliver all content in a sensitive, neutral and balanced manner to enable students to understand the range of social attitudes and behaviour in 21st century society. This will empower them to consider their own attitudes and actions and make informed, reasoned and responsible decisions while they are at school, at home and in adult life.

2. Policy

All KS3 students will receive the PSHRE curriculum as detailed below. This has been designed age appropriately and covers many topics.

CURRICULUM/YEAR GROUPS	CONTENT	TAUGHT BY
Foundation Curriculum – Y7	Content	Taught by
Safeguarding and Transition	Bullying <ul style="list-style-type: none"> - What is bullying? - Types of bullying - Cyber bullying - Top tips 	Class teachers
	E-Safety and Social Media <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 	
	Hate Crime <ul style="list-style-type: none"> - Understanding the definition and legal stance - Explore examples of hate crime - Evaluate the impact of hate crime 	
	Radicalisation and Terrorism <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 	
	Domestic abuse <ul style="list-style-type: none"> - Recapping traits of a healthy relationship What causes conflict in a relationship - Warning signs 	

CURRICULUM/YEAR GROUPS	CONTENT	TAUGHT BY
	<ul style="list-style-type: none"> - 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 - 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</p> <ul style="list-style-type: none"> - two sections to assess knowledge and application 	
Term 3 & 4 RSE	Detailed at length in the RSE Policy - available on Walton Website	Class teachers
Term 5 British Values	<p>Next Steps</p> <ul style="list-style-type: none"> - Students will start to plan their Next Steps for their futures. Making choices for 	Class teachers

CURRICULUM/YEAR GROUPS	CONTENT	TAUGHT BY
	subjects at GCSE/Post 16/Post 18. <ul style="list-style-type: none"> - Become aware of their individual strengths/interests/areas for development. - Explore future career choices and match them to their interests/subjects/aspiration 	
	<ul style="list-style-type: none"> - Areas/skills - Unifrog software skills - Self-awareness - Careers terminology - Revision techniques - Interests - University - Apprenticeships - GCSE choices - Post 16/18 choices - Leadership - CVs 	
Term 6 Next Steps	Introduction to British Values <ul style="list-style-type: none"> - British stereotypes - What does it mean to be British? - Overview of all British Values 	
	Democracy <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? 	
	Rule of Law <ul style="list-style-type: none"> - What would life be like without rules? - Why is Rule of Law important? 	
	Individual Liberty <ul style="list-style-type: none"> - Definition - Case study: Malala - What does Individual Liberty look like at Walton? 	

CURRICULUM/YEAR GROUPS	CONTENT	TAUGHT BY
	<ul style="list-style-type: none"> - 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 	
Year 8	Content	Taught by
Term 1 & 2 Physical Health & Mental Wellbeing	<p>Lesson 1: Puberty</p> <ul style="list-style-type: none"> - Explain what puberty means - Explain scientific processes and hormones behind changes in the adolescent body - Begin to understand implications for emotional health 	Class teachers
	<p>Lesson 2: changing adolescent body with a focus on menstruation</p> <ul style="list-style-type: none"> - Explain what menstruation means - Recap the biology behind it from Y7 Science lessons - Myth-busting - Exploring different ways to manage 	

CURRICULUM/YEAR GROUPS	CONTENT	TAUGHT BY
	periods - Identifying different ways people might feel on their period Menstrual wellbeing forum	
	Lesson 3: reproductive changes - Recap physical changes during puberty from previous lessons - Recap the science around female reproductive system from last lesson - Identify reproductive changes for boys - Consolidate learning over the last few lessons by producing a leaflet and then peer assess	
	Lesson 4 – emotional changes during puberty - How feelings, mood and emotions change during puberty - How hormones affect these changes in emotion - How can we positively deal with these changes to support our mental health? - How can we cope with life changes that can occur during adolescence? (Tom Daley at Tokyo Olympics as a role model for resilience)	
	Lesson 5 – Germs, bacteria & viruses - Identify how germs cause illness - Describe the difference between bacteria and a virus - How do germs spread - How can we prevent the spread of germs - Create an advert teaching people how to avoid spreading germs.	
	Lesson 6 - prevention & treatment	

CURRICULUM/YEAR GROUPS	CONTENT	TAUGHT BY
	<ul style="list-style-type: none"> - Recap ways to prevent transmitting germs - Explore what happens when infection does spread, despite best efforts to avoid spreading germs - What are antibiotics? 	
	<p>Lesson 7 – science around vaccinations</p> <ul style="list-style-type: none"> - Identify what a vaccine is, how it works and how it protects us - Consolidate knowledge on 'herd immunity' through vaccination 	
	<p>Lesson 8 – dental hygiene</p> <ul style="list-style-type: none"> - Describe good oral hygiene practises - Explain impact of diet and substance use on dental health - Understand differences between dentistry for health and cosmetic purposes 	
	<p>Lesson 9 & 10 – sleep hygiene</p> <ul style="list-style-type: none"> - Explain impact of sleep on physical and mental health - Identify factors which can reduce sleep quality - Describe a range of strategies for ensuring appropriate sleep patterns 	
	<p>Lesson 11 – Basic First Aid</p> <ul style="list-style-type: none"> - Understand personal safety is the priority - Explore basic treatment for common injuries - Describe life-saving skills, including CPR - Explain purpose of defibrillators 	
	<p>Lesson 12 – First Aid consolidation</p>	

CURRICULUM/YEAR GROUPS	CONTENT	TAUGHT BY
	<ul style="list-style-type: none"> - Understand personal safety is the priority - Explore basic treatment for common - injuries - Describe life-saving skills, including CPR - Explain purpose of defibrillators 	
	<p>Lesson 13 & 14 – CPR</p> <ul style="list-style-type: none"> - St John’s Ambulance ‘short course for young people to learn how to deal with first aid emergencies’ 	
Term 3 & 4 RSE	Detailed at length in the RSE Policy - available on Walton Website	Class teachers
Term 5 Living in the Wider World	<p>Topics covered:</p> <p>Drugs, alcohol & tobacco, including:</p> <ul style="list-style-type: none"> - information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use 	Class teachers
	<p>Social influences, including:</p> <ul style="list-style-type: none"> - about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours - R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support 	
	<p>Prejudice & discrimination, including:</p> <ul style="list-style-type: none"> - the impact of stereotyping, prejudice and discrimination on individuals and relationships 	
	<p>Financial choices, including:</p> <ul style="list-style-type: none"> - evaluating social and moral dilemmas about the use of 	

CURRICULUM/YEAR GROUPS	CONTENT	TAUGHT BY
	<p>money, including the influence of advertising and peers on financial decisions</p> <ul style="list-style-type: none"> - assess and manage risk in relation to financial decisions that young people might make - values and attitudes relating to finance, including debt 	
	<p>Global citizenship</p> <ul style="list-style-type: none"> - looking at global issues 	
	<p>Media literacy & digital resilience, including:</p> <ul style="list-style-type: none"> - to establish personal values and clear boundaries around aspects of life that they want to remain private; - that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours - to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms 	
<p>Term 6 Next Steps</p>	<p>Students will start to plan their Next Steps for their futures.</p> <ul style="list-style-type: none"> - 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 	

CURRICULUM/YEAR GROUPS	CONTENT	TAUGHT BY
	<ul style="list-style-type: none"> - Leadership - CVs 	
Year 9	Content	Taught by
Term 1 & 2 Physical Health & Mental Wellbeing	<p>Lesson 1 – attitudes to mental health</p> <ul style="list-style-type: none"> - Evaluate the links between mental health and physical health - Identify common misconceptions about mental health - Recognise and challenge prejudice & discrimination in relation to mental health, particularly looking at reframing harmful language. 	Class teachers
	<p>Lesson 2 – promoting emotional wellbeing</p> <ul style="list-style-type: none"> - Explain the factors that can affect emotional wellbeing - Identify ways to promote emotional wellbeing - Reframe and learn from disappointments & setbacks 	
	<p>Lesson 3 – recognising early signs of mental wellbeing concerns</p> <ul style="list-style-type: none"> - Recap what is meant by 'mental health' - Recognising early signs - Understand how to address concerns 	
	<p>Lesson 4 – unhealthy coping mechanisms</p> <ul style="list-style-type: none"> - Understand the meaning of an unhealthy coping mechanism - Explain why self-harm & eating disorders are unhealthy coping strategies - Recognise myths & misconceptions - Identify suitable sources of support using distancing techniques & scenario work 	

CURRICULUM/YEAR GROUPS	CONTENT	TAUGHT BY
	N.B. This lesson was taken from the PSHE Association, amended & approved by an NHS dietician.	
	Lesson 5 – healthy coping mechanisms <ul style="list-style-type: none"> - Recognising circumstances leading to intense emotions - Explain a range of positive strategies - Assess whom, how & why to access support 	
	Lesson 6 – community participation <ul style="list-style-type: none"> - Explore benefits of outdoor exercise - What is community participation and how could it help mental wellbeing? - Serviced-based activities - Duke of Edinburgh 	
	Lesson 7 – social media & self-esteem <ul style="list-style-type: none"> - Identify how people contrive online personas and how this can affect our self-esteem - Explain the risks addiction to social media poses to our mental health 	
	Lesson 8 – Fact Vs Fiction <ul style="list-style-type: none"> - Identify common traits of dis/misinformation - Explain potential motives for people posting inaccurate information online and the impact of this on physical & mental health - List effective responses to dis/misinformation online 	
	Lesson 9 – Three sides to every story <ul style="list-style-type: none"> - Explain biased writing online - Analyse the effects on our health of media bias 	

CURRICULUM/YEAR GROUPS	CONTENT	TAUGHT BY
	<ul style="list-style-type: none"> - Define what a filter bubble is and explain its impact - Explain the benefits of getting information from diverse sources, as opposed to believing targeted content 	
	<p>Lesson 10 – Speaking Up, Speaking Out</p> <ul style="list-style-type: none"> - Define freedom of speech and its benefits - Define hate speech and identify cases online - Explain the real-world harm to mental & physical health caused by online hate speech and how to challenge this. 	
	<p>Lesson 11 – characteristics of a healthy lifestyle</p> <ul style="list-style-type: none"> - Spider diagram all of the ways to maintain good mental & physical health - Analyse link between physical activity & mental health (recapping earlier content – spiral curriculum) - TED talk on benefits of exercise - Signpost sources of support 	
	<p>Lesson 12 – introduction to donation –</p> <ul style="list-style-type: none"> - Identify different types of donation - Explore Anthony Nolan - Describe how donations are helpful - Explore Walton staff testimonies to see how we can help 	
	<p>Lesson 13 – consolidation & revision</p> <ul style="list-style-type: none"> - Worksheet to break down skills and knowledge learnt this unit - Dual-coding - Silent revision 	
	<p>Lesson 14 – Assessment</p>	

CURRICULUM/YEAR GROUPS	CONTENT	TAUGHT BY
	<ul style="list-style-type: none"> - Highlight Learning Journey to show progress over time - Knowledge assessment & opportunity for self-assessment - Make A Difference sheet 	
Term 3 & 4 RSE	Detailed at length in the RSE Policy - available on Walton Website	Class teachers
Term 5 Living in the Wider World	<ul style="list-style-type: none"> - assess and manage risk in relation to financial decisions that young people might make 	Class teachers
	Gambling & Debt <ul style="list-style-type: none"> - about values and attitudes relating to finance, including debt 	
	Global citizenship <ul style="list-style-type: none"> - looking at global issues - ensuring students understand their place in the world as - global citizens 	
	Media literacy & digital resilience, including: <ul style="list-style-type: none"> - to establish personal values and clear boundaries around aspects of life that they want to remain private; - that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours - to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms assess and manage risk in relation to financial decisions that young people might make 	
Term 6 Next Steps	Next Steps <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. 	

CURRICULUM/YEAR GROUPS	CONTENT	TAUGHT BY
	<ul style="list-style-type: none"> - 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 	

The KS4 RSHE curriculum is as follows:

Lesson and title:	Outcomes:
Lesson 1 – Cancer Awareness	<ul style="list-style-type: none"> - Identify what cancer means - Explain screening services - Comprehend self-examination techniques <p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p>
Lesson 2 – Fertility and pregnancy choices	<ul style="list-style-type: none"> - explain how fertility changes over a person’s lifetime and some of the factors affecting this - explain how to maintain a healthy pregnancy - describe different routes to parenthood
Lesson 3 – cosmetic procedures	<ul style="list-style-type: none"> - Identify risks - Explain risks - Analyse importance of health prevention <p>H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</p>
Lesson 4 – Addiction awareness	<ul style="list-style-type: none"> - Understand and build resilience - Identify risks - Explain how to seek help for unhealthy behaviours

Lesson and title:	Outcomes:
	H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others
Lesson 5 – respectful relationships	<ul style="list-style-type: none"> - Understand features of a positive relationship R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help R17. ways to access information and support for relationships including those experiencing difficulties R18. about the concept of consent in maturing relationships
Lesson 4 – Addiction awareness	<ul style="list-style-type: none"> - Understand and build resilience - Identify risks - Explain how to seek help for unhealthy behaviours <p>H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others</p>
Lesson 5 – respectful relationships	<ul style="list-style-type: none"> - Understand features of a positive relationship R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help R17. ways to access information and support for relationships including those experiencing difficulties R18. about the concept of consent in maturing relationships
Lesson 6 – impact of pornography	<ul style="list-style-type: none"> - Understand the problems associated with pornography <p>R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p>
Lesson 7 – Intimate sexual health	<ul style="list-style-type: none"> - Explore diverse methods of contraception. - Analyse the advantages and disadvantages.

Lesson and title:	Outcomes:
	<ul style="list-style-type: none"> - Understand where to seek support. <p>H27. about specific STIs, their treatment and how to reduce the risk of transmission</p> <p>H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)</p> <p>R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p>
Lesson 8 – modern families	<ul style="list-style-type: none"> - To learn about the validity of, and the laws and regulations around, marriages and civil ceremonies in England and Wales. <p>R4: ‘the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships’</p>
Lesson 9 – toxic online support groups	<ul style="list-style-type: none"> - Identify different online ‘support’ networks - Explain key terms associated with ‘incel culture’ - Evaluate normalisation of toxic support networks <p>L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events</p>
Lesson 10 – Body Image & digital resilience	<ul style="list-style-type: none"> - Identify online cultures and attitudes - Explain online cultures and attitudes - Develop techniques to share positive and safe online content <p>H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</p> <p>H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>L22. that there are positive and safe ways to create and share content online and the opportunities this offers</p>
Lesson 11 & 12 – study skills	<ul style="list-style-type: none"> - Identify skills - Explain skills - Apply skills to own presentation <p>L1. to evaluate and further develop their study and employability skills</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p>

Lesson and title:	Outcomes:

The Religious Education third of the Personal Development curriculum will comprise of two lessons on each of the six major world religions: Christianity, Islam, Judaism, Sikhism, Buddhism and Hinduism. Each lesson will have a factual rather than thematic approach with an emphasis on memory recall and retrieval practise, to further embed their learning at KS3.

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.