



Personal, Social, Health  
and Economic (PHSE)  
Policy  
2021-2022

S Hopkins  
September 2021





## **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:

- o Surpassing ordinary standards - Excellence
- o Never allowing fear to become a barrier for achieving goals – Courage
- o Dedication and taking responsibility – Commitment
- o 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.

PSHE 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	Content	Taught by
<b>Term 1 &amp; 2 Safeguarding</b>	<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>- What is bullying?</li> <li>- Types of bullying</li> <li>- Cyber bullying</li> <li>- Top tips</li> </ul> <p><b>E-Safety and Social Media</b></p> <ul style="list-style-type: none"> <li>- Identify potential problems with the internet</li> <li>- Discuss solutions</li> <li>- Describe ways to stay safe on the internet – discussion of chatrooms</li> </ul> <p><b>Hate Crime</b></p> <ul style="list-style-type: none"> <li>- Understanding the definition and legal stance</li> <li>- Explore examples of hate crime</li> <li>- Evaluate the impact of hate crime</li> </ul> <p><b>Radicalisation and Terrorism</b></p> <ul style="list-style-type: none"> <li>- Explore definitions</li> <li>- Discuss PREVENT Strategy</li> <li>- Why and how people become radicalised</li> </ul>	Class teachers

	<ul style="list-style-type: none"> <li>- Different forms of terrorism (bio, cyber, eco, religious and state)</li> <li>- Staying safe and signs to look out for</li> </ul> <p><b>Domestic abuse</b></p> <ul style="list-style-type: none"> <li>- Recapping traits of a healthy relationship</li> <li>- What causes conflict in a relationship</li> <li>- Warning signs</li> <li>- Where to seek help and <i>how</i> to help</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>- What makes a healthy body?</li> <li>- Fundamentals of health; nutrition, exercise, sleep, dental hygiene</li> </ul> <p><b>Mental Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>- What is mental health?</li> <li>- Who does it affect?</li> <li>- Mindfulness and positive wellbeing</li> <li>- Importance of routines</li> <li>- Practical tips</li> <li>- Where to seek help</li> </ul> <p><b>Importance of sleep</b></p> <ul style="list-style-type: none"> <li>- Side effects of poor sleep</li> <li>- Understanding sleep cycles</li> <li>- What prevents us getting good quality sleep?</li> <li>- Solutions and strategies</li> </ul> <p><b>Drugs, alcohol &amp; tobacco</b></p> <ul style="list-style-type: none"> <li>- Define key terms</li> <li>- Difference between legal and illegal drugs</li> <li>- Short and long term effects</li> <li>- Harmful effects</li> </ul> <p><b>Financial awareness</b></p> <ul style="list-style-type: none"> <li>- Importance of saving</li> <li>- Budgeting task</li> </ul> <p><b>Assessment</b> - two sections to assess knowledge and application.</p>	
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<b>Term 3 &amp; 4 RSE</b>	Detailed at length in the RSE Policy - available on Walton Website	Class teachers
<b>Term 5 British Values</b>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>- Students will start to plan their Next Steps for their futures. Making choices for subjects at GCSE/Post 16/Post 18.</li> <li>- Become aware of their individual strengths/interests/areas for development.</li> <li>- -Explore future career choices and match them to their interests/subjects/aspirations.</li> </ul> <p><b>Areas/skills</b></p> <p>Unifrog software skills  Self-awareness  Careers terminology  Revision techniques  Interests  University  Apprenticeships  GCSE choices  Post 16/18 choices  Leadership  CVs</p>	Class teachers
<b>Term 6 Next Steps</b>	<p><b>Introduction to British Values</b></p> <ul style="list-style-type: none"> <li>- British stereotypes</li> <li>- What does it mean to be British?</li> <li>- Overview of all British Values</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>- Definition and etymology of the term</li> <li>- Principles of democracy</li> <li>- Why is democracy important?</li> <li>- How do we promote democracy at Walton?</li> </ul> <p><b>Rule of Law</b></p> <ul style="list-style-type: none"> <li>- What would life be like without rules?</li> <li>- Why is Rule of Law important?</li> </ul>	Class teachers

	<p><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Case study: Malala</li> <li>- What does Individual Liberty look like at Walton?</li> <li>- Why is it important for us to have?</li> </ul> <p><b>Tolerance and Mutual Respect</b></p> <ul style="list-style-type: none"> <li>- Definition and key terms</li> <li>- Prejudice and stereotypes</li> <li>- Scapegoating</li> <li>- How can we combat intolerance?</li> </ul> <p><b>Black Lives Matter</b></p> <ul style="list-style-type: none"> <li>- Introduction to the movement</li> <li>- Why are people protesting globally?</li> <li>- Understanding how white privilege works</li> </ul> <p><b>How to be an Ally</b></p> <ul style="list-style-type: none"> <li>- Stephen Lawrence case reflection</li> <li>- How do we educate ourselves? Resources to watch, read &amp; listen</li> <li>- Academy audit</li> <li>- Making a difference</li> </ul>	
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Year 8	Content	Taught by
<p><b>Term 1 &amp; 2</b> <b>Physical Health &amp; Mental Wellbeing</b></p>	<p><b>Lesson 1: Puberty</b></p> <ul style="list-style-type: none"> <li>- Explain what puberty means</li> <li>- Explain scientific processes and hormones behind changes in the adolescent body</li> <li>- Begin to understand implications for emotional health</li> </ul> <p><b>Lesson 2: changing adolescent body with a focus on menstruation</b></p>	<p>Class teachers</p>

- Explain what menstruation means
- Recap the biology behind it from Y7 Science lessons
- Myth-busting
- Exploring different ways to manage 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**

- Recap ways to prevent transmitting germs
- Explore what happens when infection does spread, despite best efforts to avoid spreading germs
- What are antibiotics?

**Lesson 7 – science around vaccinations**

- Identify what a vaccine is, how it works and how it protects us
- Consolidate knowledge on 'herd immunity' through vaccination

**Lesson 8 – dental hygiene**

- Describe good oral hygiene practises
- Explain impact of diet and substance use on dental health
- Understand differences between dentistry for health and cosmetic purposes

**Lesson 9 & 10 – sleep hygiene**



	<ul style="list-style-type: none"> <li>- Explain impact of sleep on physical and mental health</li> <li>- Identify factors which can reduce sleep quality</li> <li>- Describe a range of strategies for ensuring appropriate sleep patterns</li> </ul> <p><b>Lesson 11 – Basic First Aid</b></p> <ul style="list-style-type: none"> <li>- Understand personal safety is the priority</li> <li>- Explore basic treatment for common injuries</li> <li>- Describe life-saving skills, including CPR</li> <li>- Explain purpose of defibrillators</li> </ul> <p><b>Lesson 12 – First Aid consolidation</b></p> <ul style="list-style-type: none"> <li>- Understand personal safety is the priority</li> <li>- Explore basic treatment for common injuries</li> <li>- Describe life-saving skills, including CPR</li> <li>- Explain purpose of defibrillators</li> </ul> <p><b>Lesson 13 &amp; 14 – CPR</b></p> <ul style="list-style-type: none"> <li>- St John’s Ambulance ‘short course for young people to learn how to deal with first aid emergencies’</li> </ul>	
<b>Term 3 &amp; 4 RSE</b>	Detailed at length in the RSE Policy - available on Walton Website	Class teachers
<b>Term 5 Living in the Wider World</b>	<p><b>Topics covered:</b></p> <p><b>Drugs, alcohol &amp; tobacco, including:</b></p> <ul style="list-style-type: none"> <li>• information about alcohol, nicotine and other legal and illegal</li> </ul>	Class teachers

	<p>substances, including the short-term and long-term health risks associated with their use</p> <p><b>Social influences, including:</b></p> <ul style="list-style-type: none"> <li>• about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</li> <li>• R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</li> </ul> <p><b>Prejudice &amp; discrimination, including:</b></p> <ul style="list-style-type: none"> <li>• the impact of stereotyping, prejudice and discrimination on individuals and relationships</li> </ul> <p><b>Financial choices, including:</b></p> <ul style="list-style-type: none"> <li>• evaluating social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</li> <li>• assess and manage risk in relation to financial decisions that young people might make</li> <li>• values and attitudes relating to finance, including debt</li> </ul> <p><b>Global citizenship</b></p> <ul style="list-style-type: none"> <li>• looking at global issues</li> </ul>	
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	<ul style="list-style-type: none"> <li>ensuring students understand their place in the world as global citizens</li> </ul> <p><b>Media literacy &amp; digital resilience, including:</b></p> <ul style="list-style-type: none"> <li>to establish personal values and clear boundaries around aspects of life that they want to remain private;</li> <li>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</li> <li>to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</li> </ul>	
<p><b>Term 6 Next Steps</b></p>	<p>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> <p><b>Areas/skills</b>  Unifrog software skills  Self-awareness  Careers terminology  Revision techniques  Interests  University</p>	<p>Class teachers</p>

	Apprenticeships GCSE choices Post 16/18 choices Leadership CVs	
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Year 9	Content	Taught by
<b>Term 1 &amp; 2</b> <b>Physical Health &amp; Mental Wellbeing</b>	<p><b>Lesson 1 – attitudes to mental health</b></p> <ul style="list-style-type: none"> <li>- Evaluate the links between mental health and physical health</li> <li>- Identify common misconceptions about mental health</li> <li>- Recognise and challenge prejudice &amp; discrimination in relation to mental health, particularly looking at reframing harmful language</li> </ul> <p><b>Lesson 2 – promoting emotional wellbeing</b></p> <ul style="list-style-type: none"> <li>- Explain the factors that can affect emotional wellbeing</li> <li>- Identify ways to promote emotional wellbeing</li> <li>- Reframe and learn from disappointments &amp; setbacks</li> </ul> <p><b>Lesson 3 – recognising early signs of mental wellbeing concerns</b></p> <ul style="list-style-type: none"> <li>- Recap what is meant by ‘mental health’</li> <li>- Recognising early signs</li> <li>- Understand how to address concerns</li> </ul> <p><b>Lesson 4 – unhealthy coping mechanisms</b></p> <ul style="list-style-type: none"> <li>- Understand the meaning of an unhealthy coping mechanism</li> </ul>	Class teachers

- Explain why self-harm & eating disorders are unhealthy coping strategies
- Recognise myths & misconceptions
- Identify suitable sources of support using distancing techniques & scenario work

**N.B.** This lesson was taken from the PSHE Association, amended & approved by an NHS dietician.

**Lesson 5 – healthy coping mechanisms**

- Recognising circumstances leading to intense emotions
- Explain a range of positive strategies
- Assess whom, how & why to access support

**Lesson 6 – community participation**

- 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**

- 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**

- 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

	<p><b>Lesson 9 – Three sides to every story</b></p> <ul style="list-style-type: none"> <li>- Explain biased writing online</li> <li>- Analyse the effects on our health of media bias</li> <li>- Define what a filter bubble is and explain its impact</li> <li>- Explain the benefits of getting information from diverse sources, as opposed to believing targeted content.</li> </ul> <p><b>Lesson 10 – Speaking Up, Speaking Out</b></p> <ul style="list-style-type: none"> <li>- Define freedom of speech and its benefits</li> <li>- Define hate speech and identify cases online</li> <li>- Explain the real-world harm to mental &amp; physical health caused by online hate speech and how to challenge this.</li> </ul> <p><b>Lesson 11 – characteristics of a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>- Spider diagram all of the ways to maintain good mental &amp; physical health</li> <li>- Analyse link between physical activity &amp; mental health (recapping earlier content – spiral curriculum)</li> <li>- TED talk on benefits of exercise</li> <li>- Signpost sources of support</li> </ul> <p><b>Lesson 12 – introduction to donation</b></p> <ul style="list-style-type: none"> <li>- Identify different types of donation</li> <li>- Explore Anthony Nolan</li> <li>- Describe how donations are helpful</li> <li>- Explore Walton staff testimonies to see how we can help</li> </ul> <p><b>Lesson 13 – consolidation &amp; revision</b></p>	
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	<ul style="list-style-type: none"> <li>- Worksheet to break down skills and knowledge learnt this unit</li> <li>- Dual-coding</li> <li>- Silent revision</li> </ul> <p><b>Lesson 14 – Assessment</b></p> <ul style="list-style-type: none"> <li>- Highlight Learning Journey to show progress over time</li> <li>- Knowledge assessment &amp; opportunity for self-assessment</li> <li>- Make A Difference sheet</li> </ul>	
<b>Term 3 &amp; 4 RSE</b>	Detailed at length in the RSE Policy - available on Walton Website	Class teachers
<b>Term 5 Living in the Wider World</b>	<p><b>Topics covered:</b></p> <p><b>Drugs, alcohol &amp; tobacco, including:</b></p> <ul style="list-style-type: none"> <li>• information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</li> </ul> <p><b>Social influences, including:</b></p> <ul style="list-style-type: none"> <li>• about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</li> <li>• R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</li> </ul> <p><b>Prejudice &amp; discrimination, including:</b></p> <ul style="list-style-type: none"> <li>• the impact of stereotyping, prejudice and discrimination on individuals and relationships</li> </ul> <p><b>Financial choices, including:</b></p> <ul style="list-style-type: none"> <li>• evaluating social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</li> </ul>	Class teachers

	<ul style="list-style-type: none"> <li>• assess and manage risk in relation to financial decisions that young people might make</li> </ul> <p><b>Gambling &amp; Debt</b></p> <ul style="list-style-type: none"> <li>• about values and attitudes relating to finance, including debt</li> </ul> <p><b>Global citizenship</b></p> <ul style="list-style-type: none"> <li>• looking at global issues</li> <li>• ensuring students understand their place in the world as global citizens</li> </ul> <p><b>Media literacy &amp; digital resilience, including:</b></p> <ul style="list-style-type: none"> <li>• to establish personal values and clear boundaries around aspects of life that they want to remain private;</li> <li>• 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</li> <li>• to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</li> </ul>	
<p><b>Term 6 Next Steps</b></p>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>- Students will start to plan their Next Steps for their futures. Making choices for subjects at GCSE/Post 16/Post 18.</li> <li>- Become aware of their individual strengths/interests/areas for development.</li> <li>- Explore future career choices and match them to their interests/subjects/aspirations.</li> </ul> <p><b>Areas/skills</b></p> <p>Unifrog software skills Self-awareness</p>	<p>Class teachers</p>



	Careers terminology Revision techniques Interests University Apprenticeships GCSE choices Post 16/18 choices Leadership CVs	
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## **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:

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

- o Delivering PSHE in a sensitive way
- o Modelling positive attitudes to PSHE
- o Monitoring progress

- o 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 2021

Policy Review: July 2022