



PSHE Policy

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SLT Lead	Headteacher
Signed:	
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Chair of RIB	_____

Introduction

At Orion Academy we approach Personal, Social and Health education (PSHE) and Relationships, Sex and Health Education (RSHE – refer to RSHE policy) through a planned programme of teaching and learning that promotes students' personal and social development and health and wellbeing. This support young people by developing the knowledge, skills and understanding they need to lead confident, healthy and independent lives, whilst understanding how they can play an active role within the local community. We regard PSHE as pivotal to our school's ethos and have consulted with our parents, students and staff to ensure that we are delivering a curriculum which is meaningful and relevant.

Definition

PSHE constitutes the skills, knowledge and experiences which help people relate to each other and deal with the demands of living in 21st century society.

PSHE is about:

- understanding the mental, physical, spiritual, environmental, cultural and social influences that shape the community and the interactions of individuals within it.
- understanding the challenges of living in the wider world and how economics and finances link to both the individual and wider communities.
- understanding the different relationships we have with each other and how to manage and nurture these.

Although PSHE is a subject taught within the classroom, concepts and skills permeate throughout the school and are intrinsic within our restorative approaches.

Aims

We aim to implicitly and explicitly to:

- create a safe and supportive learning environment by ensuring 'ground rules' are established and restorative approaches used, in addition to maintaining confidentiality where appropriate
- promote the needs and interests of all students, irrespective of culture, ability, personal circumstances, SEND, etc.
- offer support to students who indicate that they are vulnerable or at risk, by making clear links to the school's safeguarding and child protection policies
- encourage the development of informed and responsible healthy life choices
- develop effective relationships
- nurture mutual trust and respect among all members of the community
- prepare students for the opportunities, responsibilities and experiences of adult life, including financial ones
- develop an awareness of social, economic, political and ecological issues
- learn about the world and support student understanding of how they fit into this
- develop core skills such as resilience, managing risk and being able to adapt to change

Principles and methodology of learning and teaching PSHE and RSHE

At Orion Academy we recognise that PSHE education needs to consider each student's starting point and each individual will bring differing levels of knowledge and understanding to any issue explore within this subject.

At the start of each new topic, teachers will determine students' prior knowledge, which will inform the delivery content and all enable teachers to make more effective judgements about student's development and progression in learning.

We recognise that the importance of striking a balance between making clear the potential consequences of, for example, lifestyle choices with the need to avoid shocking students, which can result in fear, anxiety or even a creation of excitement, curiosity or risky behaviour. It is important that we create a safe and reassuring climate for learning, where students can ask questions and discuss their concerns.

It is important that we help students make connections between the learning they receive in PSHE and RSE and their current and future 'real life' experiences.

PSHE is taught for an hour each week and is mainly delivered by class teachers, but may also involve health professionals, community police officers, local employers, theatre and drama workshops and community organisations and volunteers.

Thematic delivery of PSHE and RSHE

We teach PSHE within a spiral programme where learning is organised into a series of recurring themes, each lasting for half a term. These themes are revisited every year and at each encounter the level of demand increases and learning is progressively developed.

The core themes are outlined below:

1. Health and Wellbeing

Key topics explored:

KS2, year 6	<ul style="list-style-type: none">- Growing and changing- Keeping safe
KS3	<ul style="list-style-type: none">- Transition and safety (7)- Health and puberty (7)- Drugs and alcohol (8)- Emotional wellbeing (8)- Peer influence, substance use and gangs (9)- Healthy lifestyle (9)
KS4	<ul style="list-style-type: none">- Mental Health (10)- Exploring Influence (10)- Building for the future (11)- Independence (11)

2. Relationships

Key topics explored:

KS2	<ul style="list-style-type: none"> - Families and Friendships - Safe Relationships - Respecting ourselves and others
KS3	<ul style="list-style-type: none"> - Diversity (7) - Building relationships (7) - Discrimination (8) - Identity and relationships (8) - Respectful relationships (9) - Intimate relationships (9)
KS4	<ul style="list-style-type: none"> - Healthy relationships (10) - Addressing extremism and radicalisation (10) - Communication in relationships (11) - Families (11)

3. Living in the Wider World

Key topics explored:

KS2	<ul style="list-style-type: none"> - Belonging to a community - Media Literacy and Digital resilience - Money and Work
KS3	<ul style="list-style-type: none"> - Developing skills and aspirations (7) - Financial decision making (7) - Community and Careers (8) - Digital Literacy (8) - Setting goals (9) - Employability skills (9)
KS4	<ul style="list-style-type: none"> - Financial decision making (10) - Work experience (where appropriate) - Next steps (11)

Additional skills explored within the core themes include:

Emotional Literacy

Students are supported with their emotional literacy in order to be able to understand their own emotional responses and learn to control them. We encourage students to empathise with others so that they understand the effect of their actions. This is supported by our restorative approaches framework.

Problem solving

We encourage students to discuss strategies and approaches which can be used to ask for help or seek support and discuss factors which may show there is a problem, for example, identifying behaviours which are not acceptable in different relationships.

Rights and responsibilities

Our programmes of study encourage students to discuss and learn about their human rights and their responsibilities as individuals, as part of a local community and as part of the United Kingdom. Students explore the importance of having rights and the effect of anti-

social, aggressive and harmful behaviours. They can explore how they may develop these skills and how to support their community and environment.

Diversity and Equality

Students are encouraged to consider the lives of people living in other places, people with different values and customs and to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. As part of the PSHE curriculum, students explore how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.

See Equal Opportunities policy

British Values

The four British Values are both embedded within and taught explicitly through our PSHE curriculum. As a school we both uphold and teach students about:

- Democracy
- The Rule of Law
- Individuality and Liberty
- Mutual respect and tolerance for those of different faiths and beliefs

Teaching sensitive and controversial issues

Teachers will be careful to ensure that they do not set up polarising debates in PHSE and RSE lessons. It is essential that lessons are sensitive to a range of views but the Orion Academy must ensure that students always have access to the learning they need to stay healthy and protect and enforce their human rights. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence.

Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.

Assessment

PSHE outcomes can be assessed in any curriculum area, through the monitoring of Termly Outcome Plans (TOPs) and the evaluation of interventions. Progress will be the professional judgement of teachers who should aim to involve the students through discussion, review and target setting.

Right of withdrawal

In secondary education from September 2020

- Parents **will not be able** to withdraw their child from any aspect of Relationships Education or Health Education
- Parents **will be able** to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. (After that point

if the student wishes to receive sex education rather than be withdrawn, then Orion Academy will make arrangements to provide him/her with sex education during one of those terms).

- Where students are withdrawn from sex education the school will document the process and ensure that the student receives appropriate, purposeful education during the period of withdrawal.

Policies which link to the PSHE policy

- RSE policy
- Teaching and Learning policy
- Equal Opportunities policy
- SEND policy
- Safeguarding policy
- Keeping Child Safe in Education 2019
- E- safety policy
- Behaviour policy
- Drugs policy
- Equality Act 2010

Documents used to support the writing of this policy

- www.pshe-association.org.uk
- PSHE Guidance (DfE 2020)
- PSHE and SRE in schools: government response (DfE 2016)