
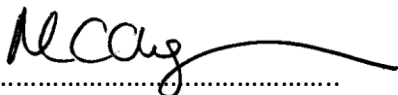
	PERSONAL, SOCIAL, HEALTH, EDUCATION POLICY (Non-Statutory)		
	GB sub-committee: Curriculum, Assessment & Standards		
	Co-ordinator: Miss E McHugh		
	Last Reviewed: Autumn 2019	Next Review: Autumn 2022	

Signed by 
Margaret Chapman (Head Teacher)

Signed by 
Claire Barnard (Chair of Governors)

1.	RATIONALE
1.1	The intention of PSHE lessons is to ensure that all students at STAGS have the skills and attributes needed to stay healthy, safe and thrive now and in the future. Our programme aims to educate, inform and encourage debate. The learning environment is designed to provide a caring, non-judgemental setting that has space for debate and we encourage all students to explore their own thoughts, feelings and opinions. The learning objectives of the whole programme is to develop students to have the skills to be resilient, risk aware, healthy, and pro-active citizens who are prepared for life in modern Britain.
2.	AIMS
2.1	<p>The themes covered in our PSHE programme of study are:</p> <ol style="list-style-type: none"> Identity: Their personal qualities, attitudes, skills, attributes and achievements and what influences these. Relationships: including different types of relationships and in different settings, and the difference between healthy and unhealthy relationships. Living a healthy and balanced lifestyle: Physically, emotionally and socially. Also including work- life balance, exercise and rest, spending and saving and diet. Risk: Identification, assessment and how to manage risk and personal safety including strategies to avoid risky behaviour Diversity and Equality: Awareness of the diverse population in the UK and respect and tolerance for all protected identities as set out in the Equality Act 2010 Rights and responsibilities: Students legal rights as a young person, their understanding of the law and democracy within the fundamental British values. (This includes lessons on consent) Change and resilience: strategies and inner resources to cope in challenging circumstances. Power: Balance and imbalance of power including bullying, persuasion, negotiating and “win/win” outcomes. <p>Careers: including enterprise, employability and economic understanding.</p>
2.2	<p>The teaching of PSHE is timetabled at STAGS in the following way:</p> <ul style="list-style-type: none"> ● KS3 1 hour per week; ● KS4 1 hour per week on a 6 weekly rotation with REP; ● KS5 6 weeks of one hour lessons as part of the Progression programme. <p>An overview of content by Year group can be found in Appendix 1</p>
2.3	Students who do not attend PSHE lessons are provided with 1:1 or small group catch up sessions to ensure that they have received the knowledge and developed the skills required to stay healthy, safe and thrive now and in the future.

2.4	Students have the chance to experience open discussions with their PSHE teachers to enable them to develop the confidence to ask questions that they are curious about the world. Often these will be difficult to ask or students might be embarrassed by the question. To overcome these barriers, we provide students with access to a question box in the classroom, they can email their teacher, or quietly speak to the teacher within the lesson. Teachers will provide honest and educated responses to their questions to ensure that students are given factually accurate information.
2.5	External visitors or agencies, for example local Magistrates, can be invited to our school and classrooms. This will only happen as part of a planned programme which it enhances the teaching going on in that block of lessons. The outside contributors where possible will be recommended by other schools or local authority and will have their material vetted in line with the PSHE policy and RSHE policy as applicable. Time is made in lessons following this visit to allow students to respond to the content of the presentation and to allow full understanding to take place and to enable the teacher to address any misconceptions or concerns that the presentation raises.
2.6	<p>Due to the sensitive nature of the topics contained within the PSHE programme there is a requirement of students to keep classroom discussions confidential. Confidentiality in lessons is underpinned by a set of general classroom rules, set out and agreed with the class and reminded about on a regular basis. Students are encouraged to speak freely and we impress on the students the importance of not taking information and commenting on it outside of the classroom. The students are reminded at regular intervals about the teacher's role in safeguarding them and that any information which we deem worrying or important will only be passed on to the relevant DSL.</p> <p>Less serious disclosures will be discussed with the Curriculum Leader in the first instance and then (if necessary) passed on to the pastoral team.</p>
2.7	<p>The programme will be led by the Curriculum Leader for PSHE.</p> <p>It will be taught by a small dedicated group of highly trained and motivated PSHE teachers, at STAGS we are passionate about delivering high quality PSHE education and we are well supported by the SLT and Governing body in keeping to this commitment.</p>
2.8	<p>Inclusion and differentiation within PSHE ensures that all students have access to this lesson. We respect students unique starting points by providing learning that is age appropriate and aimed at deepening knowledge and understanding through a spiral curriculum which re-visits topics at sensible gaps in time. Additionally, we ensure that students with SEND receive access to PSHE education through differentiated work-sheets, supported learning - partnering students with a peer/buddy. By simplifying topics and checking learning at regular intervals. If required we provide additional lessons and small group activities for students who are deemed vulnerable due to their SEND to ensure that they are fully aware of how to stay healthy, safe and thrive now and in the future</p>
3.	PROCEDURES
3.1	<p>This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:</p> <ul style="list-style-type: none"> ● Review – the Curriculum Leader of PSHE pulled together all relevant information including relevant national and local guidance; ● Staff consultation – all teachers of PSHE were given the opportunity to look at the policy and make recommendations; ● Parent consultation – parents were invited to attend a Parent Voice meeting about the policy; ● Student consultation – STAGS held focus groups with each year group to learn what students want from their PSHE lessons;

		<ul style="list-style-type: none"> • Ratification – once amendments were made, the policy was shared with governors and ratified.
4.	MONITORING	
	4.1	Monitoring of the impact of the Scheme of Learning will be undertaken by the Curriculum Leader in the first instance through school procedures, and will report findings to SLT and any issues raised in that monitoring procedure
	4.2	Student development in PSHE is monitored by class teachers as part of our internal assessment systems.

PSHE Planning overview 2019-2020

PSHCE = skills and attributes needed to stay healthy, safe and thrive now and in the future

Year Group	Autumn Term 14 Weeks	Spring Term 12 Weeks	Summer Term 12 weeks (10 lessons)
Year 7	<p>Induction: 2/3 lessons Rules/rights and responsibilities Orientation Task Social Skills – Friendships and personal strengths</p> <p>Penn Resilience Programme : 10-12 weeks till Feb Half term Resilience competencies ABC (CBT technique) Self- talk Catastrophizing Merlock and Sherlock/ The File game Real time resilience Assertiveness/negotiation Solving dilemmas , DEAL Overcoming procrastination</p>	<p>.Breath – Mindfulness 6 lessons Puppy training Animal mind Training your focus The story telling mind Being in the here and now Taking the good from a situation</p> <p>Health : 3-4 lessons Puberty Periods Hygiene</p> <p>Finance : 3-4 lessons Attitudes to Money Wants and Needs Methods of Paying Bank accounts</p>	<p>Media Navigator: 4 lessons Understanding media Fantasy and reality Social media Online reputation Online safety</p> <p>Careers: 2 lessons Prep for work shadowing Review of work shadowing</p> <p>*Rights and Responsibilities:2 lessons The difference between rights and responsibilities Human Rights Animal Bill of rights.</p>

<p>Year 8</p>	<p>Careers Education (6 lessons) School to Life/what's on my market stall: goal setting, life planning, linking what I do now with the future selves. Skills and achievements Employability Fast Tomato</p> <p>Media Influences: (4 weeks) Media literacy and persuasion, media and Gender/ media and body image, Media and health- food marketing, creating counter ads.</p>	<p>Government and democracy – (6 weeks) How the country run The main political parties Role of an MP How laws are made Political Parties *visit by local Magistrate.</p>	<p>Health/Sex ed sorted/ Unplugged and Sex Ed. Sorted (6 weeks) Effective reproduction Human Variation Including LGBTQ+ Fertility Conception Alcohol and Drugs education - What influences young people to start drinking alcohol Risk reduction and Myth busting</p> <p>Relationships Smarts 4 lessons Who am I ? Firm foundations Family relationships</p>
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<p>Year 9</p>	<p>Relationships smarts 8 weeks Healthy and unhealthy relationships Sexual relationships</p> <p>Sex Ed Sorted part 2 (6 Weeks) What is Sex Consent and Control Sexual and gender identity Contraception, Condom use Safer Sex including STI's Good Sexual health</p> <p>SHARP School Health and Alcohol Reduction Project (6 Weeks) Myths and Facts Alcohol and the body Understanding Alcohol Harms to self and community Alcohol and the Media Alcohol in the context of real life Keeping safe</p>	<p>Careers education- Linked to y9 options 4 weeks Resilient Decisions - 3-4 lessons Ambiguity and Independent thought Assessing risk and opportunity Weighing up pros and cons Reviewing how we make decisions Lessons to guide through option choices Fast Tomato/Kudos</p> <p>First Give – Public Speaking competition. Theme : Charity/Social action Verbal and nonverbal communication, essential parts of a presentation, how to make an impact. Researching a charity Presenting to the class Proposing a social action campaign to raise awareness of charity work and particular causes.</p>	<p>First Give con'd Concluding with a public competition with a cash prize. Will be done as drop down day off timetable supplemented by a small amount of lesson time Identity and Diversity</p> <p>Who am I think I am? Britishness Multicultural Britain Racism LGBTQ+ Radicalization</p>
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<p>Year 10 ½ year group have 6-7 lessons in a row then switch</p>	<p>Mental Illness investigated 1, Science 2, Understanding Triggers and protective factors 3, Spotting and supporting 4, Healthy coping strategies 5, Reducing Stigma</p>	<p>Unplugged (Substance misuse) Drugs ed Handling emergency situations Informed choices about substance use Signposting the FRANK website for accurate information Problem solving Goal setting **Please include a lesson on contraception and risks of unprotected sex if under the influence of legal/illegal substances**</p> <p><i>We have drug boxes in the PSHCE office that contain look alike drugs and information on them. We also have drunk goggles for them to wear and experience</i></p>	<p>Work Experience Preparation 2 lessons : students will be attending three days of WEx this school year during CEW. These lessons are to prepare them for their experience. <i>The debriefing for WEx will occur during a drop-down lesson</i></p> <p>My Money: 3-4 lessons Lessons utilizing the Your Money Matters Textbook Key topics to cover are: Savings Borrowing Earning Money (apprenticeships, employment, university) Financial Risk</p>
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<p>Year 11 6 weeks per term then switch to alternate class</p>	<p>Careers Education prior to y11 information eve to recap In any order you prefer, but initiating CV building asap.</p> <p>1.Unifrog 2 Different courses on offer here. Info eve (Nov) 3 Where are you now, what do you need in terms of guidance. 4 Employability Skills. 5. Writing a CV*</p> <p>*Students will have time off timetable to work on their CV with EMH. You will need to proofread the CVs for your class and provide advice on how to improve them</p>	<p>Well-being</p> <p>Drugs Ed - how drugs work , their effect on the body, family and wider communication Handling tricky situations</p> <p>Sex Ed and health Teen Pregnancy Virtual baby Parental skills Unplanned pregnancy Termination Condom use Prevention of STIs Self Esteem Plastic Surgery</p> <p><i>We have models of breasts and testicles in the PSHCE office if you would like to include a lesson on breast/testicular cancer</i></p>	<p>Relationships Emotional Health Stress, Anxiety, Depression Mindfulness Exam Prep.</p>
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Equality Impact Analysis

When reviewing all schools policies, the following Equality Impact Analysis (EIA) should be undertaken to ensure fairness of the new proposals/policy and to identify any action needed to redress any potential discrimination, positively promoting equal opportunities, improved access and participation for all.

Title of Policy:	PSHE Policy
Date:	Autumn 2019
EIA carried out by:	Miss E McHugh
EIA reviewed by:	Curriculum, Assessment and Standards Committee

1. Identify the aims and objectives of the policy, what will be the proposed change and how will it be implemented	
<ul style="list-style-type: none"> New policy contains information about: Overall aims and objectives? What is the proposed change? Who is intended to benefit from the proposal and in what way? Outcomes of the policy? How will it be put into practice and who is responsible for this? 	<p>The purpose of this policy is to outline the curriculum design of the PSHE programme at STAGS. The learning objectives of the whole programme is to develop students to have the skills to be resilient, risk aware, healthy, and pro-active citizens who are prepared for life in modern Britain.</p>

2. Assessment of Impact? To include impact of policy, any plans needed to mitigate any negative impact, equality issues to be addressed		
Characteristic	Group	Effect/Impact
<ul style="list-style-type: none"> Age Disability Gender reassignment Marriage/civil partnership Pregnancy/Maternity Race Religion or Belief Sex Sexual orientation 		No impact

3. Consultation	
<ul style="list-style-type: none"> New policy contains information about: Policy audience, expected actions and outcomes Consultation and communication process Accessibility for all Fair access to the consultation process Lessons learnt from previous consultation, if appropriate 	Expectations, requirements and actions

4. Decision	
<ul style="list-style-type: none"> Should the new proposal/policy be agreed and any impacts identified following consultations? What reasonable adjustments are required? 	No issues or adjustments required
5. Action Planning	
<ul style="list-style-type: none"> Any actions identified to address inequality for different groups? Any actions identified to promote equality and diversity? Where are these actions recorded and who is responsible for them? 	None
6. Monitoring and Review	
<ul style="list-style-type: none"> When will the impact assessment be reviewed? Who is responsible? 	<p>Autumn 2022</p> <p>Miss E McHugh</p>
7. Publication of the results of the impact assessment	
<ul style="list-style-type: none"> Results of EIA are published – where and when? The results are kept as a public record of the EIA – where and when? 	With policy