



PSHE Personal, Social and Health Education Policy Statement 2020

Approved by: Miss N Rock

Last reviewed on: June 2020

Next review due by: June 2021

Rationale

The aim of this policy is to ensure that in line with statutory guidance, Stoke Park School has a planned programme of PSHE through which students can acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole school approach, the programme will help learners to develop the qualities and attributes they need in order to thrive as individuals, family members and members of society.

The DfE specifies that all schools should make provision for personal, social, health and economic education and that schools must recognise it as 'an important and necessary part of all student education'.

Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils particularly the most vulnerable and disadvantaged.

Aim

To work in accordance with DfE guidelines to provide learners at Stoke Park School with the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as young people and in adulthood.

We aim to empower all students with the confidence, skills and knowledge to be safe and healthy, to form and maintain good relationships and feel positive about their future.

Statutory Requirements

Stoke Park School will adhere to the following statutory requirements in the delivery of its PSHE curriculum.

All schools are currently expected to provide PSHE education on the curriculum and this expectation will be strengthened from September 2020

when the healthy relationships and sex education aspects become compulsory in all secondary schools.

PSHE education contributes to a schools' statutory duty, outlined in the **Education Act 2002** and the **Academies Act 2010**. This states that schools' must provide a broad and balanced curriculum for their students.

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding **Children Act 2004** and community cohesion **Education Act 2006**.

The **Equality Act 2010** places duties on schools not just to address prejudice based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe.

In accordance with the new Education Inspection Framework **EIF 2019**, Ofsted inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- the curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Objectives

The Stoke Park School PSHE Programme will teach pupils how to stay safe and healthy whilst building self-esteem, resilience and empathy. It will provide students with the skills set they will need to overcome barriers, raise aspirations and will improve the life chances of all students including the most vulnerable and disadvantaged pupils.

We aim for the PSHE curriculum Stoke Park provides to support an increase in academic attainment and attendance. It will also endeavour to improve employability and boost social mobility.

The PSHE curriculum will be embedded in a number of different ways:

- Through PSHE delivered in Tutor Time (Registrations)
- Within PSHE delivered in Assemblies
- Through engagement in Extra Curricular Activities and Enrichment
- By developing links with the wider community
- Through pastoral care
- In individual subject areas
- With the help of external providers eg the school nurse.

A PSHE plan that incorporates Core Themes including Health and Well Being, Relationships, and Living in the Wider World will specify actions, delivery dates and staff accountable and will monitor and evaluate impact.

All staff will be responsible for embedding the Stoke Park core values of PRIDE into their day to day teaching practice.

Monitoring and Evaluation

The effectiveness of the programme will be measured in a variety of ways including:

- Through the fulfilment of the actions specified in the PSHE Action Plan and SIP (School Improvement Plan)
- The frequency of opportunities for student involvement
- Student Voice

- Staff Performance Management
- The number of exclusions
- Attendance
- The number of detentions
- The number of major incidents (including incidents involving the police)
- Teenage pregnancy figures
- Behaviour and conduct of students before and after school and during break and lunchtimes
- Feedback from stakeholders including parents and members of the local community
- Atmosphere in and around school
- Feedback from tutors and non-teaching staff

A PSHE plan outlining the content that will be covered in each year group will shortly be available for parents and carers to view [here](#).

Development of the PSHE Policy

This policy was developed by the Assistant Headteacher responsible for Personalised Support and Development and the Headteacher and is based on current good practice guidelines by the DfES/ Ofsted and statutory guidance and will be reviewed annually.

Students First. It's About Learning. No Barriers.

| Week | Week Beginning | PSHE Lesson Programme* 2020/2021 |
|------|----------------|--|
| 1 | 31/08/2020 | Exercise and Healthy Lifestyles |
| 2 | 07/09/2020 | Healthy Diets |
| 3 | 14/09/2020 | Eating Disorders/ Mental Health |
| 4 | 21/09/2020 | Alcohol Abuse and Misuse |
| 5 | 28/09/2020 | Vaping and Smoking |
| 6 | 05/10/2020 | Drug Addiction |
| 7 | 12/10/2020 | Spice/ Lean etc |
| 8 | 19/10/2020 | The Dangers of 'Laughing Gas' |
| | | |
| 9 | 02/11/2020 | Loving Relationships |
| 10 | 09/11/2020 | Safe Relationships |
| 11 | 16/11/2020 | Coercion and Consent |
| 12 | 23/11/2020 | Grooming/ Gangs |
| 13 | 30/11/2020 | CSE/ Upskirting |
| 14 | 07/12/2020 | Online Relationships |
| 15 | 14/12/2020 | Bullying/Racism/ Homophobia (British Values) |
| | | |
| 16 | 04/01/2021 | Mental Health Awareness |
| 17 | 11/01/2021 | Body Image |
| 18 | 18/01/2021 | Your Relationship with the Digital World |
| 19 | 25/01/2021 | Creating 'Headspace' |
| 20 | 01/02/2021 | Self Care |
| 21 | 08/02/2021 | Peer Pressure |
| | | |
| 22 | 22/02/2021 | Self Harm and Suicide |
| 23 | 01/03/2021 | Screen Time |
| 24 | 08/03/2021 | School Pressures Eg Exam Stress |
| 25 | 15/03/2021 | Disability and Mental Health |
| 26 | 22/03/2021 | Race and Racism |
| 27 | 29/03/2021 | British Values |

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|----|------------|------------------------------------|
| 28 | 19/04/2021 | The Gender Gap |
| 29 | 26/04/2021 | Homophobia |
| 30 | 03/05/2021 | Trolling and Online Bullying |
| 31 | 10/05/2021 | Sexting/CSE |
| 32 | 17/05/2021 | Internet Fads (MOMO challenge etc) |
| 33 | 24/05/2021 | Online Behaviour and the Law |

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|----|------------|--------------------------|
| 34 | 07/06/2021 | Your Digital Fingerprint |
| 35 | 14/06/2021 | Online Safety |
| 36 | 21/06/2021 | Gang Crime |
| 37 | 28/06/2021 | Anti Social Behaviour |
| 38 | 05/07/2021 | Street Safety |
| 39 | 12/07/2021 | Street Crime |
| 40 | 19/07/2021 | |

***Please note this does not include additional enrichment events such as assemblies, workshops, Enrichment Week activities and events organised throughout the academic year.**