



PSHE Personal, Social and Health Education

Date of last review: June 2023
Reviewed by: Natalie Rock Headteacher
Agreed by: Headteacher
Frequency of review: Annually
Date of next review: June 2024

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 was strengthened in 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 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 teaches pupils how to stay safe and healthy whilst building self-esteem, resilience and empathy. It provides students with the skills set they will need to overcome barriers, raise aspirations and improves 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 also endeavors to improve employability and boost social mobility.

The PSHE curriculum is 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.

The plan is based around the three Core Themes of Health and Well Being, Relationships, and Living in the Wider World in line with the PSHE Associations curriculum model and is resourced and delivered by staff in all year groups across the school. In addition to the delivery of PSHE, all staff are 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 is measured in a variety of ways including:

- Through the fulfilment of the actions specified in the 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

Development of the PSHE Policy

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

End Points

By the end of each year students will know and understand the following:

In Year 7 (The Orator) we will cover the following topics:

Who am I and how do I look after myself? (CT 1)

How do I form happy and safe relationships? (CT 2)

How do I live with others around me? (CT 3)

In Year 8 (The Philosopher) we will cover the following topics:

How am I learning more about what it means to be me? (CT 1)

How do I maintain happy and secure relationships? (CT 2)

How do I understand someone who is different to me? (CT 3)

In Year 9 (The Revolutionary) we will cover the following topics:

How is the 'me' now, different to the 'me' I was in Year 7? (CT 1)

How do I know if a relationship isn't working and what can I do about it? (CT 2) What

responsibilities do I have to make the world a better place? (CT 3)

In Year 10 (The Inventor) we will cover the following topics:

How do I take care of myself as a young adult? (CT 1)

How do I engage in safe and respectful adult relationships? (CT 2)

What responsibilities do I have to make the world a better place? (CT 3)

In Year 11 (The Architect) we will cover the following topics:

How do I prioritise my health and wellbeing? (CT 1)

How do I make use of the support network around me? (CT 2)

How can I serve my wider community? (CT 3)

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