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Elements Academy

PSHE

September 2022

1	Summary	Elements Academy			
2	Responsible person	Kathryn Boyle			
3	Accountable ELT member	Victoria Woodrow			
4	Applies to	All Elements Academy			
5	Trustees and/or individuals who have overseen development of this policy	N/A			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Victoria Woodrow			
7	Ratifying committee(s) and date of final approval	Executive Leadership Team			
8	Version	1.0			
9	Available on	Every	Y/N	Trust Website	Y/N
				Academy Website	Y/N
				Staff Portal	Y/N
10	Related documents (if applicable)	RSE Policy			
11	Disseminated to	All Elements Academy			
12	Date of implementation (when shared)	September 2022			
13	Date of next formal review	September 2024			
14	Consulted with Recognised Trade Unions	N/A			
15	Adopted by Ethos Academy Trust following consultation	N/A			

Date	Version	Action	Summary of changes

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1. Aims

Personal, social, health and economic (PSHE) education is a non-statutory but important and necessary part of all pupils' education (Department for Education, 2020).

At Elements School we have high expectations of our students and strive to ensure that every young person achieves academically, socially and personally through our school ethos and values of leading with integrity, thinking innovatively, encouraging freedom and responsibility, celebrating achievement and improving continuously. Our PSHE programme (called 'Personal Development' in the school curriculum), is rooted in our school values, aims to equip each child with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions that will aid them in navigating their way through life whilst at school and for the years that follow.

We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

2. Statutory Requirements

PSHE is a non-statutory subject. However, to support all young people to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach. Upon statutory guidance that came into effect from September 2020, and in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies 'to promote the wellbeing of pupils at the school', our PSHE curriculum will include:

1. Relationships and sex education (RSE)
2. Health education

Both of these statutory elements fall under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. You can access our RSE Policy on our website which details a parent's right to withdraw their child from certain aspects of RSE which do not form part of the science national curriculum. This policy also complies with the terms of our funding agreement.

We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

We must teach health education under the same statutory guidance

3. Content and Delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance.

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy can be found on the school's website or a paper copy can be requested from the school.

For other aspects of PSHE, including health education, see appendix 1 for more details about what we teach in each year group. More detailed curriculum maps for our Personal Development can be made available upon request.

3.2 How we teach it

Students at Elements School are timetabled at least one 60 minute Personal Development lesson a week. The school works with a number of external agencies such as South Yorkshire Police, Prison Me No Way, Local Sexual Health Services, Rotherham Rise, DWP and School Of Sexuality Education to deliver Drop Down Workshops where students have the opportunity to explore key topics through meaningful activities and discussions. Personal Development lessons are carefully planned to meet the needs of students at Elements School. All lessons are delivered in line with our long term PSHE scheme of work which is reviewed regularly to ensure that we meet the needs of our students and meet our statutory obligations. The school has access to a number of external resources such as ROSIS which ensures that students experience high quality lessons. To facilitate learning in personal development lessons:

- rules are established at the start of the year to create a safe and nurturing environment.
- the purpose of each lesson is made clear and learning aims are linked to the school long term PSHE scheme of work.
- the schools SENDCo will be consulted on best practice for delivery
- time is given to students to reflect, consolidate and apply their learning to skills to relevant scenarios
- Staff training needs are met, to include safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE and that lessons remain fully inclusive for all.

Progress in Personal Development will be reported to parents/carers through the school's usual methods which include, regular phone calls home, half termly rewards assemblies, parents evening and in reports.

4. Role and Responsibilities

4.1 The board of trustees

The board of trustees will approve the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils.

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring Arrangements

The personal development lead will report to the Headteacher and discuss the quality of provision and effectiveness of PSHE curriculum. The quality of teaching and learning of PSHE is monitored by Senior Leaders through planning scrutiny, learning walks, pupil discussions, deep dives and examples of work. Pupil's development in PSHE is monitored by class teachers as part of our internal assessment systems.

This policy and scheme of work will be regularly reviewed bi-annually by the Personal Development lead and Senior Leadership Team and any feedback from teachers, parents/carers and pupils will be considered.

6. Links with other policies

This policy links to the following policies and procedures:

Behaviour policy and procedures

RSE Policy

Safeguarding and Child Protection

Anti-bullying policy and procedures

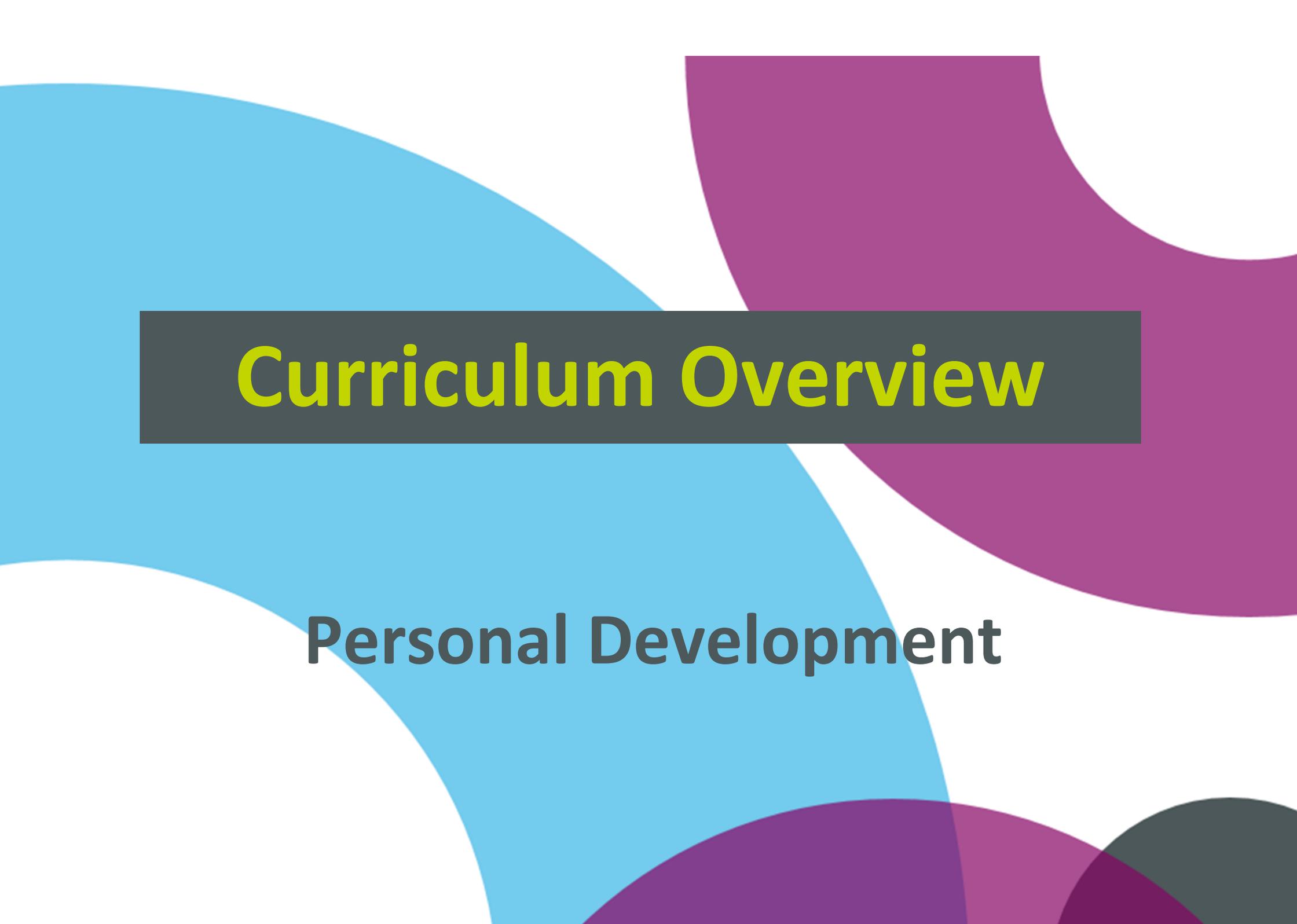
Confidentiality procedures

Personal Development Policy

SMSC Policy

Mental Health and Wellbeing

Careers

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Curriculum Overview

Personal Development

Primary

	Half term 1 Wellbeing	Half term 2 Wider world	Half term 3 Relationships	Half term 4 Wellbeing	Half term 5 Wider World	Half term 6 Relationships
Topic	Transition new school year Antibullying	Healthy Lifestyles	Friendships <ul style="list-style-type: none"> • Kindness • Positive Friendships 	Staying safe <ul style="list-style-type: none"> • Internet safety • Unsafe behaviour 	Healthy Lifestyles	Friendships Assertiveness

KS3

	Half term 1 Wellbeing	Half term 2 Wider world	Half term 3 Relationships	Half term 4 Wellbeing	Half term 5 Wider World	Half term 6 Relationships
Topic	Transition new school year Antibullying	Healthy Lifestyles <ul style="list-style-type: none"> • Diet & Exercise • Sleep 	Friendships <ul style="list-style-type: none"> • Consent • Positive Friendships 	Staying safe <ul style="list-style-type: none"> • Internet safety • Unsafe behaviour 	Healthy Lifestyles <ul style="list-style-type: none"> • The Law • Finances 	Resolving Conflict Peer Pressure

KS4

	Half term 1 Wellbeing	Half term 2 Wider world	Half term 3 Relationships	Half term 4 Wellbeing	Half term 5 Wider World	Half term 6 Relationships
Topic	<p>Transition new school year</p> <p>Antibullying</p> <p>Gangs</p>	<p>Healthy Lifestyles</p> <p>Diet & Exercise</p> <p>Coping with Stress</p> <p>WEX</p> <p>CV Writing</p>	<p>Friendships</p> <ul style="list-style-type: none"> • Consent • Healthy relationships • Sexual Health • Controlling behaviour • Professional Behaviours • Post 16 Interviews 	<p>Staying safe</p> <ul style="list-style-type: none"> • Internet safety • Drugs and Alcohol • Applications for College 	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> • Sexual Health • The Law • Democracy 	<p>Resolving Conflict</p> <ul style="list-style-type: none"> • Peer Pressure • Guns and Knives