# PSHE Policy

## Sept 2021

## Version 4

## 1. Scope

This policy applies to all staff at Expanse Learning Wigan School (Hereafter referred to as the School).

## 2. Introduction

This policy covers the School's approach to Personal, Social, Health and Economic Education (PSHE). The policy also makes reference to Sex and Relationships Education (SRE) and Careers Education, Information, Advice & Guidance. It sets out the school's aims of PSHE education and its intended outcomes for PSHE provision. It will be reviewed annually and updated in accordance with statutory guidelines and legislation.

## 3. Legislation

Under the Education Act 2002 all schools must provide a balanced and broad-based curriculum which:
- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and
- prepares students at the school for the opportunities, responsibilities and experiences of later life.

The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of students at the school'. The Equality Act 2010 placed duties on schools not just to address prejudice- based bullying but also to prevent it happening, and in doing so to keep protected characteristic groups safe.

## 4. Rationale for PSHE:

Personal, Social and Health Education (PSHE) helps students to lead confident, healthy and responsible lives as individuals and members of society. Through work in lesson time and a wide range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. PSHE gives students opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between people. It also develops students' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

The School strives to ensure we do the best for all our students, irrespective of disability, educational needs, race, nationality, ethnicity or national origin, sex, gender identity, religion or sexual orientation or whether they are children looked after. We aim to ensure that our PSHE education will be sensitive to the different needs of individual students. The PSHE programme helps in giving them the knowledge, skills and understanding to lead confident, healthy, independent lives and become informed, active and responsible citizens in the community.

## 5. Aims

- The school curriculum should aim to provide opportunities for all students to learn and to achieve.
- The school curriculum should aim to promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other and the personal development of students, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. Developments in both areas are essential to raising standards of all students.  Through PSHE education, students will develop personal skills and attributes including resilience; empathy and compassion; respect for others; employability skills; enterprise skills; valuing and respecting diversity; organisation and time management and decision making.

## 6. Framework for PSHE Curriculum

The knowledge, understanding and skills are taught in three core themes within which there is broad overlap and flexibility:
1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The PSHE curriculum is devised from the PSHE Association's Programme of Study and from this full Schemes of Work are

created as a whole school approach and sent out to teaching staff. These act as a guidance as to what should be taught but teachers should use their discretion as certain issues may arise which may need to be addressed in PSHE lessons. Teachers of PSHE are asked to complete a 'Work Covered' document each term and return to the Headteacher. This should include a brief detail of what was covered in each lesson and is useful in reviewing the curriculum.

In addition to this, there are also focus sessions throughout the year addressing such as CPR training, UK Parliament Week and Anti-Bullying Week.  An overview of the programme is shown in the Appendix. This is an overview and full details of the topics are in the Schemes of Work which are stored on the Restricted Drive.

7. **Provision:**
   At the School PSHE is delivered with a whole-school approach which includes:
   - Curriculum time: this takes the form of a two weekly PSHE lesson for each year group. These sessions are taught through a spiral programme, learning is organised into a series of recurring themes, each lasting half a term, which students experience every year. At each encounter of the theme, the learning of the particular theme is progressively deepened.
   - Through other subjects/curriculum areas: other subjects can also contribute to PSHE and can be effective in reinforcing aspects of the PSHE programme.
   - Through activities and whole-school events(outdoor learning experiences, visits and whole-school days such as Challenge Days )many opportunities are provided for students to plan and work together, develop and maintain relationships under different circumstances and discover new qualities and characteristics through volunteering and participating. These opportunities also enable students to use and develop essential skills such as leadership, team-work and resilience.
   - Through pastoral care and guidance: where all staff, both academic and support, may be involved.
   - Through involvement in the wider life of the school and extra-curricular activities.
   - Assemblies and talks from visiting speakers.

8. **Teaching Methods and Learning Approaches**

Good teaching relies on using appropriate methods for the aims and objectives of the lessons. All teachers are encouraged to develop a repertoire of flexible, active learning methods. We aim to create a safe and supportive environment. We take into account the maturity, development, age and readiness of each group when delivering the PSHE curriculum. Schemes of Work include suggested activities and methods.

*Effective learning and teaching approaches include:*
- Effective starting and ending strategies.
- High order questioning skills.
- Climate building and ground rules.
- Agenda setting.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.

*Methods*
- Circle Time.
- Drama and role-play.
- Discussions and debates.
- Problem solving activities.

We also encourage students to take part in a range of activities which promote active citizenship such as charity fundraising activities and planning school assemblies.

## 9. Inclusion and Equality of Opportunities

Through the PSHE curriculum and teaching we take due regard of the protected characteristics set out in the Equality Act 2010. We take into account the age, ability, readiness and cultural backgrounds of students. Students with special educational needs follow the same PSHE education programme as all other students but careful consideration is given concerning the level of differentiation needed and in some cases the content of delivery will be adapted. Students with English as an additional language will be supported to ensure they can fully access the lessons.

## 10. Assessment and Reporting

Assessment in PSHE focuses on students learning against the lesson objectives and outcomes. Students are formally assessed in the subject leading to an appropriate qualification at the end of Key Stage 4. Internal assessment is important in identifying students' progress and ongoing needs. Teachers assess students' knowledge and understanding, e.g. information on health and understanding of health and safety procedures through discussions and activities in lessons. Teachers can also assess students in how effectively they use the knowledge, understanding and skills they develop, e.g. through participating in discussions, group activities, resolving conflicts, making decisions and forming positive relationships. Teachers can also observe students' progress of these skills as students apply them in other areas of the curriculum and extra-curricular activities.

As the PSHE curriculum aims to develop students' personal attributes and skills, PSHE lessons dedicate time to allow students to reflect on this. Students regularly review their personal targets which will be directly linked to PSHE subjects in PSHE lessons. Targets are set in partnership with teachers and support staff alongside the student and will be recorded in Databridge, embracing the concepts of both Personal Success Targets and challenging academic targets. They are then given time to reflect on these in PSHE lessons and record where they have made progress and reached their targets. Pastoral meetings, parents' evenings and reports to parents will include comments on students' progress and attainment in the knowledge, understanding skills and attributes which the PSHE curriculum aims to develop.

## 11. Role of the School

The School will:
- Raise awareness amongst all staff of their contribution to students' personal and social development and agree the overall aims, objectives and priorities of the PSHE programme.
- Create a PSHE programme which reflects current government guidance and legislation.
- Establish a shared view of best practice to which all students are entitled.
- Lead policy development.
- Agree the main priorities for the students' personal and social development and identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for staff.
- Identify opportunities for PSHE learning beyond the classroom.
- Monitor and evaluate the programme, including the use of outside agencies, and students' and staff responses to the programme.
- Select, deploy and update resources to support teaching and the delivery of the programme.

## 12. Handling complex issues safely in the classroom

PSHE education includes the teaching of complex, controversial and sensitive issues and teachers must be aware of how topics have the potential to be sensitive for students. In addition to the PSHE curriculum, there may be issues arising from the news or media which may capture students' attention or cause them concern which they may wish to discuss. We feel that it is vital that our students are able to have these discussions and the PSHE curriculum is important in developing students' knowledge, skills and confidence in complex and sensitive issues. Teachers should be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. To this end ground rules have been agreed to provide common values framework within which to teach.

The PSHE Association's guidance on 'Handling complex issues safely in the PSHE education classroom' is shared with all staff who deliver PSHE and provides practical guidance on the teaching of complex and sensitive issues. (See separate SRE Policy)

### 13. Establishing a safe learning environment

Teachers should establish a safe learning environment which helps students to share feelings, explore values and attitudes, express opinions and how to respect the opinions of others. This includes:

- Establish ground rules at the start of lessons on expectations of how students will behave towards each other in discussions.
- Provide opportunities for small group and whole class discussions.
- Provide access to balanced information and differing views.
- Teachers are in an influential position to students and should therefore be cautious about expressing their own views.
- Be sensitive to the needs of students and be aware that some students may have direct experience of particular issues.
- Work with the school policies on safeguarding and confidentiality.
- Make students aware of reliable sources of support both inside and outside the classroom.

### 14. Ground rules and distancing techniques

- Students will be given preparation so they will know how to minimise any embarrassment they feel.
- No one (teacher or student) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.
- Stories, scenarios, video clips from TV programmes or case studies can all provide fictional characters to stimulate discussions and should be used as distancing techniques.

### 15. Answering difficult questions

It is important that students feel able to ask any questions that they wish and that their questions are valued. Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the Pastoral Officer if they have any concerns.

*In dealing with questions teachers should*

- Establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not encourage giggling and silliness.
- Encourage students to write down questions anonymously and post them in a question box. The teacher then has time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the student of the ground rules.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Any safeguarding concerns should be passed on to the Designated Safeguarding Lead in line with school policy.

### 16. Confidentiality and handling disclosures

Due to the nature of the PSHE curriculum, lessons may result in students seeking advice or support on a specific personal issue. Teachers cannot promise absolute confidentiality to students and if a student makes a disclosure, then procedures set out in the school's Safeguarding Policy should be followed.

### 17. Use of community-based agencies

Where appropriate, outside agencies and speakers may be involved in inputting and enhancing the PSHE curriculum. A growing number of community-based agencies, including the police, drugs services, theatre in education groups, peer education projects and youth services are actively involved in drugs education in schools.
There are opportunities to use community-based agencies in schools in order to accelerate the development of programmes and policies. Careful consideration needs to be given to issues of content, co-ordination and consistency: external support should be provided in partnership, particularly for primary schools and between primary schools and secondary schools". - Guidance on Good Practice, DPI - Home Office (1998)

## 18. Other related policies

All subject policies should indicate their contribution to PSHE in school. The following whole-school support PSHE education:

- Sex and Relationship Education
- Drug Education
- Safeguarding
- Equal Opportunities
- Inclusion
- Behaviour Policy
- Health and Safety
- Bullying
- Online Safety

## 19. Resources

To support teaching staff in the delivery of the PSHE programme, a wide range of resources and materials are provided. Links to suggested resources are included in the Schemes of Work and made available to teaching staff on the Restricted Drive. These resources are regularly reviewed and updated as a whole school approach.

## 20. Teaching Responsibility and Staff Training

Teaching staff are given regular opportunities to develop their skills in the delivery of PSHE. They will be kept up-to-date with any changes in curriculum in line with statutory guidelines and legislation and are provided with support and guidance on the teaching of specific issues within PSHE. Teachers of PSHE also contribute to any revisions to the PSHE programme by asking them for feedback on topics they feel should be covered with different year groups.

## 21. Relationships and Sex Education (RSE)

Sex and Relationships Education (SRE) is delivered partly through the PSHE programme. This includes learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are also taught and reinforced in other areas of the curriculum such as Science. The SRE programme, which is built into the PSHE curriculum, aims to give students accurate information about the body, reproduction, sex and sexual health. It also gives them essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

At the School we see Sex and Relationships Education as important in preparing young people for the physical and emotional changes they undergo at puberty and enables our students to make responsible and well-informed decisions about their lives. Through Sex and Relationships Education they will develop the skills and understanding needed to live confident, healthy and independent lives.

The 'Overview of the PSHE Programme' in the Appendix of this policy shows where Sex and Relationships Education is covered within and embedded into our PSHE curriculum.

*Please refer to the Relationship and Sex Education Policy*

## 22. Preparing for Statutory Relationships and Sex Education

Under the Children and Social Work Act 2017, the government Sex Education (RSE – Secondary) statutory in all schools. Over the next year, the teaching of Relationships and Sex Education at the School will continue to be reviewed and developed, in consultation with staff, students and parents.

## 23. Careers Education

*Rationale:*

The School believes that every child should leave school prepared for life in a modern British society. This will be done through classroom provision, PSHE lessons and by providing a wide range of extra- curricular provision. This complies with statutory requirements of the Education Act 1997 to provide independent careers guidance to all students from Year 7 – Year 11. In addition, we will commission external providers to support and underpin our CEIAG delivery specifically the Manchester Growth Company and Wigan Careers Service. Both organisations will provide impartial and objective careers advice and guidance to all students. All students in KS4 will follow the accredited qualification 'Work Skills'.

## Aims and Objectives

- To develop skills for employability including communication, team work, negotiation, leadership and presentation skills.
- To overcome barriers to progression and challenge stereotypes.
- To help students in choosing a career which is right for them and giving them guidance on the pathway needed to get to this career.
- To learn about the world of work and the skills they will need to be successful.
- Investigate career and job opportunities and develop an understanding of the world of work.
- Recognise, develop and apply employability and enterprise skills.
- To gain experience of working practices and environments through visiting speakers and work placements
- To have opportunities to learn about STEM related careers.
- To explore the wide range of opportunities available to young people.

All students are shown where to access careers advice including the National Careers Service website.

## Careers opportunities for whole school

There are a number of events throughout the school year which gives students opportunities to engage in careers education:

- Careers Fair
- Work experience for Year 11
- Focus on University life and degree courses
- Interview techniques workshop.
- Individualised support and mock interviews for candidates

## 24. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed. It will be approved by the governing board

**Impact of non-compliance**

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|---:|:---|
| *Staff:* | Disciplinary action |
| *Student:* | Not applicable |
| *Legislation/organisational:* | Reputational damage, litigation, statutory and non-regulated compliance. prosecution |
| *Compliance lead:* | Headteacher/Director of Schools |
| *Policy Reference:* | ELWS-OPR-012 |
| *Version:* | 4 |
| *Agreed policy location:* | DatabridgeMIS & Company Webpage |
| *Does the policy require Governor approval?* | No |

**Approval**

| *Prepared by* | *Approved by* | *Counter Signatory* |
|:---:|:---:|:---:|
| Ed Hanley | Tony Brown | Richard King |
| 01/09/2021 | 01/09/2021 | 01/09/2021 |
| | | |
| Assistant Headteacher | CEO | Director of Schools, Pre 16 Education |

**Version Control**

| Version | Date | Revision | Review Date |
|:---:|:---:|:---|:---:|
| *1* | 04/01/2019 | First Issue | 03/01/2020 |
| *2* | 01/09/2019 | Policy review and transferred onto new template. | 31/08/2020 |
| *3* | 01/09/2020 | Policy review | 31/08/2021 |
| *4* | 01/09/2021 | Reviewed | 31/08/2022 |
| *5* | | | |

**Appendix -** Overview of PSHE Programme Prep School

| | **Autumn Term**<br>(covering Health & Wellbeing & Living in the Wider World themes) | **Spring Term**<br>(covering Relationships & Health & Wellbeing themes) | **Summer Term**<br>(covering Relationships & Living in the Wider World themes) |
|---|---|---|---|
| Year 7 | Managing transition into Year 7, organisation and time management skills.<br><br>Friendships and friendship problems.<br><br>Learning styles, study skills and taking responsibility for academic progress.<br><br>Healthy lifestyle - balanced diet, regular exercise and adequate sleep.<br><br>Managing negative influences on lifestyle choices, e.g. the media.<br><br>Financial decisions - making financial choices, spending, saving and managing a budget. | Challenging and managing prejudice and discrimination.<br>Diversity, prejudice and bullying and strategies to respond to bullying. Including cyber bullying.<br><br>Recognising and managing the risks of using the internet and social media.<br><br>Different types of relationships and conflict strategies within the context of personal relationships.<br><br>Risks to health from substance use (alcohol & tobacco) and managing peer influence.<br><br>Physical and emotional changes young people experience and the importance of personal hygiene.<br><br>Understanding and managing physical and emotional changes during puberty.<br><br>Taking increased responsibility for own health. | The role of parents and explore family life. Skills and qualities associated with enterprise and employability.<br><br>Different types of employment and roles at work.<br><br>Early aspirations for future career choices and relate this to own skills and strengths. Challenge career stereotypes which may limit career aspirations. |
| Year 8 | Emergency situations and basic first-aid and life-saving skills.<br><br>Personal safety both inside and outside the home including road safety and internet safety.<br><br>Facts and laws surrounding drug use and managing peer influences.<br><br>Right and responsibilities in the community – in careers and life choices – challenging stereotypes. | Managing online safety.<br><br>Rights and responsibilities in a diverse community. Tackling discrimination - age, disability racism and religious discrimination.<br><br>Impact of peer influences on tolerance and respect towards others.<br><br>Awareness of mental and emotional wellbeing issues.<br>Strategies to promote mental health and resilience.<br><br>Impacts of and ways to manage loss.<br><br>Body image and positive and negative impact of social media on self-esteem and body image. Introduction to sexuality and consent.<br><br>Introduction to contraception including the condom and the pill. | Importance of friendship as a basis for romantic relationships.<br><br>Explore qualities and behaviours in positive, healthy relationships.<br><br>Forming partnerships and impacts of having a partner.<br>Diversity in sexual attraction.<br><br>Impact of peer influence and protecting own rights.<br>Evaluating value for money in services.<br><br>Risks and consequences of personal choice in financial decision making. |
| Year 9 | Skills to manage changing friendships and peer pressure.<br><br>Drug use including laws related to drug use, health and legal consequences of drug-related behaviour.<br><br>Strategies to manage peer influence on alcohol, tobacco and drug use.<br><br>Risks posed by unhealthy coping strategies.<br><br>Review of students' strengths, interests, qualities and ambitions and link these to employability and career aspirations.<br><br>Understand the range of post 16 options and guidance in choosing GCSE options | Managing conflict with parents and family members. Gender identity, gender stereotyping and transphobia.<br><br>Diversity in sexual attraction.<br><br>Effects of homophobia and biphobia and how society has challenged homophobia and biphobia.<br><br>Managing online safety and taking increased responsibility for online safety and digital literacy. Promoting a more mature understanding of how to balance work, leisure and exercise.<br><br>Importance of resilience in maintaining positive mental health.<br><br>Risks posed by unhealthy coping strategies. Protecting their body from inappropriate and unwanted contact and understand that actions | Developing healthy, respectful relationships with sexual or romantic partners and managing pressures.<br><br>Understanding consent.<br><br>Develop knowledge of sexually transmitted infections and how these can be prevented.<br><br>Contraception and how to access appropriate services.<br><br>Media's influence on sexual relationships. Staying safe and managing online relationships.<br><br>Reflect on enterprise and employability skills developed and to further develop enterprise skills. |

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| | | such as FGM are illegal.

Understand what FGM is, risks, accessing help and laws. | |
| Year 10 | Strategies to manage transition into Year 10 including learning habits and strategies to manage emotional wellbeing with the transition.

Distinguishing between facts and perception in relation to mental health.

Strategies to safeguard emotional and mental health, understanding support services available and how to access them. Understanding of the range of work opportunities.

Rights and responsibilities at work, including health and safety laws | Strategies for beginning a positive and healthy intimate relationship.

Features of an exploitative relationship and how to access support in such situations - pressure, coercion and exploitation.

Managing the end of an intimate relationship. Impact of role models on health-related behaviour. Media representation of alcohol and drug use in the media. | The different types of family structures in the UK today.

Responsibilities and implications of parenthood.

Options available following an unplanned pregnancy.

Impact and effects of family breakdown and bereavement and strategies for coping with changes.

Understanding the financial, social and emotional risks of poor money management.

Risks of gambling and laws on gambling. Importance of maintaining a positive online reputation in relation to employment and work. |
| Year 11 | Study skills and effective revision strategies to maximise learning potential in preparation for GCSE exams.

Managing stress and how to access support.

Post-16 options - accessing information and support and application process for post-16 options.

Employability skills and how to develop these.

Managing work/life balance in context of a part-time job while studying. | Gender identity, gender expression and sexual orientation.

Understanding values in the context of maturing relationships.

Recognising and responding to unwanted attention both online and offline.

Forms of domestic abuse.

Legal, physical and emotional consequences of forced marriage.

Risk management and safety strategies in increasingly independent contexts.

Importance of lifestyle choices, self-examination and vaccination to support health.

Accessing health information and services.

Lifestyle choices, self-examination and vaccinations to support health.

Risk associated with cosmetic alterations to their body. | Understanding diversity, discrimination and conflicting values and strategies to manage these.

Understand the nature of extremism.

Revision techniques in preparation for exams. Students go on exam leave in early May of the Summer Term. |