



AVANTI GRANGE
SECONDARY SCHOOL

Personal, Social, Health and Economic Education (PSHE) Policy

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1. Aims

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

At Avanti Grange School we have high expectations of our children and strive to ensure that every child achieves academically, socially and personally through our three pillars of educational excellence, character formation and spiritual insight.

Our PSHE programme is rooted in our school values and 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.

We tailor our PSHE programme to best reflect the needs of our current children at Avanti Grange School through:

1. Promoting their spiritual, moral, cultural, mental and physical development
2. Preparing them for the opportunities, responsibilities and experiences of later life. (Education Act 2002/ Academies Act 2010)
3. The use of student and parent/carer voice

The teaching of PSHE supports our school community values of developing courageous, curious and resilient learners.

2. Statutory requirements

PSHE is a non-statutory subject. However, 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', secondary schools must teach:

- Relationships and sex education (RSE)
- 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 [here](#) which details a parent/carer's right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

This policy also complies with the terms of our funding agreement.

3. Content and delivery

3.1 - What we teach

We have built a bespoke curriculum tailored to the needs and lives of our students. Jigsaw, the mindful approach to PSHE, brings together PSHE, emotional literacy, social and employability skills and Relationships, Sex and Health Education in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole-school approach, a spiral curriculum, with year groups working on the same theme at the same time. With this, the academic year is divided into six broad areas of PSHE focus:

1. Being Me in My World
2. Celebrating Differences
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

All PSHE content is delivered at an age and developmentally appropriate level and builds on the six areas listed above, year on year. You can view our curriculum for PHSE [here](#).

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Please 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. You can access our RSE Policy [here](#).

Please see 'Monitoring arrangements' below for how we aim to continue to use Student Voice to influence our planning and delivery of PSHE and RSE content in our lessons.

3.2 - How we teach it

Students at Avanti Grange School are timetabled for a 1-hour fortnightly PSHE lesson. We are also working with The School of Sexuality Education, the Daniel Spargo Mabbs Foundation and other reputable external providers to supplement these timetabled lessons with Drop Down Workshops where students at the school have the opportunity to explore key topics in depth over a longer period of teaching time through meaningful discussion.

Each PSHE lesson is planned and tailored to the needs of our students at Avanti Grange School. Lessons are created and delivered by the Assistant Principal alongside a committed and passionate team of existing teachers. All lessons are in line with our long-term PSHE scheme of work and underpinned by the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. All content aims to be fully inclusive in nature and we regularly review our materials in light of the changes we see in the world around us.

To facilitate children's learning in PSHE lessons:

- Rules are established at the beginning to create an environment of safety, maturity and security; one in which children are encouraged to talk hypothetically as opposed to each other's personal experiences;

- The purpose of each lesson is made clear;
- Appropriate learning experiences are planned in line with our long-term PSHE scheme of work to meet the needs of all the children in the class. Where necessary, the school's SENCO is consulted on best practice for delivery;
- Scenario based learning experiences draw on children's own knowledge and understanding to provide them with a range of opportunities to learn, practise and demonstrate skills, attitudes, knowledge and understanding;
- Time is given for children to reflect, consolidate and apply their learning of 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;
- Avanti Grange leads the programme, but, carefully selected and, where necessary, screened outside visitors may play a role in delivering content.

4. Roles and responsibilities

4.1 - The School Stakeholder Committee (SSC)

Avanti Grange School's SSC will approve the PSHE Policy and hold the Principal to account for its implementation.

4.2 - The Principal

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

4.3 - The PSHE Curriculum Lead

The PSHE Curriculum Lead is responsible for creating and adapting SOL which provide clear guidance for all staff teaching PSHE. They are also responsible for producing age-appropriate lesson materials.

4.4 - Staff

Staff are responsible for:

- Delivering PSHE through lessons in a sensitive way
- Modelling positive attitudes to PSHE in lessons
- Monitoring progress of children in lessons
- Responding to the needs of individual students in lessons

4.5 - Students

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

5. Monitoring arrangements

The delivery of PSHE is monitored by Ben Martin, Assistant Principal. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer question such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?

- Does the planned programme reflect national guidance, local priorities and students' needs?
- Are all students being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through curriculum reviews, learning walks, stakeholder surveys, recording students' attendance of lessons and drop-down workshops, regular review of the PSHE & RSE Policies, gathering information school reports and sampling the quality and content of children's work.

Students' development in lessons is monitored by class teachers as part of our internal assessment systems. Additionally, this is done through:

- Baseline testing at the start and end of each unit
- Assessment for Learning during lessons
- Lesson observations
- Parent, staff and student surveys

6. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education (RSE) Policy

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the School Committee of Governors.

Appendix 1 – Summary of subject content

	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
Year 8	Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, race and religion, prejudice, LGBT+ bullying	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, links between body image and mental health, nonfinancial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes

Year 10	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals	Improving health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumourmongering, abuse in teenage relationships. Legislation, support and advice	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.
Year 11	Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality		Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.	Managing anxiety and stress, exam pressure, concentration strategies, work life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe	Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	