

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



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PSHE Coordinator: Hayley Davies

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 Balcarras, we have high expectations of our children and strive to ensure that every child achieves academically, socially and personally through our school ethos and values:

- Striving for excellent and encouraging resilience
- Participation, working together, and contributing positively to the community
- Expanding our horizons

Our PSHE programme is rooted in our school values. It aims to equip each child with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions. This will aid pupils 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 children at Balcarras 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, 2010)

The teaching of PSHE will support our school community values.

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 we are required to teach. The statutory guidance that came into effect from September 2020, and in line with the Education and Inspections Act 2006, there is a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'.

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.

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

3. Content and Delivery

3.1 What We Teach

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 (RSE) Policy for details about what we teach, and how we decide on what to teach, in this subject.

You will be able to find the RSE policy on Balcarras' school website. For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year.

We follow the 'PSHE Associations' Thematic guide for KS3/4 that it is approved by the Department for Education.

3.2 How We Teach It

Children in Key Stage 3 and 4 are timetabled for 2-hour half termly PSHE lessons. This enables us to bring in visitors to speak with groups, and to make PSHE more of an 'event' in school. In addition to our 2-hour PSHE events, tutors deliver PSHE sessions every fortnight during PM tutor time. Year 7 students are given one hour a fortnight called 'Tutor Period' where PSHE topics are also covered.

Each PSHE lesson is planned and tailored to the needs of our children at Balcarras. Lessons are created and delivered by the PSHE Coordinator and a committed team of existing teachers. All lessons are sequenced in a 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. Paid school membership to the PSHE Association has provided us with access to government approved PSHE resources and materials that form the basis of our planning.

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;
- Staff are encouraged to speak with House Heads and the PSHE coordinator should anyone be concerned about their ability to teach certain areas of the curriculum;
- Balcarras leads the programme, but carefully selected and, where necessary, screened outside visitors may play a role in delivering content;
- All children will be included in these lessons, regardless of ability or special educational needs and/or disability.

The school has paid for a membership to the PSHE Association which has provided us with access to government approved PSHE resources and materials that have informed us with a basis for planning. The PSHE Coordinator will be using/adapting/editing these resources for the benefit of the education of the pupils.

Revised January 2022

Assessment:

Year 7 tutors will report to parents at parents' evening with regard to pupil engagement with the PSHE programme. The PSHE programme will be monitored as part of our Teaching and Learning Framework. Lesson observations will be crucial in ensuring the consistency of the quality of the PSHE education that the children at Balcarras will receive. The PSHE Coordinator will go on 'learning walks' around the school during these lessons. Pupil voice and feedback is crucial to the success of a purposeful PSHE curriculum. Pupils will be given the opportunity during school council sessions and tutor group registrations to voice their opinions on the topics that should be covered.

4. Roles and responsibilities

4.1 The Governing Body

Balcarras' Governing Body will approve the PSHE Policy.

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

Lessons are created and delivered by the PSHE Coordinator, alongside a committed team of existing teachers.

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

This policy will be reviewed by the PSHE Coordinator annually along with the school's RSE policy.

The delivery of PSHE is monitored by the PSHE Coordinator. 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 pupils' needs?
- Are all pupils 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 planning reviews, learning walks, book scrutinies, recording pupil attendance at PSHE lessons and PM Reg PSHE sessions, regular review of the PSHE Policy, gathering information school reports and sampling the quality and content of children's work.

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

- Lesson observations
- Book scrutinies
- Reviewing the content and applying it to rag rating sheets
- Pupil voice

6. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education (RSE) Policy

Balcarras Relationships and Sex Education

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| <p><u>Relationships and Sex Education</u></p> | <p>By the end of secondary school, pupils should know:</p> |
| <p>Families</p> | <ul style="list-style-type: none"> ▪ that there are different types of committed, stable relationships. ▪ how these relationships might contribute to human happiness and their importance for bringing up children. ▪ what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ▪ why marriage is an important relationship choice for many couples and why it must be freely entered into. ▪ the characteristics and legal status of other types of long-term relationships. ▪ the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. ▪ how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships), how to seek help or advice, including reporting concerns about others, if needed. |
| <p>Respectful relationships, including friendships</p> | <ul style="list-style-type: none"> ▪ the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships, this includes different (non-sexual) types of relationship. ▪ practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice). ▪ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. ▪ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ▪ that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ▪ what constitutes sexual harassment and sexual violence and why these are always unacceptable. ▪ the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. |

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| Online and media | <ul style="list-style-type: none"> ▪ their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ▪ about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. ▪ not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ▪ what to do and where to get support to report material or manage issues online ▪ the impact of viewing harmful content. ▪ that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ▪ that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ▪ how information and data is generated, collected, shared and used online. |
| Being safe | <ul style="list-style-type: none"> ▪ the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ▪ how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online. |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> ▪ how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ▪ that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing. ▪ the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause. ▪ that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ▪ that they have a choice to delay sex or to enjoy intimacy without sex. ▪ the facts about the full range of contraceptive choices, efficacy and options available. ▪ the facts around pregnancy including miscarriage. ▪ that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). |

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| | <ul style="list-style-type: none">▪ how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.▪ about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.▪ how the use of alcohol and drugs can lead to risky sexual behaviour.▪ how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. |
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The Law

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Balcarras Health Education

| <u>Health Education</u> | By the end of secondary school, pupils should know: |
|--------------------------------|--|
| Mental wellbeing | <ul style="list-style-type: none"> ▪ how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ▪ that happiness is linked to being connected to others. ▪ how to recognise the early signs of mental wellbeing concerns. ▪ common types of mental ill health (e.g. anxiety and depression). ▪ how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ▪ the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service based activities on mental wellbeing and happiness. |
| Internet safety and harms | <ul style="list-style-type: none"> ▪ the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. ▪ how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. |
| Physical health and fitness | <ul style="list-style-type: none"> ▪ the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. ▪ the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. ▪ about the science relating to blood, organ and stem cell donation. |
| Healthy eating | <ul style="list-style-type: none"> ▪ how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. |

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| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> ▪ the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. ▪ the law relating to the supply and possession of illegal substances. ▪ the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. ▪ the physical and psychological consequences of addiction, including alcohol dependency. ▪ awareness of the dangers of drugs which are prescribed but still present serious health risks. ▪ the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. |
| Health and prevention | <ul style="list-style-type: none"> ▪ about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. ▪ about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. ▪ (late secondary) the benefits of regular self-examination and screening. ▪ the facts and science relating to immunisation and vaccination. ▪ the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. |
| Basic first aid | <ul style="list-style-type: none"> ▪ basic treatment for common injuries. ▪ life-saving skills, including how to administer CPR. ▪ the purpose of defibrillators and when one might be needed. |
| Changing adolescent body | <ul style="list-style-type: none"> ▪ key facts about puberty, the changing adolescent body and menstrual wellbeing. ▪ the main changes which take place in males and females, and the implications for emotional and physical health. |





Relationships and Sex Education - Autumn Term

| Date | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|---|---|---|--|---|
| September 1 | Rise Above Resource – Forming positive relationships (friendships). | Rise Above Resource – Bullying and Cyberbullying. | Childnet Resource – Struggling Online | Childnet Resource – Peer Pressure | Childnet Resource – Online Healthy and Unhealthy Relationships. |
| September 2 | EC Publishing - Understanding Identity | PSHE Association - 'I'm with Sam' Resource - Discrimination | PSHE Association – Romantic Relationships | PSHE Association – Identifying Healthy and Unhealthy Relationships | Alice Ruggles Resource – Stalking and Harassment |
| 1st Whole School PSHE Session | | | | | |
| October 1 | PSHE Association – Healthy Relationships | PSHE Association – Sexual Orientation and Gender Identity | PSHE Association – Capacity to Consent | PSHE Association – Managing Conflict in Relationships | Home Office – Relationship Rights and Reporting Abuse |
| October 2 | PSHE Association – Introducing Consent (Yr7) | PSHE Association – Relationship Values | Home Office – Making Disclosures of Abuse | PSHE Association – Addressing Relationship Abuse | Home Office – Confidently Seeking Support |
| Half Term Holiday | | | | | |
| November 1 | EC Publishing – Different Families | PSHE Association – Introducing Consent (Yr8) | Childnet Resource – Sexting, peer pressure and consent. | Home Office (Disrespect Nobody) – Consent & Movember Resource | Childnet Resource – Online Pornography. |
| 2nd Whole School PSHE Session | | | | | |
| November 2 | PSHE Association - Puberty and Relationships | PSHE Association – Parenting | NSPCC – Gender Stereotypes | GHLL Resource – Sexual Exploitation | EC Publishing – Upskirting and Revenge Porn |
| November 3 | Year 7 Tutor Programme | PSHE Association – Commitment (FASTN) | EC Publishing – Conflict at Home | PSHE Association – FGM and Forced Marriage | PSHE Association – Abortion |

Health Education – Spring Term

| Date | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|--|--|--|---|--|
| January 1 | PSHE Association – Attitudes to mental health | PSHE Association – Digital Resilience | Rise Above Resource – Unhelpful thoughts | PSHE Association – New Challenges | PSHE Association – Recognising mental ill-health and when to get help. |
| 3rd Whole School PSHE Session | | | | | |
| January 2 | PSHE Association – Promoting emotional wellbeing and resilience. | Rise Above Resource – Building Connections | PSHE Association – Healthy coping strategies | PSHE Association – Reframing negative thinking. | PSHE Association – Gambling (3 sessions) |
| February 1 | Rise Above Resource – The Worry Tree | PSHE Association Drugs – Tobacco | Rise Above Resource – Dealing with change | Killer Punch Resource – Anger Management | Teenage cancer trust resource |
| Half Term Holiday | | | | | |
| February 2 | PSHE Association Drugs – Caffeine Consumption/Energy Drinks | PSHE Association Drugs – Alcohol | Rise Above Resource – Online Stress and FOMO | Rise Above Resource – Body Image in a digital world | PSHE Association Drugs – Substance use and assessing risk |
| 4th Whole School PSHE Session | | | | | |
| March 1 | PSHE Association – The Sleep Factor | St John’s Ambulance Resource – First Aid | PSHE Association Drugs – Exploring Attitudes | Rise Above Resource – Sleep & GHLL - Drug Gangs | PSHE Association Drugs – Substance use and managing influence |
| March 2 | PSHE Association – Dental Health | Rise Above Resource – Emotional Effects of Puberty | PSHE Association Drugs – Drugs, the law and managing risk (& cannabis) | St John’s Ambulance Resource – First Aid | PSHE Association Drugs – Help seeking and sources of support |

Living in the Wider World – Summer Term

| Date | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|---|---|--|---|---|
| April 1 | EconoME Resource – What influences my decisions? | EconoME Resource – How can I make informed decisions? | EconoME Resource – Why do my decisions matter? | EconoME Resource – How can I manage financial risk? | Barclays Life Skills - VB |
| April 2 | EC Publishing – British Values | PSHE Association – Be Internet Citizens | Home Office – Serious and Organised Crime | PSHE Association Careers – Showcasing Personal Strengths | Home Office – Role Models |
| 5th Whole School PSHE Session | | | | | |
| May 1 | EC Publishing – Discrimination and The Equality Act 2010 | EC Publishing – Stranger Danger | Home Office – Knife Free KS3 | PSHE Association Careers – Managing Online Reputation |  |
| Half Term Holiday | | | | | |
| June 1 | Careers – VB Resource | Careers – VB Resource | Barclays Life Skills | Home Office – Knife Free KS4 |  |
| June 2 | Barclays Life Skills - VB | Barclays Life Skills - VB | PSHE – Gangs (Managing Risks and Staying Safe) | PSHE Association – Understanding and Preventing Extremism |  |
| 6th Whole School PSHE Session | | | | | |
| June 3 | Home Office- Coercive Friendships (preventing involvement in crime) | PSHE Association – Tackling Homelessness | PSHE Association – Valuing Diversity (Inclusion, belonging and addressing extremism) | PSHE Association - Radicalisation |  |

PSHE Days – The order of these sessions may change due to speaker availability.

| PSHE Days | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------------------|-----------------|--|--|--------------------------------|--------------------------------|-------------------------------------|
| Session 1 September | 10am-11am | Year 7 Quiz | Self Esteem | Body Image Speaker | Drugs Session | Careers |
| | 11:20pm-12.20pm | Year 7 Quiz | Self Esteem | Body Image Session | Drugs Speaker | Careers |
| Session 2 November | 10am-11am | Bullying Session | Relationships | Equality | Careers | Relationship Abuse Speaker |
| | 11:20pm-12.20pm | Bullying Speaker | Mindfulness | Discrimination | Careers | Consent |
| Session 3 January | 10am-11am | Online Safety – Police Speaker Session | Personal Hygiene and Healthy Lifestyle | Diet | Organ Donation | Careers |
| | 11:20pm-12.20pm | Online Safety Session | Plastic | Samaritans | What to do in a weapons attack | Careers |
| Session 4 March | PM Reg +P5 | Health and Social Care | TBA | Drugs – Police Speaker Session | Mental Health Speaker | Mindfulness |
| | PM Reg +P5 | Health and Social Care | TBA | Drugs | Personal Safety | Exam Stress |
| Session 5 May | 10am-11am | First Aid – St Johns Ambulance | Racism | Careers | STIs | No Session – Study Leave |
| | 11:20pm-12.20pm | First Aid | Sexting | Careers | HIV Speaker | |
| Session 6 June | 10am-11am | British Heart Foundation (Charity Event) | Drugs Speaker | Sex Education | Work Experience | No Session – Study Leave |
| | 11:20pm-12.20pm | British Heart Foundation (Charity Event) | Smoking and Vaping | Sex Education Speaker | Work Experience | |

