

**Aspire Academy**

**Personal, Social and Health Education (PSHE)**

**Policy**

**September 2022**



*The Local Governing Committee has agreed that this policy will be reviewed every year. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next 'Period of Review' will be **SEPTEMBER 2023**.*

## **Our Ethos and Values**

At Aspire our ethos is to develop the individual moulding independent learners and confident young minds.

We aspire to be a community founded upon mutual trust where everyone is loved and respected for who they are. We believe that in working together we can accomplish more than we could alone.

### **Values:**

As an Alternative Provision Academy, our core values are empathy, courage and community:

- **Empathy** is essential to human life and lies at the heart of all successful relationships. Empathy is an unspoken language that we aim to teach and develop in others. In this way we develop self-awareness and depth of human engagement;
- **Courage** is a trait that needs to be developed in everyone. Life throws many challenges at us and we need to be prepared to face those challenges through developing deep personal reserves. We believe that developing individual strength and conviction enables students for the rest of their lives;
- We aim to be an **inclusive community**. Each person is needed, valued and important. When things go wrong we will forgive each other and make a fresh start. We will share what we have with those in need and try to treat others as we would like them to treat us.

### **Aims**

As an Alternative Provision Academy, we aim to:

- Treat learners, staff and visitors with respect;
- Incorporate and promote the values behind the academy in all we do;
- Instil a sense of self-worth and value in every learner;
- Encourage learner participation in the planning and the running of our Academy wherever possible;
- Encourage emotional literacy as a way of interpreting the world around us;
- Encourage, challenge and support every person to achieve his or her potential.

## **Introduction**

Aspire Academy aims to promote students' intellectual, physical and personal development. We also work to prepare students for the next stage of education, training and employment. At the same time we aim to develop their spiritual, moral, social and cultural development as well as their self-confidence and decision making skills as both individuals and members of social groups. In line with the Relationships and Sex Education Statutory Guidance (2019) we also want to encourage our young people to lead lifestyles that are healthy, emotionally, physically and mentally. This is done in many ways, but is a central feature of the PSHE curriculum.

## **Provision of PSHE**

Through our provision of PSHE we aim to equip our students with the knowledge and skills to:

- Enjoy good physical, emotional and mental health and live a healthy lifestyle.
- Protect themselves from harm and grow up able to look after themselves and others.
- Get the most out of life and develop broad skills for adulthood including effective communication skills.
- Be involved in the community and not engage in anti-social behaviour.
- Develop social and economic skills.
- Develop and maintain positive relationships.

The academy has weekly timetabled teaching sessions in years 7-11. These lessons cover PSHE and aspects of citizenship and enterprise. The Academy follows a programme developed by Cre8tive Education which is mapped to all statutory guidance, including RSE. This programme is adapted to the needs of our students and emerging issues or concerns within the Academy.

Our PSHE lead is responsible for planning the PSHE programme each year. All planning and resources are shared with teaching staff via a collaborative drive. All staff teaching PSHE work with the lead to ensure all students can access the curriculum.

Opportunities are provided for external agencies to visit, to widen and enrich the PSHE programme of study. These are organised by both the PSHE coordinator and the Vice Principal.

## **Topics of Study**

PSHE topics are focused on six recurring themes which are revisited each year. This ensures that topics are built on, progressively, during the time a student spends with us. It also means that students who join in Year 11, for example, are still accessing a range of statutory and other themes relevant to their futures. These topics include:

- Celebrating Diversity & Equality
- Health and Wellbeing
- Rights, Responsibilities and British Values
- Staying Safe Offline and Online
- Relationships and Sex Education
- Life Beyond School

## **Year 7**

**Celebrating Diversity & Equality** - Students will look at identity, themes such as The Equality Act, discrimination and attitudes towards different nationalities. They will also look at the diversity of Modern Britain

**Health and Wellbeing** - Students will look at puberty and bodily development, including changes in emotions, feelings and menstruation.

**Rights, Responsibilities and British Values** - Students will look at politics, voting, elections and Parliament. They will look at how laws are made and the principles of democracy.

**Staying Safe Offline and Online** - Students will focus on an introduction to drugs, gangs, Child Criminal Exploitation, knife crime and the role of peer pressure.

**Relationships and Sex Education** - Students will look at the idea of consent and positive relationships, They will look at friendships and the changing roles of men and women.

**Life Beyond School** - Students will begin to look at the communities around them. They will think about good sleep habits and how team work can help them be successful. They will also complete some financial education.

### Year 8

**Celebrating Diversity & Equality** - Students will focus on issues around LGBTQ+ and Transgender identity

**Health and Wellbeing** - Students will look at physical health and mental wellbeing including the role of healthy eating and stress management. They will also look at how children can be treated badly or neglected and sources of support and help.

**Rights, Responsibilities and British Values** - Students will look at the role of the Law and Crime. they will look at what rights they have as individuals and within the community

**Staying Safe Offline and Online** - Students will look at county lines issues and drugs. They will consider how alcohol can lead to risks on and offline. They will also look at online safety in general.

**Relationships and Sex Education** - Students will look at the idea of consent and positive relationships, They will look at friendships and the changing roles of men and women.

**Life Beyond School** - Students will look at self-esteem and body image - and how to be 'body confident'. They will also begin to think about careers and complete further work around financial education and budgeting.

### Year 9

**Health and Wellbeing** - Students will look at body confidence, in particular the role of the media and airbrushing. They will look at grief and loss - and coping strategies. They will look at cancer and preventative health measures

**Rights, Responsibilities and British Values** - Students will look at the themes of terrorism and extremism and how these can be combated. They will focus on the role of the media in perpetuating particular views about situations and society - and the concept of 'fake news'.

**Staying Safe Offline and Online** - Students will focus on legal and illegal drugs. There will be a particular focus on legal highs, cannabis and 'party drugs' as well as the signs and symptoms of addiction - and places for support.

**Relationships and Sex Education** - Students will look at sex, consent and the law. They will look at sexual health, STIs and contraception and they will also look at FGM as a specific cultural aspect of sex education. They will do further work around HIV and AIDS as well as risky activities in relationships.

**Life Beyond School** - Students will look at essential life skills. This includes picking options, first aid, managing conflict at home and in everyday life and budgeting.

## **Year 10**

**Celebrating Diversity & Equality** - Students will explore world issues like Brexit, AID and trade, peace and conflict and women's rights across the globe. They will also look at examples such as Fair Trade.

**Health and Wellbeing** - Students focus on emotional and mental health. They will look at self-harm, including causes, triggers and ways to manage. They will also look at how children should be cared for and what can happen when this goes wrong.

**Rights, Responsibilities and British Values** - Students will look at LGBTQ+ issues, particularly around homophobia and transphobia. They will look at human rights and human rights violations. They will also look at what British Values mean and develop their critical thinking skills.

**Staying Safe Offline and Online** - Students will look at crime and safety issues including honour based abuse, gambling, modern day slavery and knife crime.

**Relationships and Sex Education** - Students will look at some of the issues that relationships and sex can lead to including sexual assault, sexual harassment and domestic abuse. They will also look at the role of online imagery, sexting and the role of porn in, and out of, a relationship.

**Life Beyond School** - Students will begin to look at their rights and responsibilities, including consumer and employment rights. They will also complete some work around the role of social media in their futures, both positive and negative and complete further work on personal finance. They will also begin to prepare for work experience.

## **Year 11**

**Health and Wellbeing** - Students will look sexual health in particular, including the characteristics of healthy, loving relationships. They will look at pregnancy and parenthood. They will also look at some specific health issues, including different forms of cancers and organ donation.

**Staying Safe Offline and Online** - Students will look at health issues they may experience as they transition into adulthood, including the role of legal and illegal drugs, for example at festivals. They will look at the role of the media in sexualising the body. They will also look at online reputations and how they leave digital footprints.

**Relationships and Sex Education** - Students will look at practical measures to keep themselves safe, including contraception and sexual health checks. They will look at preventative and lifestyle illnesses.

**Life Beyond School** - Students will start planning for their futures and their transition to post-16. They will make career plans, write CVs, prepare for mock interviews and write personal statements. They will also look at ways to manage revision and exam stress.

## **Assessment**

The responsibility of assessment and reporting is undertaken by the individual teacher. Teachers report on the work completed by students and progress is monitored. Although there is no legal requirement to report on PSHE according to levels/grades, teachers comment on a student's individual progress in understanding the topics covered.

All units are baselined at the start of a half term and then re-assessed via mini-quizzes at the end of the unit. This data is stored on a central tracker to show overall progress.

It is anticipated that much of PSHE is discussion led and, as a consequence, there is no expectation of a set level of work or activities in each lesson. The unit assessments will identify, overall, progress made by students and will allow teachers in subsequent teaching years to have a starting point for delivery for each student who stays with us.

In addition, WISK (What I Should Know) lessons are delivered weekly on a rotational basis to students by teaching staff across the curriculum. These sessions are regularly focused on emerging themes in the news, or through issues within the Academy (such as those raised within Safeguarding reporting systems).

## **Monitoring and Evaluation**

The monitoring and evaluation of the curriculum is the responsibility of the PSHE lead and the Vice Principal. This will include lesson observations, work scrutiny, resources and outside contacts.

The policy will be reviewed annually by the SLT and governors to make additions, deletions or any amendments in response to both local and national changes.

## **Policies Linked to PSHE Policy**

This policy should also be read in conjunction with the following policies:

- Attendance Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection
- Relationships and Sex Education Policy (RSE)