



**OAKWOOD
PARK
GRAMMAR
SCHOOL**

PSHE POLICY

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Signed:

Date:

09/06/2021

Date of Review:

April 2024

Aims and Objectives

The school's overarching aims to provide a holistic personal, social, health and economic education for all our pupils. The school believes that Personal, Social, Health and Economic Education provides a vital foundation for the personal development of young people which assists them in developing the skills and attributes they need to stay healthy, safe and prepare them for life and work in modern Britain. As such the school has included SMSC and the promotion of 'British Values' as part of the PSHE curriculum. The school also recognises that an effective PSHE programme can also help students to achieve their academic potential by tackling issues that can affect their ability to learn, such as anxiety, stress and unhealthy relationships.

The importance of an effective PSHE programme has been highlighted by a DfE commissioned review of PSHE education provision which found 'Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.' (Personal, social, health and economic (PSHE) education: a review of impact and effective practice, 2015)

In addition a recent survey (CBI, 2014) of 291 of the largest employers found that 85% of the respondents said that one of the most important factors they considered when recruiting school and college leavers was their attitude to work, something developed through exposure to the work place, which is taught through an effective PSHE programme. Furthermore pupils in the tobacco only programme were 23% less likely to continue smoking at follow-up compared with pupils not on the programme (Lanford et al., 2014).

This policy is underpinned by:

- Recommendations set out in the DfE publication 'Personal, social, health and economic (PSHE) education: a review of impact and effective practice' (March 2015)
- DfE's non-statutory guidance documents 'Personal, social, health and economic (PSHE) education' (September 2013) and 'Promoting fundamental British values as part of SMSC in schools' (November 2014)
- The school is also a member of the PSHE Association, a DfE grant funded organisation which advises schools on development of their PSHE curriculum.
- OPGS has a PSHE programme for our non-statutory 16-18 year old students in line with the PSHE Associations recommendations.

What is PSHE Education?

Personal, Social, Health, Economic education: which develops the knowledge, skills and attributes all pupils need: from mental health to understanding the importance of staying safe online, healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate a potentially volatile labour market.

Evidence shows that well-delivered PSHE programmes have an impact on both academic attainment and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

The PSHE Association programme of study for key stages 1–5 covers three core themes – 'health and wellbeing', 'relationships' and 'living in the wider world'. Students follow these themes throughout their education at OPGS building on their previous subject knowledge and addressing any misconceptions they may have.

Health and Wellbeing:

1. How to manage transition.
2. How to maintain physical, mental and emotional health and wellbeing.
3. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; sexual health.
4. About parenthood and the consequences of teenage pregnancy.
5. How to assess and manage risks to health; and to keep themselves and others safe.
6. How to identify and access help, advice and support.
7. How to respond in an emergency, including administering first aid.
8. The role and influence of the media on lifestyle.

Relationships:

1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills.
2. How to recognise and manage emotions within a range of relationships.
3. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters.
4. About the concept of consent in a variety of contexts (including in sexual relationships)
5. About managing loss including bereavement, separation and divorce.
6. To respect equality and be a productive member of a diverse community.
7. How to identify and access appropriate advice and support.

Living in the Wider World:

1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy.
2. How to make informed choices and be enterprising and ambitious.
3. How to develop employability, team working and leadership skills and develop flexibility and resilience.
4. About the economic and business environment.
5. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

What makes a successful PSHE programme?

DfE guidelines (March 2015) state that successfully PSHE programmes have:

- A whole-school approach, engaging pupils across the curriculum while creating an environment, through the school ethos, which fosters good relationships and well-being for pupils and teachers alike.
- Lessons which are interactive, participative and engaging.
- Lessons with clear objectives, taught by someone who is trained and comfortable in their role.
- Lessons which are inclusive of difference, including other cultures, ethnicity, disability, faith, age, sexual orientation and gender identity.
- Lessons which are relevant to pupils' depending on their age and maturity.
- Involvement from other agencies (where appropriate), parents, governors and members of the wider community.
- Support from the head teacher and senior management team, which reflects a respect for PSHE education and PSHE coordinators within their school.
- An element of evaluation and monitoring of both pupil and teachers' perceptions of what leads to increased knowledge and engagement and, where possible, attempt to assess longer term outcomes.

What are the aims and objectives of our PSHE programme?

Our programme aims to provide our students with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

Creating a Safe and Supportive Learning Environment

We will create a safe and supportive learning environment by establishing and consistently revisiting clear ground rules for each session. Anonymous scenarios will be used to protect staff and students.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by being referred to the appropriate school support. For example, the school's Designated Safeguarding Lead (AEL or JBV), their DOS or the school councillor.

If a pupil makes a disclosure the teacher will inform the school's Designated Safeguarding Lead. This policy is informed by the school's safeguarding policy.

Pupils' questions will be answered by providing an age appropriate, safe, and educational answer. We will allow pupils to raise anonymous questions by providing opportunities for anonymous questions to be submitted during certain activities ie a closed box.

If a safeguarding issue is raised by an anonymous question, we will refer to the Designated Safeguarding Lead and investigate.

Equality and diversity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by supporting the school's equality and diversity policy.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by working effectively in groups, supporting each other and reporting any issues within the student body.

We expect our pupils to consider others' needs by listening to each other's opinions and showing kindness, tolerance and respect both within the classroom and across the school environment. We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by teaching about prejudice, discrimination, trans and homophobia as well as equality and individual and human rights.

Key Principles and Teaching Methodology

The programme will be taught through a range of teaching methods, including discussion, group work, video clips, role play, external speakers, interactive shows and demonstrations.

We will ensure learning 'starts from where pupils are' by doing a baseline assessment at the start of every lesson that allow students to discuss their preconceptions on a given topic and then allows them to build on these ideas. For examples students will be given an example scenario and they must think about their current advice which they will review at the end of the lesson.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by reminding students that the majority of young people make sensible healthy choices, and through looking at examples of 'risky' behaviour students can feel confident that they are safe and don't feel under pressure to take unnecessary risks.

We will ensure cross-curricular learning through the schools tutor time Awareness Programme. This develops students Spiritual, Moral, Social and Cultural understanding through a wide range of topics including; Cancer Awareness Month, Road Safety Week, Recycling Week and Stress Awareness Day. These sessions are supported by assemblies and tutor time discussions which support students PSHE learning. Also the Year 7 Peer Education Project, supports students mental health and awareness of resilience and managing stress. In addition, in Biology students learn about the reproductive system, and contraception. In RS and History lessons students discuss human rights and discrimination, as well as looking at British values.

We will help pupils make connections between their learning and 'real life' behaviours through class discussions and the use of current news events.

How will we assess this learning?

We will assess pupils' learning through students' self-reflection. At the beginning of every topic students will complete a baseline assessment to identify their current understanding of the unit. At the end of every session, students will be shown the PSHE Associations learning outcomes for that session, students will analyse what they have learnt and areas they still need to work, including where they can get professional help for this.

We will evidence students learning through their written work, verbal understanding and termly homework tasks. Students will track their progress through self- reflection sheets in their exercise books.

How will we ensure inclusion and differentiate learning?

We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

We will ensure that pupils with SEND receive access to PSHE by individual teachers completing their classroom context sheets and assessing the needs of their pupils to ensure these are met each lesson.

We will respect pupils' unique starting points by providing learning that is varied, providing a wide range of tasks that challenges and engages all pupils. We will recognise and respect pupil's different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture

How will parents and carers be involved?

We are committed to working with parents and carers. We will offer support to parents by offering information evenings on certain topics ie Internet Safety. As well as providing informative resources for parents to support their understanding of PSHE and SMSC.

We will work with parents on the PSHE curriculum through the annual school survey. Parents will be given the opportunity to contribute to the school curriculum. In the 2020 Parent survey 73% of respondents prioritised Mental health and emotional wellbeing as a key focus.

We will communicate to parents about their right to withdraw their children by school email. Legislation states that 'parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum'.

If a parent wishes to withdraw their child we will arrange a meeting to discuss their options and make alternative arrangements for their child for the withdrawn lessons.

We will encourage discussion of topics at home through our weekly awareness topic page on the school website and communicate advice on our FAQs page.

The policy will be available to parents and carers through the school website.

How will we use visitors to enrich the PSHE programme?

The PSHE programme will be led by Ms Ryan

We will use external contributors in the following circumstances:

- Sex Education
- Drug Education Programmes
- Fire Safety
- Internet Safety
- Mental Health Awareness
- Knife Crime
- Careers
- Road Safety

We will ensure external contributors' input is part of a planned programme which it enhances by enrichment day activities, leading experts and classroom discussions as well as an in-depth tutor time programme. Safeguarding checks on the organisation and those representing the organisation will be in place.

How does PSHE link to other school policies?

This policy links the following school policies:

- Safeguarding
- Behaviour and Anti-Bullying
- RSE
- Drugs and Substance

What topics will be covered and when?

- The school is a member of the PSHE Association. Membership gives the school access to resources, examples of best practice and updates from the DfE.
- The school has a member of staff who acts as PSHE Lead. The subject lead is responsible for devising the PSHE programme in Years 7 to 11 and ensuring it is delivered effectively. The subject lead also works with the Head of Sixth Form to audit provision in Years 12 and 13.
- On a yearly basis The PSHE lead liaises with Heads of Subject to audit which aspects of the PSHE and SMSC are covered as part of the whole school curriculum.
- The PSHE lead also devises the Form tutor programme and the SMSC Awareness calendar
- Programmes of study for PSHE education in Years 7 to 11 are non-statutory, although some aspects do have a statutory basis, such as Relationships and Sex Education (RSE), drug education, careers education and work-related learning. The PSHE lead works with the Senior Leadership Team, Directors of Study, external providers and the school's Information Advice and Guidance teacher to ensure that this statutory provision is met.
- During years 7 and 8 pupils have 2 one hour sessions of PSHE a fortnight.
- Year 9 pupils have a one hour session of PSHE a fortnight
- Years 10-11 have a 30 minute session of PSHE a fortnight during form time
- All year groups have PSHE sessions on enrichment days, including talks and guidance from external speakers as well as assemblies
- Year 10 students have a Work Related Learning week in the Summer Term and a series of Information, Advice and Guidance lessons focusing on post 16 options in form time.
- Years 8, 9 and 10 take part in a community volunteering day.
- Years 12 to 13 have PSHE sessions delivered as part of the school's enrichment programme, its afternoon lecture programmes and are also authorised to take up to ten days absence over the two years for work related learning and/or university visits.

Year 7 Topics:

Personal Identity

- Transition to secondary school
- Maintaining friendships
- Growth Mindset
- Healthy lifestyles
- Diet and Exercise
- Healthy choices / managing negative influences

Enterprise and employability

- Skills and Employment types
- Career progression (inc. Challenging stereotypes)
- Your career aspirations

Valuing difference

- Rights and responsibilities
- Stereotypes and Prejudice
- Bullying
- Internet safety and Risks online

Healthy Relationships

- Different Types of Relationships
- Positive relationships

- Conflict resolution
- Real Life Relationships

Health and wellbeing

- Alcohol, Tobacco, The Law
- Peer Pressure
- Puberty,
- CSE
- FGM
- Being responsible for your body

Relationships Education

- Self esteem
- Romantic Relationships
- Family life

Economic wellbeing:

- Needs and Wants
- Consumer Rights
- Ethical Decisions
- Spending, saving and budgeting
- Keeping Safe
- Emergency Situations
- Managing Personal Safety

Year 8 Topics

Healthy Lifestyles:

- Self-esteem,
- Body Image,
- Mental Health,
- Resilience,
- Drugs and Alcohol

Rights and Responsibilities:

- Rights in the UK,
- Challenging Rights,
- Discrimination,
- Civil Responsibilities,
- Government, Laws

Healthy Relationships:

- E-Safety,
- Cyber Bullying,
- Grooming

Relationships:

- Recognising Emotions,
- Partners,
- Family/ Friend Relationships,
- Sex in the Media
- Consent

Sex Education:

- Contraception,
- Sexual Health,
- Teenage Pregnancy

Valuing Difference:

- Discrimination and Intolerance,
- Migration,
- Group Think,
- Standing Up

Economic Wellbeing:

- Consumer Rights,
- Advertising,
- Financial Decisions,
- Bank Accounts

Year 9 Topics:

Keeping Safe:

- Peer Pressure
- Gangs
- Knife Crime

Healthy Lifestyles:

- Work-Life Balance
- Eating Habits
- Eating Disorders

Healthy Relationships:

- Family Conflicts
- Conflict Resolution
- Homelessness

Valuing Differences:

- Equality Act
- Trans stereotyping
- LGBT

Healthy Lifestyles:

- Risks
- Impact of Drugs
- Addiction

Relationships:

- Pressures of Sex
- Unplanned Pregnancy
- Sharing explicit images

Economic Wellbeing:

- Skills
- Enterprising

Year 10 Topics:

Personal Identity:

- Study Habits

Healthy Lifestyles:

- Mental Health

Economic Wellbeing:

- Gambling

Sex Education:

- Pornography and Sexting

Healthy Lifestyles:

- Role Models

Healthy Relationships:

- Modern Families

Year 11 Topics:

Personal Identity:

- Revision Skills

Healthy Lifestyles:

- Stress

Relationships:

- Abuse

Valuing Difference:

- Extremism

Healthy Lifestyles:

- Cancer

Sixth Form PSHE Programme

PHSE provision in Years 12 and 13 continues to be underpinned by the belief that it continues to play a vital role in the personal development of young people which assists them in developing the skills and attributes they need to stay healthy, safe and prepare them for life and work in modern Britain. Crucially PHSE at this stage in their school career is also focused on preparing them for their next steps in life as a young adult, whether that be living independently at University, taking a gap year or entering into employment as part of a Higher Apprenticeship. As such the PHSE programme also looks to develop more fully:

- That all students have the cultural capital to engage in informed debate on global issues.
- That all students have well-considered and well-informed plan for their future.
- That all students have a deeper appreciation of the complexity of the experiences of others.
- That all students have the ability to look after their mental and physical health as part of an independent lifestyle.

PHSE sessions are delivered as follows:

- Afternoon registration lectures
- Assemblies
- Enrichment Days
- Information Evenings for Parents and Students

Format is dependent upon whether guest speakers are involved and the subject matter being discussed.

Provision

IAG

Year 12

- Year 11 to 12 Induction programme - this features tailored careers activities for STEM/Arts and Humanities/ Social Sciences.
- Exploring Careers- Careers Evening with 30 plus professionals, including former students, offering information, advice, guidance and work experience.
- Careers in medicine and health sector- Visit to Maidstone Hospital and the Higher Education Convention.
- Apprenticeship workshops and visit to apprenticeship and sponsored degrees fair.
- CII guide to apprenticeships and careers in the finance sector – sessions as part of UCAS preparation week.
- Oxbridge and Medicine application support including Admission Test support.

Year 13

- UCAS and Apprenticeships support.
- Mock Interviews

Mental and Physical Health Wellbeing and RSE

Mindfulness sessions and OWLS exam stress-relief sessions are available on recommendation for both years.

Year 12

- Drug Awareness
- Driving and Risk
- Sexual Consent and the Law
- Mental Health First Aid at school (including dealing with stress)
- Biology or Gender?
- Reproductive Rights

Year 13

- Food Hygiene
- Staying Safe – Alcohol
- Planning for independent living
- Managing your Mental Health after school
- Young Money and planning for independent living.

British Values and Global Citizenship

The following themes have been addressed in 2020-21 via our lecture and Form Tutor activities. They will change every year in response to global challenges. We like to respond to student requests for issues they want us to cover or that they want to present on themselves. These are in italics:

- Brexit
- Election analysis
- Extinction Rebellion
- Corona Virus
- Charlottesville and Trump
- BLM
- INCELS and online Misogyny
- Social Media and Political Data
- Pride
- *Lessons from Auschwitz*
- *China and the Uighurs*
- *Iran*
- *Sudan*