



Olive Academies

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

| | |
|---|---|
| Document control table | |
| Title | Personal, Social, Health and Economic (PSHE) Education |
| Date approved | 21 July 2022 |
| Approved by | OA central (Director of Academies) |
| Date of next review | July 2024 unless legislation of practice determines earlier |
| Updates/revisions included: | <ul style="list-style-type: none">• Added reference to Gridmaker• Added that a safe space would be provided for anyone to speak out to members of staff but especially for children who are LGBT and may lack a trusted adult with whom they can be open (6) |
| Academies to note: This is an OA policy which should not be modified (if applicable) | |

1. Introduction

The Olive Academies Multi-Academy Trust is committed to meeting the needs of pupils and ensuring that they make progress. We aim to achieve this in line with our values and beliefs:

- Conviction – everyone has the capacity to reach their potential;
- Determination – not giving up on those who have not yet experienced consistent success;
- Ambition – all challenges can be overcome with the right support both in education and in life;
- Reflection – learning from experiences and developing a capacity to improve further.

2. Statement of intent

At Olive Academies, we believe that provision of Personal, Social, Health and Economic education will help students lead confident, healthy and responsible lives as individuals and members of society.

Through a range of lessons and activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they may face as they approach adulthood.

3. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

At Key Stage 2 (primary):

- We must teach relationships education 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

In our secondary schools:

- 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.

Within each of its academies, Olive Academies provides a PSHE programme which complements the statutory content outlined in the wider curriculum and guidance on: drug education, financial education, relationships and sex education, and the importance of a healthy lifestyle and being safe including online safety.

This policy should be read in conjunction with other policies:

- Relationships and sex education
- Safeguarding and child protection
- ICT and online safety
- Careers

4. Implementation

The teaching of PSHE will be delivered across the wider curriculum including The Olive Way and Coaching. Every student works with their own coach. Coaches provide nurturing one-to-one care and support, mentoring students throughout their time at our academy and during their transition back into mainstream school. Coaching time will develop 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. Students will be taught PSHE (including Relationships and Sex Education) weekly following a sequenced curriculum plan appropriate for age and stage of development.

5. Organisation and content of the programme; teaching methods; staffing

The OA PSHE programme is mapped using the government recommended PSHE Association programme of study and refers to the statutory guidance on Relationships Education, Relationships and Sex Education and Health Education www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education. We also use Gridmaker to map the content and ensure all aspects are covered.

The schemes of work are altered from year to year, in the interest of continuing improvement in the quality of education at Olive Academies. In addition to the statutory elements of the RSE programme outlined in our RSE policy, the PSHE programme follows the PHSE Association model and covers:

- health and wellbeing
- relationships
- living in the wider world

This programme includes themes such as financial decisions making and budgeting, careers and enterprise education, personal safety, mental wellbeing, drugs, alcohol and tobacco, basic first aid and health eating. including assessing and managing both negative and positive risks.

PSHE education is delivered by teaching staff and coaching staff at various times during the academic week. Students will take part in The Olive Way and Coaching time alongside core subjects and their learning pathways. Staff will receive bespoke opportunities to develop their subject knowledge as part of the Olive Academy staff training programme. Staff will also be able to access specialist knowledge via the PSHE Association resources and the OA CPD offer.

Lessons will be well planned in advance allowing for detailed sensitive planning taking into account students that may find certain issues difficult. This timely approach will also give the opportunity for teachers, and coaches to raise any sensitive issues regarding delivery of lessons. At the start of lessons, learning objectives will be made clear and there will be frequent checks on understanding through review. Teachers must display excellent knowledge of PSHE and skillfully manage discussions on sensitive and controversial issues.

Academies will consider what local data tells them about the specific issues and risks that students are likely to encounter. These may include local statistics on teenage pregnancy, county lines, drug and alcohol misuse, as well as poverty indicators debt levels and food bank use. The Designated Safeguarding Lead will ensure that local and internal data is closely monitored and covered within the content of the PSHE programme.

Olive Academies work in collaboration with charities, specialists and external training providers to support the delivery of key topics, for example St Giles Trust and Street Doctors. Each academy works with local providers who can provide dynamic learning opportunities which reflect the changing local context.

Reflection is an essential part of learning. It helps pupils to consolidate the knowledge and skills they have been learning and to form new understanding and attitudes. Reflection prompted by questions and discussion forms part of the programme of work.

Olive Academies will strengthen the teaching of PSHE through:

- Core and foundation curriculum areas
- Cross-curricular projects
- Reflect, Restore, Acknowledge sessions
- Whole school events and specialist days
- Educational visits and trips
- Careers education, information and guidance
- Work experience

The content of the PSHE programme will be delivered using a variety of teaching methods including discussion, presentation, role play, extended writing and questioning.

6. Confidentiality and reporting

It is important that appropriate ground rules are established for some sensitive topics within the PSHE programme of study. If a member of staff becomes worried about a child's health, state of mind or safety as a result of comments during PHSE the concerns should be reported in line with the academy's Safeguarding/Child Protection policy.

As part of its overall approach to creating a culture of safeguarding, well promoted and easily understood systems are in place for students to confidently report abuse, sexual violence and sexual harassment and know that their concerns will be treated seriously. We recognise that there are additional barriers faced by children who are LGBT and will endeavour to reduce additional barriers faced by ensuring there is a safe space for anyone to speak out or share concerns with members of staff. The PSHE programme will be used to emphasize this message and ensure that students feel confident in raising any concerns.

Any external contributor should work within academy policies relating to handling sensitive issues and confidentiality, health and safety and any specific policies relating to subject content such as RSE. It is essential that safeguarding protocols and policies are clearly shared with any visitor to the classroom, including the boundaries for what can and cannot be kept confidential and that these protocols and policies are fully adhered to.

7. Working with parents

The trust hopes that parents will support both the policy and the practice of PSHE. Parents who would like to know more in detail about the programme of study, the resources and the staffing are very welcome and should contact the academy's head in the first instance.

8. Monitoring, evaluation and review

The PSHE curriculum will be led by the appointed lead – usually the Assistant Headteacher or Deputy headteacher within the academy. They will work closely with the leader responsible for the curriculum to quality assure the programme.

Progress and outcomes arising out of the PSHE programme will be reported on at each academy's advisory board and this policy will be reviewed every three years at a minimum but will be updated in line with any changes in legislation sooner than that. The review will include an assessment of its implementation and effectiveness.