



PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website. The Academy Council will review the policy annually and assess its implementation and effectiveness.

Version:	1.0
Date created:	May 2021
Author:	Principal
Ratified by:	
Date ratified:	
Review date:	

Revision History:

Version:	Date:	Author:	Summary of Changes:
1.0	May 2021	RHI	New Policy

Introduction:

At Brook Mead Academy our aim is to equip every pupil with the knowledge, dispositions and attributes necessary for success and fulfilment in education, employment and wider life. Personal, Social and Health Education (PSHE) makes a significant contribution to the development of the key skills and characteristics needed by pupils in order for them to lead safe, healthy and fulfilling lives. It supports them in becoming confident individuals and responsible citizens.

PSHE PROVISION AT BROOK MEAD ACADEMY

PSHE is taught in discrete timetabled lessons and is also delivered through a rich, school-wide approach that brings learning alive. This includes:

- dedicated lessons at Key Stage 3 and Key Stage 4.
- extended tutorial sessions led by the form tutor
- cross curricular projects
- drop down days
- school assemblies
- a range of opportunities for pupil leadership
- enrichment activities in our universal co-curricular extended day programme.
- pupil involvement in the life of the wider community
- day to day pastoral care and guidance
- teaching PSHE through and within other subjects, e.g. Science, PE, Food Technology, English
- visiting speakers and theatre groups
- tutor time debates.

PSHE TOPICS

Based on 1 x 40-minute session per week, the following content is offered:

PSHE Modules– Relationships, Health and Wellbeing and Living in the Wider World

Citizenship Modules- Politics and Government in the UK, Law and Justice in the UK, My rights and responsibilities in the UK, Money management in the UK

Also promoted through these lessons:

British Values (democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs)

SMSC development – (Spiritual, Moral, Social and Cultural)

KS3 Detailed Curriculum Map

Year 7	Year 8	Year 9
<p>Half term 1 – 7 lessons</p> <p>Health and Wellbeing</p> <ol style="list-style-type: none"> 1. Responding to change (new school, organisation) 2. Looking after yourself (sleep, morning and evening routines for health and hygiene and managing work) 3. Brain development 4. Emotional literacy 5. Positive relationships – new friends 6. Mindfulness 7. Confidence and Personal strengths 	<p>Half term 1 -</p> <p>Relationships – Family</p> <ol style="list-style-type: none"> 1. Different family units 2. Family changes (divorce and bereavement) 3. Changing roles of women 4. Young carers <p>Health and wellbeing - looking after yourself</p> <ol style="list-style-type: none"> 1. Nutrition 2. Puberty 3. Sexuality and Sexual orientation 4. Self-image 	<p>Half term 1 -</p> <p>My rights and responsibilities in the UK</p> <ol style="list-style-type: none"> 1. Government and international aid 2. Companies and their social responsibility 3. Role of social media and awareness 4. Volunteering 5. Donate a letter (1) 6. Donate a letter (2)
<p>October Half Term</p>		
<p>Half term 2 – 8 lessons</p> <p>Politics and Government in the UK</p> <ol style="list-style-type: none"> 1. Structure and role of our government (devolution, local council and councillors, national MPS) 2. Democracy and the election process (inc changes in past working class and women) 3. Alternative political systems <p>My rights and responsibilities in the UK</p> <ol style="list-style-type: none"> 4. Freedom of expression - protest, pressure and the right to offend. 5. Influencing government - Youth Parliament 6. Influencing government – Marcus Rashford and free school meals 	<p>Half term 2 –</p> <p>Living in the wider world – Community and Cohesion</p> <ol style="list-style-type: none"> 1. Diverse Britain – Benjamin Zephaniah poetry 2. Stereotyping 3. Leicester as a part of Britain (inc census data discussion) 4. Cohesive or segregated communities (Oldham start – Leicester examples of both sides) 5. Is Leicester a cohesive community? (prep lesson) 6. Is Leicester a cohesive community? (persuasive speech lessons x2) 	<p>Half term 2 –</p> <p>Health and Wellbeing – Awareness, prevention and treatment</p> <ol style="list-style-type: none"> 1. Physical Illnesses - Malaria, Zika, Ebola 2. Physical Illness – HIV 3. Physical Illness – Cancers 4. Physical Illness – Diabetes 5. Mental Illnesses – Anxiety, OCD and depression 6. Mental Illnesses – eating disorders, body dysmorphia and self-image 7. Vaccines 8. Organ, blood and stem cell donation

<p>7. Influencing government – Fathers for Justice OR NSPCC OR BLM</p> <p>8. Influencing government – Extinction rebellion</p>	<p>7. Is Leicester a cohesive community? (persuasive speech lessons x2)</p>	
<p>Christmas Holidays</p>		
<p>Half term 3 – 6 lessons</p> <p>Relationships and Living in the wider world</p> <ol style="list-style-type: none"> 1. Positive relationships (friends, family, in school) 2. Anti-bullying 3. Peer pressure (negative behaviours) 4. Online risk and safety (grooming case study) 5. Online risk and safety (decision making) 6. Role of social media companies (what happens when I click ‘report’?) 	<p>Half term 3 –</p> <p>Relationships and Living in the wider world</p> <ol style="list-style-type: none"> 1. Contraception 2. Consent 3. Harassment 4. Peer pressure – sexting and pornography 5. Gangs 6. County lines 7. Extremism 	<p>Half term 3 -</p> <p>Relationships and My rights and responsibilities</p> <ol style="list-style-type: none"> 1. LGBTQ+ and sexual orientation 2. Contraception 3. Consent 4. Fertility (IVF, Adoption) 5. Parenthood (young parenthood and responsibilities) 6. Maternity and Paternity Leave rights around the world
<p>February Half Term</p>		
<p>Half term 4 – 7 lessons</p> <p>Living the wider world</p> <ol style="list-style-type: none"> 1. Offline risk and safety (safety) 2. Offline risk and safety (Smoking, drugs and alcohol, gambling) 3. Assertiveness practise 4. How to respond to an emergency 5. Resilience 6. Keeping safe snakes and ladders (make) 7. Keeping safe snakes and ladders (play) 	<p>Half term 4 –</p> <p>Law and Justice in the UK</p> <ol style="list-style-type: none"> 1. How are laws made in the UK? 2. How are laws enforced the UK? – Police 3. Criminal Justice system in the UK – court, system 4. Criminal Justice system in the UK- punishments 5. Stop and Search 6. Knife Crime 7. Age of criminal responsibility (in group debate) 	<p>Half term 4 –</p> <p>Future planning</p> <p>GCSE options / further education / employability / decision making</p>
<p>Easter Holidays</p>		
<p>Half term 5 – 5 lessons</p> <p>Money management in the UK</p>	<p>Half term 5 –</p> <p>Living in the wider world – global governance</p> <ol style="list-style-type: none"> 1. The United Nations 	<p>Half term 5 -</p> <ol style="list-style-type: none"> 1. Abuse - awareness, types, how to respond/ get help, FGM, breast ironing, domestic

<ol style="list-style-type: none"> 1. Understanding pay cheques (systems, deductions for tax, national insurance, pensions) 2. Monthly/ weekly budgets (decision making exercise) (2 lessons) 3. Monthly/ weekly budgets (decision making exercise) (2 lessons) 4. Job seekers allowance and the welfare system 5. What else does the government spend tax revenue on? Link to politics 	<ol style="list-style-type: none"> 2. International Monetary Fund, World Bank and WTO 3. Trade blocs and the EU x2 4. Trade blocs and the EU x2 5. Should we create a WEO? (World Environment Organisation) decision making exercise. 	<ol style="list-style-type: none"> 2. Respectful relationships, including friendships 3. Protected Characteristics. 4. Mental wellbeing 5. Changing and adolescent body.
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May Half Term

<p>Half term 6 – 5 lessons</p> <p>My rights and responsibilities in the UK -</p> <p>Celebrating differences</p> <ol style="list-style-type: none"> 1. Protected characteristics 2. Tolerance 3. Challenging prejudice and discrimination 4. Celebrating differences 5. Preparing for the summer holidays 	<p>Half term 6 -</p> <p>Money management in the UK</p> <ol style="list-style-type: none"> 1. Role of banks 2. Debt with a bank or company – personal loan, over draft, credit cards 3. Debt with the government Higher Education – student loans 4. Buying or financing a car 5. Buying or renting a house 	<p>Half term 6</p> <ol style="list-style-type: none"> 1. Conflict – examples, modern pirates, blood diamonds, solutions, international response 2. Internet safety 3. Physical health and fitness 4. Drugs, alcohol and tobacco 5. Basic first aid
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PUPIL LEADERSHIP

In addition to planned opportunities for pupils to demonstrate and develop leadership skills in lessons, there are numerous other ways in which leadership is nurtured and developed. This includes pupils taking on the role of:

- Pupil Council Leaders
- Prefects
- Tutor group representatives, such as Form reps and Sports reps
- Pupil Ambassadors for each subject
- Sports team leaders
- Enrichment activity leaders
- Academy tour guides
- Academy Open Evenings and events guides/leaders
- Pupil panel members in the staff recruitment process.

TUTORIAL TIME/ ASSEMBLIES

Tutorial time plays a crucial role in supporting pupils to develop habits of mind, learning dispositions and positive character traits. Tutorial sessions regularly involve pupils investigating, discussing and debating moral and ethical issues.

Assemblies are used to reinforce the school's ethos and values. The assembly programme follows an annual plan of key themes, events and celebrations. Assembly themes are monitored on a regular basis at SLT meetings to ensure that an appropriate range of SMSC and PSHE themes are covered during the year. Assemblies are often, but not always, planned to support the content that is being learnt during PSHE lessons at that time in the academic year. Where this is the case, assemblies will support and enhance the taught curriculum as opposed to replace it.

ACTIVE CITIZENSHIP

We are committed to building strong links with the local community and for our pupils to learn from, and with, the local community. Community groups will be encouraged to use our facilities for their events and activities when we move into our permanent accommodation. Pupils will have opportunities to make a difference to our community through Brook Mead Bonus Time sessions, for example, linking up with elderly local residents or working with primary school pupils during enrichment activities.

Fund-raising is an important aspect of our practice at Brook Mead Academy. It plays a vital role in raising pupils' awareness of people and communities who are less fortunate than themselves. Pupils take responsibility for deciding on the preferred charity or charities and for taking a lead on organising charity events.

POSITIVE BEHAVIOUR FOR LEARNING

High standards of behaviour, self-discipline, self-control and personal accountability are expected of all adults by society in general. We prepare pupils for a successful life in the wider society by supporting them in developing respect and consideration for others. We have the highest expectations of pupils' behaviour and apply our routines and policies consistently. We form strong relationships with parents/carers from the point of transition to the school.

BRITISH VALUES

Fundamental British values underpin our approach to PSHE and throughout the curriculum planning and teaching explicit references are made. The fundamental British values are individual liberty, mutual respect, democracy, rule of law and tolerance of beliefs.

Please see the separate British Values Policy.

ANTI-BULLYING

A clear anti-bullying message is promoted through assemblies, tutorial sessions and reinforced in our behaviour policy. Personal safety is also the focus of assemblies and tutorial sessions. Pupils are taught to assess and manage risks appropriately and keep themselves safe. This includes discussing the damaging effects of cyber-bullying.

RSE

Relationships and Sex Education (RSE) is taught through the science curriculum and during PSHE lessons at Key Stage 3 and 4. We ensure that the RSE programme is relevant to all pupils and is age and stage appropriate. It contributes to the development of the personal skills needed by pupils in order to establish and maintain positive, healthy relationships and it enables them to make responsible and well-informed decisions about their health and wellbeing.

APPRECIATING DIVERSITY

Our community is based on the core values of mutual respect and one in which differing views, interests, backgrounds and outlooks are honoured. We prepare our pupils to live and work in a diverse society, to understand and respect the cultures, faith and backgrounds of others through the taught curriculum and enrichment activities which provide opportunities to learn from members of our local community. We celebrate the cultural diversity of the school and local community and we encourage pupils to highlight and challenge discrimination through events and assemblies.

HEALTHY LIFESTYLE

Pupils learn how to stay physically healthy and to make informed choices about their health and well-being through the taught curriculum, for example in PE, science and food technology lessons (when we are able to teach this subject in our permanent building).

RELATED POLICIES

The PSHE policy should be read in conjunction with the following policies:

- RSE Policy
- Anti-Bullying policy
- SMSC Policy
- Positive Behaviour for Learning Policy

- British Values Policy
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Curriculum Policy
- Equal Opportunities Policy