

## PSHE Intent

The Personal, Social, Health and Economic (PSHE) education curriculum at Willenhall E-Act Academy is to engage students in a sequence of lifelong learning which is accessible to all. The sequence of learning is based on the three core themes of Health and Wellbeing, Relationships and Living in the Wider World. Students will learn how they develop personally and socially, and encouraged to take responsibility in tackling moral, social and cultural issues faced in society, moving towards a greater level of independence. At Willenhall E-Act Academy, PSHE will underpin learning in the classroom, establishing those connections to inspire high expectations of oneself and others in the wider community.

Students at key stage 3 and key stage 4 will focus on the same themes each term **to establish critical, analytical** and collaborative thinking, to create opportunities that turn knowledge into personal understanding. By exploring, challenging and reflecting on the societal context of each theme, students will learn and retain the skills, language and strategies needed to live safely, healthy and responsibly in a diverse society of constant social changes.

Relationships and Sex education will also form part of the PSHE curriculum. This links in to topics within the science curriculum such as the study of the human reproductive system, including puberty where students learn the stages of development using the correct terminology. Students are then able to discuss and understand the formation of healthy and unhealthy relationship that can further support themes in the English curriculum such as Romeo and Juliet, Midsummers Night's Dream. The context and content of the RSE curriculum will be delivered to meet the appropriate age, scaffolding knowledge and life skills in preparation for the future.

The PSHE and RSE curriculum is in line with current and renewed regulations from the Department of Education (DfE) and is aimed to meet the requirements set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019)***. Relationships, Sex Education and Health Education are taught as a statutory subject through this PSHE curriculum as well as wider subject curriculums.

### Student will examine the following topics:

- Healthy bodies and lifestyles, self-esteem and confidence, body image and the media, including keeping safe, puberty, substance misuse
- Healthy minds, including emotional wellbeing, resilience, mental health
- Economic wellbeing and financial capability
- Careers education, preparation for the workplace and making a positive contribution to society
- Different types of relationships, including friendships, family relationships, dealing with strangers and, intimate relationships, bullying
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- How relationships may affect health and wellbeing, including mental health
- Healthy relationships and safety online
- Gender and identity
- Factual knowledge, around sex, sexual health and sexuality, set firmly within the context of a healthy relationship
- Diversity, equality and discrimination
- Extremism and British Values

As an academy we recognise the impact of social media, the media and the digital world on our children and young people. Therefore, the approach of the PSHE and RSE curriculum will focus on recognising the power of the media world and ensure that students know how to keep themselves and their personal information safe including images. We also recognise that identity is no longer one-dimensional where individuals have the right and freedom to choose how they wish to be acknowledged in terms of gender or not. We aim to deliver a curriculum that recognises and addresses these differences which includes building self-esteem and confidence.

## Effective practice and delivery

- The PSHE schedule is combined with the assembly rota– topics can be cross-referenced to aid review and improvement.
- Quality assurance is carried out using a set of expectations to be seen carried out by students and teachers. This is based on the OFSTED descriptors that points out that the **“descriptors should not be used as a checklist. They must be applied adopting a ‘best fit’ approach.”** (Personal, Social, Health and Economic (PSHE) education survey visits)
- Power-point presentations coupled with teacher notes are provided for each session where suggested activities are given to generate enthusiasm and engagement.
- Teachers are supported with short videos to aid effective delivery of the topics. This is particularly useful for NQTs and new members of staff to the academy developing their knowledge and experience.
- Based on the real life learning nature of the topics, students are clearly instructed not to discuss, share any sensitive information based on their personal experience or knowledge of others.
- Students are informed and reminded during sessions about procedures in handling disclosures.
- Students will be expected to engage and listen during lessons, and accept where it is inappropriate to take part in a discussion.
- Clear guidance to be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
- Where a student’s question is inappropriate, the teacher will attend to it later on an individual basis rather than in a whole class setting.
- Teachers will set the tone and pace of the topic, ensuring that students discuss issues in a way which encourages thoughtful participation
- If a teacher is concerned that a student is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.
- British law and values will form the basis for responses to student questions.
- Decoding of vocabulary so students are aware of correct terminologies will be explained and students expected to use the correct terms when speaking and writing.
- The Safeguarding Team is informed where topics such as domestic violence, substance misuse, sexual exploitation may trigger trauma or distress. Students at risk will be identified and parents informed to ensure that they access the learning in a comfortable way or they have the right to withdraw.
- Sensitive topics will have signposts to sources for further information and support.
- Teachers are expected to attempt to answer students’ questions and concerns sensitively, regardless of age, gender, ethnicity or religion. Individual teachers will use their professional judgement in every aspect of the PSHE topic, but if necessary where concerns arise, refer to the PSHE coordinator for advice and support.

## **SEND Provision**

- SEND students should follow the same PSHE/RSE curriculum as all other students. Emphasis will be placed on retrieval and recall of key vocabulary.
- Tutors will ensure that content and resources are differentiated and adapted to meet the needs of SEND students.
- Where students have multiple needs and a higher level of vulnerability, topics can be revisited to reinforce the learning. For example, SEND students are more susceptible to exploitation and bullying.
- Tutors to liaise with the SEND/Inclusion team for further support where concerns arise about student understanding.