



PSHE POLICY

Policy/Procedure creator: Kate Williams

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Centre Name	MEPA Academy
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Current process reviewed by	Kate Williams
Current process approved by	Mandy Ellen
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Key staff involved in the process

Head of centre	Mandy Ellen
Senior leader(s)	Mandy Ellen and Emma Finch
Exams officer	Kate Williams
Other staff (if applicable)	Claire Ross (SENDCO)

This process is reviewed and updated annually to ensure compliance with current requirements and regulations.

1. Aims

Personal, social, health and economic (PSHE) education is a non-statutory but important and necessary part of all pupils' education (Department for Education, 2020).

At MEPA Academy we have high expectations of our students and strive to ensure that every child achieves academically, socially and personally through our school ethos and values of Kindness, Friendship, Resilience, Curiosity and Respect.

Our PSHE programme, is rooted in our school values, aims to equip each child with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions that will aid them in navigating their way through life whilst at school and for the years that follow.

We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

We continue to tailor our PSHE programme to best reflect the needs of our current students at MEPA Academy through:

1. Promoting their spiritual, moral, cultural, mental and physical development
2. Preparing them for the opportunities, responsibilities and experiences of later life. (Education Act 2002/ Academies Act 2010)

The teaching of PSHE will support our school's MEPA Mantra: Mindful and Respectful, Enthusiastic and Creative, Progress and Attainment, Aiming High

2. Statutory requirements

PSHE is a non-statutory subject. However, to support all young people to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach. Upon statutory guidance that will come into effect from September 2020, and in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies 'to promote the wellbeing of pupils at the school', our PSHE revised curriculum subjects will be:

1. Relationships and sex education (RSE)
2. Health education

Both of these statutory elements fall under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. Please see our RSE Policy which details a parent's right to withdraw their child from certain aspects of RSE.

Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above). Please refer to our Relationships and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject.

We will also cover topics under the following headers:

- Living in the wider world
- Health and wellbeing
- Careers

3.2 How we teach it

Students in both Key stages are timetabled for two 20 minute lessons per week. We aim to supplement these timetabled lessons with occasional special PSHE mornings where children will have the opportunity to explore key topics in depth over a longer period of teaching time. Lessons are created and delivered by the KS3 and KS4 tutor. All lessons are in line with our long-term PSHE scheme of work and underpinned by the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. To facilitate student's learning in PSHE lessons:

- Rules are established at the beginning to create an environment of safety, maturity and security; one in which children are encouraged to talk hypothetically as opposed to each other's personal experiences;
- The purpose of each lesson is made clear;
- Appropriate learning experiences are planned in line with our long-term PSHE scheme of work to meet the needs of all the children in the class. Where necessary, the school's SENCO is consulted on best practice for delivery;
- Scenario based learning experiences draw on children's own knowledge and understanding to provide them with a range of opportunities to learn, practise and demonstrate skills, attitudes, knowledge and understanding;
- Time is given for children to reflect, consolidate and apply their learning of skills to relevant scenarios;
- Staff training needs are met, to include safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE;
- MEPA Academy leads the programme, but, carefully selected and, where necessary, screened outside visitors may play a role in delivering content.

4. Roles and responsibilities

4.1 The Principal/Proprietor

The Principal/Proprietor is responsible for ensuring that PSHE is taught consistently across the school.

4.2 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Lessons are created and delivered by the key stage tutors (Kate Williams and Claire Ross).

4.3 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer question such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?

- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through planning reviews, learning walks, surveys, recording pupil attendance of PSHE sessions, regular review of the PSHE Policy, gathering information school reports and sampling the quality and content of student's work.

6. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education (RSE) Policy