



Beamont Collegiate Academy

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

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1. Introduction

- 1.1 The Department for Education launched a review of personal, social, health and economic (PSHE) education, as outlined in the Schools White Paper 2010. The internal review, which will report to the Secretary of State, will look at the quality of teaching of PSHE in schools, along with its content.
- 1.2 Heads, teachers, parents, students and other interested parties were invited to submit their views and evidence to the Department. After the review of PSHE education which finished in November 2011, the Secretary of State will next publish proposals for public consultation.
- 1.3 This policy follows the current guidance for the teaching of PSHE and will be reviewed and amended once the review has been evaluated and any National Curriculum amendments have been made.

2. Aims

- 2.1 Beamont Collegiate Academy recognises and values the benefits that the Personal, Social, Health and Economic Education (PSHE) programme offers its students. As part of a whole-school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society.
- 2.2 This programme is linked with the compulsory section of Citizenship and collectively they offer a broad scope of subjects. Beamont Collegiate Academy will offer learning opportunities that will enable students to be taught the knowledge, skills and understanding they need to take responsibility for themselves, show and offer respect to others and develop their confidence and self-awareness. This will enable them to be more informed when making decisions and more able to cope with the challenges life brings. By teaching students to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged students. The programme is designed for students to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging.

3. The Organisation of PSHE

- 3.1 Beamont Collegiate Academy has designated a PSHE co-ordinator who will have overall responsibility for monitoring student performance and the quality of learning and teaching in this area and who will have a target for improving attitudes and behaviour. The co-ordinator will ensure that all teachers and teaching assistants are given current information on any changes to the curriculum

3.2 Beamont Collegiate Academy recognises the importance and value of parents/carers and families in helping their children to develop and make responsible decisions for themselves based on informed choices. This will be reflected in the delivery of the PSHE curriculum. PSHE education equips students to live healthy, safe, productive, capable, responsible and balanced lives. It encourages and supports students to make effective transitions, positive learning and career choices and explore economic wellbeing, in preparation for life and work in modern Britain. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

3.3 The Academy will follow the PSHE curriculum at Key Stage 3 and 4 as outlined in the National Curriculum guidance and in reflection of the 'The PSHE Association' guidelines.

3.4 **Overarching principles developed over Key Stage 3 & 4**

Over both key stages, the focus is to develop skills and attributes such as resilience, self-esteem, risk-management, team work and critical thinking in the context of learning, grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). The key principles are:

- accurate, balanced and relevant knowledge
- opportunities to turn 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.

3.5 **Overarching concepts over Key Stage 3 & 4**

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including

behaviour and strategies to employ in different settings, including online in an increasingly connected world

- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- Career (including enterprise, employability and economic understanding)

3.6 The core themes for KS3 & KS4 include:

CORE THEME 1: HEALTH AND WELLBEING

- how to maintain physical, mental and emotional health and wellbeing.
- 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, parenthood and the consequences of teenage pregnancy are built into core theme 2.*
- how to assess and manage risks to health; and to keep themselves and others safe by identify how to access help, advice and support.
- how to respond in an emergency, including administering first aid.
- the role and influence of the media on lifestyle.
- Sexual health considered within the context of healthy relationships.

CORE THEME 2: RELATIONSHIPS

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills.
- how to recognise and manage emotions within a range of relationships.
- 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.
- about the concept of consent in a variety of contexts (including in sexual relationships).
- about managing loss including bereavement, separation and divorce.
- to respect equality and be a productive member of a diverse community.
- how to identify and access appropriate advice and support.

CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)

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

4. The Key Stage 3 Curriculum

4.1 During Key Stage 3 our students will learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power. PSHE education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

4.2 The areas covered in the PSHE KS3 programme of study:

Core theme one

1. to recognise their personal strengths and how this affects their self-confidence and self-esteem
2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
3. to accept helpful feedback or reject unhelpful criticism
4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
5. the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;
6. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it.
7. to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)

8. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM
9. the importance of and ways of taking increased responsibility for their own physical health and personal hygiene
10. about the use of contraception, including the condom and pill; to negotiate condom use, that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs (*year 9 & 10 only*)
11. the benefits of physical activity and exercise and the importance of sleep
12. to recognise and manage what influences their choices about exercise
13. the importance of, and strategies for, maintaining a balance between work, leisure and exercise
14. what constitutes a balanced diet, its benefits (including the risks associated with both obesity and dieting) and what might influence their decisions about eating a balanced diet
15. how the media portrays young people; to recognise its possible impact on body image and health issues
16. that identity is affected by a range of factors, including the media and a positive sense of self worth
17. ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations
18. to understand how the inappropriate use of mobile phones can contribute to accidents
19. to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety
20. the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol). *Most content delivered in science.*
21. factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis (*year 9 & 10 only*)
22. the law relating to the supply, use and misuse of legal and illegal substances
23. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)
24. the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start)
25. and the benefits of not smoking including not harming others with second-hand smoke
26. the safe use of prescribed and over the counter medicines
27. the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'

28. how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use
29. about cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3 – year 9) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices

Core theme two

- a) the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
- b) to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise
- c) to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
- d) to explore the range of positive qualities people, bring to relationships and that relationships can cause strong feelings and emotions (including sexual attraction)
- e) the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)
- f) that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships
- g) different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- h) the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children. Marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable
- i) the roles and responsibilities of parents, carers and children in families
- j) how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- k) to understand the importance of friendship and to begin to consider love and sexual relationships in this context and to understand what expectations might be of having a girl/boyfriend, considering different levels of intimacy and their consequences
- l) to acknowledge and respect the right not to have intimate relationships until ready about readiness for sex and the benefits of delaying sexual activity
- m) that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected

- n) about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given) and how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent
- o) about contraception, including the condom and pill. To develop communication and negotiation skills necessary for contraceptive use in healthy relationships including the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances
- p) to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)
- q) about the difference between assigned/biological sex, gender identity and sexual orientation
- r) to recognise that there is diversity in sexual attraction and developing sexuality and the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology (the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so)
- s) to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
- t) the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them
- u) to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours
- v) to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns
- w) laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon
- x) about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support
- y) the safe and responsible use of information communication technology (including safe management of own and others' personal data including

- images) and to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy
- z) how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns when the sharing of explicit images may constitute a serious criminal offence

Core theme three

- a) to recognise, clarify and if necessary challenge their own core values and how their values influence their choices
- b) the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)
- c) the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities
- d) strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives
- e) about the potential tensions between human rights, British law and cultural and religious expectations and practices
- f) about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights
- g) being undermined or ignored
- h) to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations
- i) about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills
- j) to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
- k) different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work
- l) about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
- m) about different work roles and career pathways, including clarifying their own early aspirations
- n) about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process (subject choices evening/career interview at KS4)
- o) the benefits of being ambitious and enterprising in all aspects of life

- p) the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit
- q) the importance of protecting their own and others' reputations; protecting their 'online presence': the concept of having a personal 'brand' that can be enhanced or damaged
- r) to assess and manage risk in relation to financial decisions that young people might make about gambling (including online) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others
- s) to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)

5. The Key Stage 4 Curriculum

- 5.1 During Key Stage 4 students are expected to use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take new and more adult roles in the Academy and the wider community.
- 5.2 They develop the self-awareness and confidence needed for adult life, further learning and work. They will have opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them.
- 5.3 They develop their ability to weigh up alternative courses of action for health and well-being.
- 5.4 They gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions.
- 5.5 They learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek advice about these and other personal issues. They learn to respect the views, needs and rights of people of all ages.

6. Developing confidence and responsibility and making the most of their abilities

- 6.1 Students will be taught to;
 - i. Be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals

- i. Have a sense of their own identity and present themselves confidently in a range of situations
 - ii. Be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience
 - iii. Recognise influences, pressures and sources of help and respond to them appropriately
 - iv. Use a range of financial tools and services, including budgeting and saving, in managing personal money
- 6.2 They will also learn about the choices open to them post-16, including continuing education, training and employment, and about their financial implications. They will use high quality information, advice and guidance to help them choose their next steps, negotiate and plan their post-16 choices with parents/carers and others, develop career management skills, and prepare and put into practice personal action plans

7. **The areas covered in the PSHE KS4 programme of study:**

Core theme 1

- a) to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this
- b) to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism
- c) strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing
- d) the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression). Reinforcing and building on key stage 3 learning, to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it
- e) to discuss self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., provide a role model or inspiration for vulnerable students (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided
- f) to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)
- g) how to take increased responsibility for maintaining and monitoring their own health
- h) how lifestyle choices affect a developing foetus
- i) about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk
- j) to recognise and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes

- k) to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons
- l) how to recognise and follow health and safety procedures about personal safety and protection, how to reduce risk and minimise harm in different settings
- m) the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke
- n) understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns
- o) the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle
- p) about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling

Core theme two

- a) strategies to manage strong emotions and feelings
- b) the characteristics and benefits of positive, strong, supportive, equal relationships that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
- c) parenting skills and qualities and their central importance to family life (including the implications of young parenthood)
- d) to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
- e) managing changes in personal relationships including the ending of relationships
- f) to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support
- g) about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
- h) about the impact of domestic abuse (including sources of help and support)
- i) how to access such organisations and other sources of information, advice and support about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- j) to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)
- k) how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
- l) to recognise when others are using manipulation, persuasion or coercion and how to respond

- m) to recognise the impact of drugs and alcohol on choices and sexual behaviour

Core theme three

- a) to evaluate their own personal strengths and areas for development and to use this to inform goal setting
- b) about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace
- c) to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)
- d) to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- e) how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others
- f) how social media can offer opportunities to engage with a wide variety of views on different issues
- g) to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views
- h) the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks
- i) about harassment and how to manage this (including in the workplace); the legal consequences of harassment
- j) how their strengths, interests, skills and qualities are changing and how these relate to future employability
- k) about the information, advice and guidance available to them and how to access the most appropriate support
- l) to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- m) about the range of opportunities available to them for career progression, including in education, training and employment
- n) about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed
- o) about rights and responsibilities at work
- p) attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
- q) to develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- r) to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.
- s) to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices, their consumer rights and how to seek redress

8.0 Delivering the PSHE Curriculum

- 8.1 Beamont Collegiate Academy recognises its role in delivering these programmes and will be sensitive to the content and style of delivery. It will at all times ensure that appropriate teaching practices relating to age, ability and cultural identity of the students are implemented.
- 8.2 The Academy will hold discussions with those parents/carers who feel that the subject matter is inappropriate for their child and will explore other alternatives that enable age appropriate learning and teaching to take place.
- 8.3 The Academy follows the statutory requirements, as stated by the Department for education July 2015, for sex and relationship education (SRE), drug education and careers education and guidance. It is intended that the PSHE lessons will complement this learning, helping to reinforce the notion of making positive choices. The SRE provision is at the heart of this policy to raise standards and expectations of all students. NB a new policy is set for 2020.
- 8.4 We will ensure that students receive PHSE teaching regardless of their ability and that learning opportunities are matched to the individual need of the student.
- 8.5 Beamont Collegiate Academy will use both direct and indirect teaching opportunities for students to learn and all subjects will be underpinned by PSHE, enabling the students to relate their educational experience with their life and the lives of others and recognise the correlation between them. Areas of the PSHE schemes of work will be delivered through flexible learning tutor sessions delivered through the academic year.
- 8.6 We will work closely with other partner agencies and organisations to reinforce the key concepts and to access specialist expertise that will enhance and support consistency of delivery in the PSHE programmes.

9.0 Assessment of Progress

- 9.1 The PSHE Association (national body recommendations document), has been utilised to tailor age appropriate resources, that are accessible for staff of all levels of experience to deliver content effectively.

In addition, other factors are also considered to provide a 'tailored approach':

Regional & national data.

Internal data (incident logs on SIMs / CPOMs.

Events unfolding in the news / trending issues.

The use of various bespoke services to enhance the provision

- i. Student voice surveys
- ii. Staff surveys / audit

- iii. Quality assurance via learning walks conducted to assess the quality of PSHE delivery during tutor sessions.
 - iv. Peer and self-evaluation and discussion
 - v. Monitoring patterns and trends within student data to improve our PSHE provision (examples include; behaviour incidents, bullying records and derogatory language used by students)
 - vi. Local data provided by healthcare providers
- 9.2 Beamont Collegiate Academy will also assess the students' learning in PSHE by making informal judgements of their level of understanding as they observe them during lessons and in their individual and group contributions to Academy life.
- 9.3 Beamont Collegiate Academy allow students to have opportunities to reflect on their learning. Assessment also increases students' motivation and improves learning as their raised awareness of their personal development illustrates the value of their learning.

It is important for teachers to feel confident that learning has taken place and that students are able to demonstrate progress. This PSHE programme does not include formal assessments or examinations. The assessments made on achievements will be positive and reflect the student's individual development and understanding of the subject throughout 'key stages'. Students themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE lessons is essential to ensure students have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process.

10.0 Monitoring, Evaluation and Review

- 10.1 The PSHE co-ordinator will review this policy at least annually and more often when legislation and guidance changes.
- 10.2 Its implementation and effectiveness will be monitored by the PSHE co-ordinator and the Vice Principal with overall responsibility for curriculum.
- 10.3 The policy will be promoted and implemented throughout the Academy.

Appendix 1

Confidentiality

Throughout the KS3 & KS4 PSHE programme of study, various topics cover sensitive issues. When discussing feelings and the circumstances that give rise to them, it is inevitable that some students will find areas of the work challenging and distressing for a range of reasons.

Teachers, Teaching Assistants and other adults need to be sensitive to the individual circumstances of the students in their care. Colleagues and other professionals are available to talk through any issues that may arise in response to the materials.

All adults working with students are made aware Academy protocols with regards to disclosure and have access to **Beamont Collegiate Academy's Child Protection Policy** where appropriate.