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Ethos College

PSHE

**Personal, social, health and economic
(PSHE) education policy**

September 2022



Nurturing inclusive learning communities



1	Summary	Ethos College PSHE			
2	Responsible person	Jack Ghee			
3	Accountable ELT member	Rebecca Smith			
4	Applies to	All Ethos College			
5	Trustees and/or individuals who have overseen development of this policy	N/A			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	N/A			
8	Ratifying committee(s) and date of final approval	Executive Leadership Team			
9	Version	1.0			
10	Available on	Every	Y/N	Trust Website	Y/N
				Academy Website	Y/N
				Staff Portal	Y/N
11	Related documents (if applicable)	N/A			
12	Disseminated to	All Ethos College			
13	Date of implementation (when shared)	September 2022			
14	Date of next formal review	September 2024			
15	Consulted with Recognised Trade Unions	N/A			
16	Adopted by Ethos Academy Trust following consultation	N/A			

Date	Version	Action	Summary of changes
Sept 22	1.0	New policy	

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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 Ethos College we have high expectations of our students and strive to ensure that every young person achieves academically, socially and personally through our school ethos and values of leading with integrity, thinking innovatively, encouraging freedom and responsibility, celebrating achievement and improving continuously. Our PSHE programme (called 'Personal Development' in the school curriculum), 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.

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 came 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 curriculum will include:

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. You can access our RSE Policy on our website which details a parent's right to withdraw their child from certain aspects of RSE which do not form part of the science national curriculum. This policy also complies with the terms of our funding agreement.

- 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

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance.

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. This policy can be found on the school's website or a paper copy can be requested from the school.

For other aspects of PSHE, including health education, see appendix 1 for more details about what we teach in each year group. More detailed curriculum maps for our Personal Development can be made available upon request.

3.2 How we teach it

Students at Ethos College are timetabled three 45 minute Personal Development lessons a week. The school works with a number of external agencies such as West Yorkshire Police, Prison Me No Way, Locala Sexual Health and Medical Mavericks to deliver Drop Down Workshops where students have the opportunity to explore key topics through meaningful activities and discussions. Personal Development lessons are carefully planned to meet the needs of students at Ethos College. All lessons are delivered in line with our long term PSHE scheme of work which is reviewed regularly to ensure that we meet the needs of our students and meet our statutory obligations. The school has access to a number of external resources such as Vote for Schools which ensures that students experience high quality lessons. To facilitate learning in personal development lessons:

- rules are established at the start of the year to create a safe and nurturing environment.
- the purpose of each lesson is made clear and learning aims are linked to the school long term PSHE scheme of work.
- the schools SENDCo will be consulted on best practice for delivery
- time is given to students to reflect, consolidate and apply their learning to 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 and that lessons remain fully inclusive for all.

Progress in Personal Development will be reported to parents/carers through the school's usual methods which include, regular phone calls home, half termly rewards assemblies, parents evening and in reports.

4. Roles and responsibilities

4.1 The Executive Leadership Team

The Executive Leadership Team will approve the PSHE policy, and hold the headteacher to account for its implementation

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 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.

4.4 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

The personal development lead will report to the Headteacher and discuss the quality of provision and effectiveness of PSHE curriculum. The quality of teaching and learning of PSHE is monitored by Senior Leaders through planning scrutiny, learning walks, pupil discussions, deep dives and examples of work. Pupil's development in PSHE is monitored by class teachers as part of our internal assessment systems.

This policy and scheme of work will be regularly reviewed bi-annually by the Personal Development lead and Senior Leadership Team and any feedback from teachers, parents/carers and pupils will be considered.

6. Links with other policies

This policy links to the following policies and procedures:

Behaviour policy and procedures

RSE Policy

Safeguarding and Child Protection

Anti-bullying policy and procedures

Confidentiality procedures

Personal Development Policy

SMSC Policy

Mental Health and Wellbeing

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Curriculum Overview

Personal Development

Groups 1 & 2

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 1	Respectful relationships, including friendships. Votes for Schools, Our Stories Matter	Healthy Lifestyles, Votes for Schools, Our Stories Matter	Applying for Jobs and Courses (Year 11) CV Writing (Year 10) Votes for Schools, Our Stories Matter	Personal Finance Votes for Schools, Our Stories Matter	Sex Education Votes for Schools, Our Stories Matter	Emotional Wellbeing Votes for Schools, Our Stories Matter
Year 2	Drugs Education Votes for Schools, Our Stories Matter	Respectful relationships and Families Votes for Schools, Our Stories Matter	Applying for Jobs and Courses (Year 11) CV Writing (Year 10) Votes for Schools, Our Stories Matter	Personal Finance Votes for Schools, Our Stories Matter	Sex Education Votes for Schools, Our Stories Matter	Emotional Wellbeing and Healthy Lifestyles Votes for Schools, Our Stories Matter

Groups 3, 4 & 5

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10 Content	<p>Votes for School</p> <p>Drugs Education</p> <p>Our Stories</p> <p>Matter</p>	<p>Votes for School</p> <p>Home Cooking</p> <p>Skills</p> <p>Our Stories</p> <p>Matter</p>	<p>Votes for School</p> <p>Healthy Relationships & Families</p> <p>Our Stories</p> <p>Matter</p>	<p>Votes for School</p> <p>Our Stories</p> <p>Matter</p> <p>Culture & Religion</p>	<p>Votes for School</p> <p>Our Stories</p> <p>Matter</p> <p>Healthy Lifestyles</p>	TBC depending on exam timetable
Year 11 Content	<p>Votes for School</p> <p>Our Stories</p> <p>Matter</p> <p>Home Cooking</p> <p>Skills</p>	<p>Votes for School</p> <p>Our Stories</p> <p>Matter</p> <p>Personal Finance</p>	<p>Votes for School</p> <p>Our Stories</p> <p>Matter</p> <p>Applying for Jobs & Courses</p>	<p>Votes for School</p> <p>Our Stories</p> <p>Matter</p> <p>Emotional Wellbeing</p>	<p>Votes for School</p> <p>Our Stories</p> <p>Matter</p> <p>Sex Education</p>	TBC depending on exam timetable

Group 6

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 1	<p>Illegal Drugs; misuse, dangers and support Votes for Schools Our Stories Matter</p>	<p>Healthy Relationships; friendships and intimacy Votes for Schools Our Stories Matter</p>	<p>Personal Finance Votes for Schools Our Stories Matter</p>	<p>Emotional Wellbeing; changes, difficult situations and support Votes for Schools Our Stories Matter</p>	<p>Sexual Relationships; consent, awareness and support Votes for Schools Our Stories Matter</p>	<p>Culture and Religion</p>
Year 2	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6

	<p>Legal Drugs; misuse, dangers and support</p> <p>Votes for Schools</p> <p>Our Stories Matter</p>	<p>Healthy Relationships; family units</p> <p>Votes for Schools</p> <p>Our Stories Matter</p>	<p>Applying for Jobs and Courses</p> <p>Votes for Schools</p> <p>Our Stories Matter</p>	<p>Nurturing communities</p> <p>Emotional Wellbeing; dealing with anxieties and stress</p> <p>Votes for Schools</p> <p>Our Stories Matter</p>	<p>Healthy Lifestyles</p> <p>Votes for Schools</p> <p>Our Stories Matter</p>	<p>TBC depending on exam timetable</p>
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