

# PSHE Policy

Overton School

<b>Approved by:</b>	Omar Salahuddin, Principal
<b>Last reviewed on:</b>	26/08/20
<b>Next review due by:</b>	25/08/21

## 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- Develop the knowledge, skills and attributes they need to manage their lives, now and in the future.
- These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain.

## 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- 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 (linked to above).

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 can be found on the school website.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Personal Wellbeing</b> Learning to Learn (Unit 1) <b>Economic Wellbeing</b> Personal Finance (Unit 1)	<b>Personal Wellbeing</b> Emotional Health (Unit 1) <b>Economic Wellbeing</b> Careers (Unit 1)	<b>Personal Wellbeing</b> Drug Education (Unit 1) <b>Staying Safe Online Economic Wellbeing</b> Business (Unit 1)	<b>Personal Wellbeing</b> FGM <b>Transgender Economic Wellbeing</b> Enterprise (Unit 1)	<b>Personal Wellbeing</b> Relationships (Unit 1) <b>Honour Killing, Child Exploitation, &amp; Gender Inequality. Economic Wellbeing</b> Global Issues (Unit 1)	<b>Personal Wellbeing</b> Physical Education (Unit 1)
<b>Year 8</b>	<b>Personal Wellbeing</b> Learning to Learn (Unit 2) <b>Economic Wellbeing</b> Personal	<b>Personal Wellbeing</b> Emotional Health (Unit 2) <b>Economic Wellbeing</b> Careers (Unit	<b>Personal Wellbeing</b> Drug Education (Unit 2) <b>Staying Safe Online Economic</b>	<b>Personal Wellbeing</b> FGM <b>Transgender Economic Wellbeing</b> Enterprise (Unit 2)	<b>Personal Wellbeing</b> Relationships (Unit 2) <b>Honour Killing, Child Exploitation,</b>	<b>Personal Wellbeing</b> Physical Education (Unit 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Finance (Unit 2)	2)	<b>Wellbeing</b> Business (Unit 2)		<b>&amp; Gender Inequality. Economic Wellbeing</b> Global Issues (Unit 2)	
<b>Year 9</b>	<b>Personal Wellbeing</b> Learning to Learn (Unit 3) <b>Economic Wellbeing</b> Personal Finance (Unit 3)	<b>Personal Wellbeing</b> Emotional Health (Unit 3) <b>Economic Wellbeing</b> Careers (Unit 3)	<b>Personal Wellbeing</b> Drug Education (Unit 3) <b>Staying Safe Online Economic Wellbeing</b> Business (Unit 3)	<b>Personal Wellbeing FGM Transgender Economic Wellbeing</b> Enterprise (Unit 3)	<b>Personal Wellbeing Relationships (Unit 3) Honour Killing, Child Exploitation, &amp; Gender Inequality. Economic Wellbeing</b> Global Issues (Unit 3)	<b>Personal Wellbeing</b> Physical Education (Unit 3) <b>Economic Wellbeing</b> Rights and Responsibilities at Work
<b>Year 10</b>	<b>Personal Wellbeing</b> Learning to Learn (Unit 1) <b>Economic Wellbeing</b> Personal Finance (Unit 1)	<b>Personal Wellbeing</b> Emotional and Psychological Health (Unit 1) <b>Economic Wellbeing</b> Careers (Unit 1)	<b>Personal Wellbeing</b> Drug Education (Unit 1) <b>Staying Safe Online Economic Wellbeing</b> Safety in the Workplace (Unit 1)	<b>Personal Wellbeing FGM Transgender Economic Wellbeing</b> Enterprise (Unit 1)	<b>Personal Wellbeing Relationships (Unit 1) Honour Killing, Child Exploitation, &amp; Gender Inequality. Economic Wellbeing</b> Business (Unit 1)	<b>Personal Wellbeing</b> Physical Health (Unit 1) <b>Economic Wellbeing</b> Global Issues (Unit 1)
<b>Year 11</b>	<b>Personal Wellbeing</b> Learning to Learn (Unit 2) <b>Economic Wellbeing</b> Personal Finance (Unit 2)	<b>Personal Wellbeing</b> Emotional and Psychological Health (Unit 2) <b>Economic Wellbeing</b> Careers (Unit 2)	<b>Personal Wellbeing</b> Drug Education (Unit 2) <b>Staying Safe Online Economic Wellbeing</b> Safety in the Workplace (Unit 2)	<b>Personal Wellbeing FGM Transgender Economic Wellbeing</b> Enterprise (Unit 2)	<b>Personal Wellbeing Relationships (Unit 2) Honour Killing, Child Exploitation, &amp; Gender Inequality. Economic Wellbeing</b> Business (Unit 2)	<b>Personal Wellbeing</b> Physical Health (Unit 2) <b>Economic Wellbeing</b> Global Issues (Unit 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					2)	
<b>Year 12</b>	<b>Personal Wellbeing</b> Learning to Learn (Unit 1) <b>Economic Wellbeing</b> Personal Finance (Unit 1)	<b>Personal Wellbeing</b> Emotional and Psychological Health (Unit 1) <b>Economic Wellbeing</b> Careers (Unit 1)	<b>Personal Wellbeing</b> Drug Education (Unit 1) <b>Staying Safe Online</b> <b>Economic Wellbeing</b> Safety in the Workplace (Unit 1)	<b>Personal Wellbeing</b> <b>FGM</b> <b>Transgender</b> <b>Economic Wellbeing</b> Enterprise (Unit 1)	<b>Personal Wellbeing</b> Relationships (Unit 1) <b>Honour Killing, Child Exploitation, &amp; Gender Inequality.</b> <b>Economic Wellbeing</b> Business (Unit 1)	<b>Personal Wellbeing</b> Physical Health (Unit 1) <b>Economic Wellbeing</b> Global Issues (Unit 1)
<b>Year 13</b>	<b>Personal Wellbeing</b> Learning to Learn (Unit 2) <b>Economic Wellbeing</b> Personal Finance (Unit 2)	<b>Personal Wellbeing</b> Emotional and Psychological Health (Unit 2) <b>Economic Wellbeing</b> Careers (Unit 2)	<b>Personal Wellbeing</b> Drug Education (Unit 2) <b>Staying Safe Online</b> <b>Economic Wellbeing</b> Safety in the Workplace (Unit 2)	<b>Personal Wellbeing</b> <b>FGM</b> <b>Transgender</b> <b>Economic Wellbeing</b> Enterprise (Unit 2)	<b>Personal Wellbeing</b> Relationships (Unit 2) <b>Honour Killing, Child Exploitation, &amp; Gender Inequality.</b> <b>Economic Wellbeing</b> Business (Unit 2)	<b>Personal Wellbeing</b> Physical Health (Unit 2) <b>Economic Wellbeing</b> Global Issues (Unit 2)

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
<b>Health and Wellbeing</b>	What is meant by a healthy lifestyle	<u>KS3</u> Learning to Learn - Units 1 – 3  <u>KS4/5</u> Learning to Learn - Units 1 - 2	<b>Spiritual</b>	<input type="checkbox"/>
			<b>Moral</b>	<input type="checkbox"/>
			<b>Social</b>	<input checked="" type="checkbox"/>
			<b>Cultural</b>	<input checked="" type="checkbox"/>
	How to maintain physical, mental and emotional health and wellbeing including sexual health ( <i>Sexual health is included within this core theme however it is</i>	<u>KS3</u> <b>Physical</b> - Units 1 -3 <b>Mental</b> - Relationships– Units 1 – 3. <b>Emotional</b> – Emotional	<b>Spiritual</b>	<input checked="" type="checkbox"/>
			<b>Moral</b>	<input checked="" type="checkbox"/>

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
	<i>important that it is also considered within the context of healthy relationships.)</i>	Health – Units 1 - 3 Sexual Health - Sex Education – Units 1 – 3.	Social	<input checked="" type="checkbox"/>
		<u>KS4/5</u> <b>Physical</b> - Physical Health – Units 1 - 2 <b>Mental</b> - Relationships - Unit 1 - 2 <b>Emotional</b> – Emotional and Psychological Health – Units 1 - 2 <b>Sexual Health</b> – Sex Education - Units 1 - 2	Cultural	<input checked="" type="checkbox"/>
	About parenthood and the consequences of teenage pregnancy	<u>KS3</u> Sex Education - Unit 3 <u>KS4/5</u> Sex Education - Unit 1 – Part 2 and Unit 2 – Part 1	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input type="checkbox"/>
	How to assess and manage risks to health and to stay, and keep others, safe	<u>KS3</u> Drug Education – Units 1 – 3. Emotional Health – Units 1 - 3 <u>KS4/5</u> Drug Education – Units 1 - 2 Emotional and Psychological Health - Units 1 - 2	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>
How to identify and access help, advice and support	<u>KS3</u> Relationships Drug Education Sex Education Physical Education Emotional Health Learning to Learn  <u>KS4/5</u> Drug Education Emotional and Psychological Health Physical Education Relationships Sex Education Learning to Learn	Spiritual	<input checked="" type="checkbox"/>	
		Moral	<input checked="" type="checkbox"/>	
		Social	<input checked="" type="checkbox"/>	
		Cultural	<input checked="" type="checkbox"/>	
How to make informed choices about health and wellbeing matters including drugs, alcohol	<u>KS3</u> Relationships Drug Education	Spiritual	<input type="checkbox"/>	

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
	and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health	Sex Education Physical Education Emotional Health Learning to Learn	Moral	<input checked="" type="checkbox"/>
		<u>KS4/5</u> Drug Education Emotional and Psychological Health	Social	<input checked="" type="checkbox"/>
		Physical Education Relationships Sex Education Learning to Learn	Cultural	<input type="checkbox"/>
	How to respond in an emergency including administering first aid	<u>KS3</u> Physical Education - Unit 2	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
		<u>KS4/5</u> Physical Education - Unit 1 - Part 2	Social	<input type="checkbox"/>
	The role and influence of the media on lifestyle.	<u>KS3</u> Drug Education - Units 1 - 3 Physical Education - Units 1 - 3	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
		<u>KS4/5</u> Drug Education – Units 1 - 2 Physical Education – Units 1 – 2	Cultural	<input checked="" type="checkbox"/>
Relationships	How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills	<u>KS3</u> Relationships - Units 1 - 3 Emotional Health - Units 1 - 3	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
		<u>KS4/5</u> Emotional and Psychological Health – Units 1 - 2 Relationships – Units 1 – 2	Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>
	How to recognise and manage emotions within a range of relationships	<u>KS3</u> Relationships - Units 1 - 3 Emotional Health - Units 1 - 3	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
		<u>KS4/5</u> Emotional and Psychological Health – Unit 1 - 2	Cultural	<input type="checkbox"/>

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
		Relationships – Units 1 – 2		
	How to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters	<u>KS3</u> Relationships - Unit 3 Emotional Health - Unit 1 Assembly on E-Safety Form Time - Safer Internet Day 26/02  <u>KS4/5</u> Drug Education - Unit 2 – Part 3 Relationships – Unit 1 – Part 1 and Unit 1 – Part 3 Assembly on E-Safety Form Time - Safer Internet Day 26/02	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input type="checkbox"/>
	About the concept of consent in a variety of contexts (including in sexual relationships)	<u>KS3</u> Sex Education - Unit 1  <u>KS4/5</u> Sex Education - Unit 1 - Part 3	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input type="checkbox"/>
	About managing loss, including bereavement, separation and divorce	<u>KS3</u> Relationships - Unit 1 Emotional Health - Units 1 - 2  <u>KS4/5</u> Emotional and Psychological Health – Unit 1 – Part 1 Relationships – Unit 1 – Part 2, Unit 1 – Part 3, Unit 2 – Part 2.	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
Cultural			<input checked="" type="checkbox"/>	
To respect equality and be a productive member of a diverse community	<u>KS3</u> Relationships - Unit 2 – Section 5 Emotional Health - Unit 2  <u>KS4/5</u> Physical Education - Unit 2 – Part 2 Relationships – Unit 1 <u>Safety in Workplace – Unit 2 – Part 4</u>	Spiritual	<input checked="" type="checkbox"/>	
		Moral	<input checked="" type="checkbox"/>	
		Social	<input checked="" type="checkbox"/>	
		Cultural	<input checked="" type="checkbox"/>	

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
	How to identify and access appropriate advice and support.	<u>KS3</u> Relationships Drug Education Sex Education Physical Education Emotional Health Learning to Learn <u>KS4/5</u> Drug Education Emotional and Psychological Health Physical Education Relationships Sex Education Learning to Learn	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input type="checkbox"/>
			Cultural	<input type="checkbox"/>
Living in the Wider World – Economic Well-being	About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy	<u>KS3</u> Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2 <u>Christian Aid - UK Active Citizenship</u>	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>
	How to make informed choices and be enterprising and ambitious	<u>KS3</u> Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>



KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK		
		Careers – Units 1 – 2 Enterprise – Units 1 - 2	Social	<input checked="" type="checkbox"/>	
		<u>KS4/5</u> Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2	Cultural	<input type="checkbox"/>	
	How to develop employability, team working and leadership skills and develop flexibility and resilience	<u>KS3</u> Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 - 2	<u>KS3</u>	Spiritual	<input type="checkbox"/>
			<u>KS3</u>	Moral	<input checked="" type="checkbox"/>
			<u>KS3</u>	Social	<input checked="" type="checkbox"/>
			<u>KS4/5</u> Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2	Cultural	<input type="checkbox"/>
	About the economic and business environment	<u>KS3</u> Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2	<u>KS3</u>	Spiritual	<input type="checkbox"/>
			<u>KS3</u>	Moral	<input checked="" type="checkbox"/>
			<u>KS3</u>	Social	<input checked="" type="checkbox"/>
			<u>KS4/5</u> Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace –	Cultural	<input type="checkbox"/>

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
		Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2		
	How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.	<u>KS3</u> Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 - 2	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
	<u>KS4/5/5</u> Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2	Cultural	<input type="checkbox"/>	
<b><u>OTHER KEY TOPICS</u></b>	<b>Female Genital Mutilation</b> – Raise awareness that FGM is a form of child abuse and is illegal in the UK with a maximum penalty of 14 years in prison for anyone found guilty of the offence. It’s also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.	Female Genital Mutilation – KS3 and KS4/5. – Vertical Gender Group Lesson.	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input type="checkbox"/>
			Cultural	<input type="checkbox"/>
	<b>Honour Killing</b> <b>Child Exploitation</b> <b>Gender Inequality</b> <b>Staying Safe Online</b> <b>Transgender</b>	<u>KS3 –KS5</u> <u>Honour Killing</u> <u>CEOP – Child Exploitation</u> <u>Gender Inequality</u> <u>Staying Safe Online</u> <u>Transgender</u>	Spiritual	<input type="checkbox"/>
		Moral	<input checked="" type="checkbox"/>	
		Social	<input type="checkbox"/>	
		Cultural	<input type="checkbox"/>	

**SRE: By the end of secondary school pupils should know**

TOPIC	PUPILS SHOULD KNOW
-------	--------------------

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li></ul>

### 3.2 How we teach it

- PSHE is taught at least once a week
- PSHE curriculum are also delivered during assemblies, whole-school events or tutor time and trips
- Form tutors deliver PSHE curriculum
- We use a number of techniques including PECS, Social Stories, Mentoring and VAK to support the T&L of PSHE
- PSHE will be monitored using learning walks, pupil book scrutinies and teacher planning scrutinies
- Teachers are able to liaise with the SLT to discuss any concerns they may have with the curriculum
- PSHE is a non-assessed curriculum
- Progress of PSHE curriculum will be reported on school reports using a Assessment without Levels concept

## 4. Roles and responsibilities

### 4.1 The governing board

The governing board 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 delivery of PSHE is monitored by Omar Salahuddin, Principal through:

- Planning scrutinies
- Learning walks
- Pupil book scrutinies

This policy will be reviewed by Omar Salahuddin, Principal annually. At every review, the policy will be approved by the governing board.

#### **6. Links with other policies**

This policy links to the following policies and procedures:

- RSE
- Online Safety
- Child Protection and Safeguarding Policy and COVID 19 Addendum
- Prevent
- Prevent Radiclisation and Extremism