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Dyson Perrins Church of England Academy

PSHE

Approved by the Governors: 13th May 2024

Policy context and Rationale

The policy covers our school's approach to Personal, Social and Health Education and Relationships and Sex Education. It was produced by the RE department through consultation with governors, students and parents.

Policy availability

Parents and carers will be informed about the policy and the policy is available on the school's website.

Policy aims and objectives

Our curriculum aims to provide a broad and balanced curriculum that will allow students to live 'life in all its fullness' (John 10:10). To do this we will actively live out our school values of belief, trust, challenge and resilience in our work. These core values are embedded in our school community and have roots in theological teaching. Our PSHE programme aims to promote these values with the objective of educating students with knowledge and skills that will allow them to flourish in the wider world, whilst also developing sound relationships, and being able to confidently care for their own and others health and wellbeing. In addition to this, we will promote British Values.

Creating and supportive learning environment

We will create a safe and supportive learning environment by ensuring all students have the opportunities to share their opinions in a classroom that promotes tolerance and respect. We will ensure that where pupils indicate that they may be vulnerable or at risk, they will get suitable support by notifying the appropriate person in school. This will allow them to access the help and advice they require. This policy is informed by the school's safeguarding and child protection policy and where staff have concerns, they will be reported through the correct channels.

Entitlement and equality opportunities

We promote the needs and interests of all pupils, irrespective of gender, culture, religion, ability or personal circumstance by ensuring all resources take into account pupil's ability, age, readiness, sexual orientation and cultural backgrounds. All schemes of work are fully scaffolded to allow every child to access the curriculum and we promote diversity and inclusion. We will do this by ensuring teacher subject knowledge is up to date and fully reflects the school community we teach.

We also expect our pupils to consider the needs of others by allowing them opportunities to work collaboratively whilst promoting tolerance and respect. We will use PSHE education as a way to address diversity issues and to ensure equality for all by adhering to Government policies on teaching requirements. Our curriculum will be regularly reviewed in order for all students to access up to date information and make progress in lessons. We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through the use of TA's, scaffolded work, assemblies and group workshops

and we will not exclude access to PSHE for any pupil by ensuring that all students have the same access to the lessons and collapsed timetable days that we run, in addition to PSHE delivered in assemblies and as part of other subjects in the curriculum.

Intended outcomes

As a result of our PSHE programme of learning, pupils will know and understand how to keep themselves healthy physically, mentally and emotionally. They will also understand key concepts about living in the wider world, whilst developing safe and secure relationships with themselves and others. Pupils will be able to confidently express their own opinions and respect the views of others whilst asking questions. They will develop the skills of empathy, tolerance, respect as well as practical skills such as finance, communication, and teamwork. They will understand that they have a right to live in a safe world free from harm and that they have control over their own decisions. They will also understand that with this freedom they will have a responsibility to be law abiding citizens both now and in the future.

Principles and Methodology

The programme will be taught through a range of teaching methods including use of video clips, discussions, individual and group work, visiting speakers, talk for writing strategies and Kagan. We will ensure that sessions, including those on risky behaviours remain positive in tone by ensuring that shared resources are delivered and that staff have access to CPD training. We will help pupils make connections between their learning and 'real life' behaviours by sharing relevant and appropriate case studies where students can apply their learning to real life scenarios. We will make links to other curriculum areas by drawing upon cross curricular themes, and subjects will make links to PSHE through knowledge of the PSHE curriculum and by regularly auditing and cross referencing learning content.

Curriculum Intent

Our learning cycles for Key Stage 3 and Key Stage 4 can be found on our school website and include Health and Wellbeing, Relationships, Wider World and Sex and Relationship lessons.

We will ensure the curriculum is broad and balanced by covering all statutory guidance and additional content to ensure that we are meeting the needs of our learners. Regular student voice and feedback from key stakeholders of Dyson Perrins will allow us to plan and deliver accordingly.

Our PSHE provision is mapped and planned effectively to ensure that it meets the needs of all learners. We take guidance from the PSHE associations and other specialists to ensure high quality teaching and learning. Our provision is further enriched through the use of guest speakers.

All student receive one timetabled lesson of PSHE per fortnight.

Assessment

We will assess pupils' learning and progression through questioning in class. We will also evidence pupils learning and progression through the marking of their written work (minimum of once per learning cycle). Students' work in PSHE is not graded.

Date of Review: Summer Term 2026