



Hodgson Academy PSHEE policy

Policy context and rationale

This policy covers our academy's approach to PSHEE (Personal, Social, Health and Economic education which includes citizenship). It was produced by the Head and Assistant Head of Department through consultation with students, staff and parents. Consultation takes the form of regular student and staff consultation and parent surveys. Key needs identified by pupils were that the subject should be relevant to their lives and that as such it should represent local needs as well as national and global perspectives.

It will be reviewed in 2 years.

Policy aims and objectives

This policy is informed by our academy's ethos of Imagine, Believe, Achieve. Our PSHEE programme aims to promote our students' personal development, developing their skills and knowledge both in and beyond the classroom.

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by training all staff who deliver PSHEE and the use of clear ground rules. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support through our Safeguarding channels. Lessons always conclude with signposting to appropriate internal and external sources of support for students who want more information than time allows.

Equality of opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by the inclusion of a broad range of case studies which challenge stereotypes. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHEE education provision. We expect our pupils to consider others' needs by approaching the lessons with an open mind and considering alternative viewpoints to their own.

We recognise the right for all pupils to have access to PSHEE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through the timetable allocation.

Intended outcomes

The learning outcomes of our programme will be that pupils will:

- know and understand the importance of physical and emotional wellbeing
- be able to prepare for the challenges, choices and responsibilities of work, employment and lifelong learning
- develop the skills of enquiry, communication, participation and responsible action

...now and in their future lives



Teaching and Learning

We will determine students' prior knowledge at the beginning of a topic and the programme will be taught through a range of teaching methods, including distancing techniques such as role play and case studies. We will ensure that sessions, including those on risky behaviours, remain positive in tone by avoiding shock or scare tactics and reassurance that the majority of young people actually make positive, healthy lifestyle choices. We will help students make connections between their learning and 'real life' behaviours by using local context and case studies. We will make links to other areas of the curriculum by exploring and encouraging critical reflection.

In every year group, students will explore the following themes:

- Rights, responsibilities and British Values
- Celebrating diversity and equality
- Relationships and sex education
- Staying safe online and offline
- Health and wellbeing
- Life beyond school

At each encounter, the level of demand increases and learning is progressively deepened. We allocate 1 hour per week in each year of curriculum time to PSHEe education. Our provision is further enriched by visiting speakers, visits and events.

Teaching responsibility and staff training

The programme will be led by Head and Assistant Head of Department and will be taught by staff from a variety of departments. Teachers responsible for teaching PSHEe will receive training through INSET and CCP time.

Policies linked to this policy

Equal opportunities policy

Relationships and sex education policy

Careers education information and guidance and provider access policy

Safeguarding policy

Reviewed by: Laura Foley

Approved by: SLT

Approved Date: September 2021

Next Review Due: September 2022