

*Quality of Education*

# Greenfields Academy Subject Policy – PSHE

September 2023

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## **1.0 Intent:**

Through Personal, Social, Health and Economic (PSHE) education pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. PSHE education also helps pupils to achieve their academic potential.

At Greenfields Academy our intention is to develop and implement a comprehensive PSHE curriculum that reflects the statutory guidance and meets the requirements outlined in the PSHE Association's programme of study. Our spiral curriculum ensures that key topics are revisited, enabling students to build upon prior knowledge and skills as they progress through their education.

Our PSHE curriculum is designed to promote our school values of P.A.C.E. – Personalised, Aspirational, Caring and Engaging and is underpinned by our purpose 'To support pupils and their families to gradually overcome the barriers to education they have encountered and enable confident access to future opportunities; however, and whenever they arise.'

At Greenfields, we believe that PSHE should enable pupils to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We ensure that the pupils experience the process of democracy through the election of the school council. They are encouraged to voice their views, ideas and opinions through this process, thus making a positive contribution to the school community. Through British Values, the pupils find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. We teach pupils both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

## **2.0 Implementation**

The implementation of the PSHE Curriculum at Greenfields Academy is based on the National Curriculum and is supported by the PSHE Association and accredited resources. Weekly PSHE sessions are allocated to each year group. In KS2, this is allocated as a 1-hour lesson. In KS3 and KS4, this is allocated as daily 30-minute sessions covering, PSHE, British Values and E-Safety. PSHE is recorded in class journals which showcase the pupil's learning and understanding. Teachers use this, along with learning observations to make summative assessments every 10-weeks.

On many occasions PSHE topics are introduced and taught through other areas of the curriculum, which can include Science, Physical Education, Computing and online safety and Religious Education.

PSHE will be taught through a range of teaching methods, including class discussions, sharing of own life experiences, whole school assemblies, school council and outside agencies. During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, group-work and problem-solving. Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g., resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group. Pupils are encouraged to take part in a range of practical activities to promote active citizenship, e.g., charity fund-raising; the planning of special events at school; making class rules; school council meetings and by taking on roles of responsibility for themselves, for others and for the school.

We ensure the curriculum is broad and balanced, establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and pupils alike, is vital. We create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year and are reinforced in every PSHE and RSE lesson

## **2.1 Mental Health and Emotional Wellbeing:**

'Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.' (World Health Organisation)

At Greenfields, we understand that pupils' physical health and mental wellbeing is paramount to enable them to develop socially, physically, academically and emotionally. We promote positive mental health throughout the schools and respond quickly when we recognise that a pupil may be having difficulties.

We aim to:

- Increase understanding and awareness of a variety of common mental health issues
- Provide pupils with opportunities to look after their mental wellbeing
- Recognise and respond to early warning signs of mental ill health in pupils
- Provide support to staff who teach pupils with mental health issues
- Provide support to pupils who have mental health issues, their parents and carers and their peers

In practice:

- Physical Health and Mental Wellbeing is covered throughout the PSHE curriculum and teaches pupils ways to look after their health and ask for help as appropriate. This is informed by the Statutory Guidance for Physical Health and Mental wellbeing and the PSHE Association.
- Looking after our physical health is also covered through the Physician Education and Science curriculum, and through other physical therapies such as Heart, Head, Hands and hydrotherapy.
- Positive mental health is promoted through whole school practices such as the implementation of SMSC education within the school community (see SMSC policy)
- Pupils are taught to recognise and express their emotions through daily routines and bespoke interventions
- Training on mental health and safeguarding is carried out on staff inset days and in twilight sessions
- All pupils have the opportunity to take part in mental health week and similar events which are organised by the pastoral team

Where a pupil may be experiencing difficulties, staff look for the following warning signs:

- Differences in moods and behaviour
- Appearing withdrawn
- Decreasing engagement in school activities
- Changes in eating and sleeping habits
- Secretive behaviour

- Lateness or absence from school
- Self-harming behaviours or signs of physical injuries

If staff notice these signs they will follow safeguarding procedures (see Safeguarding Policy) so that they can find out the cause and offer appropriate support.

At Greenfields, all staff are aware that when teaching Mental Health and Emotional Wellbeing the following factors are important:

- Openness - An ethos of openness helps to break down the stigma that surrounds mental health issues.
- Keep the conversation in the room - Pupils need to feel safe discussing mental health, and exploring misconceptions or questions in lessons without fear that these discussions will be repeated by teachers or pupils beyond the classroom.
- Non-judgemental approach - Pupils may have existing beliefs, misunderstandings and inappropriate attitudes towards mental health. It is important that these can be explored without fear of being judged or ridiculed.
- Right to pass - Although participation in the lesson is important, every pupil has the right to choose not to answer a question.
- Make no assumptions - Neither staff nor pupils should make assumptions about the attitudes, identity, life experiences, faith values, cultural values or feelings of others.
- Listen to others - Every pupil has the right to feel listened to, and they should respect the right of their peers to feel listened to as well.
- Use of language – Pupils will be reminded to take care in their use of language about mental health in, and beyond, lessons.

Within the Primary curriculum where appropriate pupils will be taught:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Within the Secondary curriculum where appropriate pupils will be taught:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health (e.g., anxiety and depression).



- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Confidentiality and answering difficult questions:

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules need to have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Group Agreements and Distancing Techniques:

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Sensitive Questions:

- Clear parameters about what is appropriate and inappropriate should be discussed whole class.
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.
- Where pupils are unable to write, teachers should give pupils opportunities to discuss any questions at an appropriate time if they do not wish to discuss in the lesson
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.

Safeguarding:

Should any topic be raised by a pupil that is not part of the lesson the member of teaching staff will discuss with the pupil outside of the lesson time.

If there are any concerns for the pupil safety then the safeguarding team will be informed immediately, and other organisations contacted where necessary.

### **3.0 Impact:**

The objectives of PSHE are to enable our pupils to:

- Know and understand what contributes to a healthy lifestyle, being aware of safety issues.
- Understand what makes for good relationships and develop respectful relationships with other members of the community
- Be independent and responsible members of a community, such as school
- Understand what is meant by 'Democracy' and be positive and active members of a democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- Actively promote British Fundamental Values

### **4.0 Review:**

PSHE is the responsibility of all staff at Greenfields however the PSHE subject leader will also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject and providing resources where appropriate,
- Contribute to staff meetings and training sessions to facilitate the teaching of PSHE

Written September 2023 – J. Wilkes (Subject Champion)

Review Date: July 2024

Appendix 1:

Curriculum Sequence KS2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Step 3	<ul style="list-style-type: none"> <li>Feelings and me</li> <li>Resilience &amp; self-esteem</li> <li>Exercise and wellbeing</li> <li>Personal identity</li> <li>Strengths and interests</li> </ul>	<ul style="list-style-type: none"> <li>Role models</li> <li>Manners and politeness</li> <li>Family and me</li> <li>People who care for me</li> <li>Caring for others</li> </ul>	<ul style="list-style-type: none"> <li>Jobs and sectors</li> <li>Careers and skills</li> <li>Targets and goals</li> <li>Career routes</li> <li>Stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Personal safety &amp; risk</li> <li>Fire safety</li> <li>Healthy eating</li> <li>What is a habit?</li> <li>Healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>Seeking permission</li> <li>Privacy and boundaries</li> <li>Friendship boundaries</li> <li>Respectful behaviour</li> <li>Bullying and hurtful behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Rules and laws</li> <li>Rights &amp; responsibilities</li> <li>E-safety</li> <li>Age-appropriate content</li> <li>Why is the news important?</li> </ul>
Step 4	<ul style="list-style-type: none"> <li>Value for money</li> <li>Responsible spending</li> <li>Keeping track of money</li> <li>Gambling and risk</li> <li>What is advertising?</li> </ul>	<ul style="list-style-type: none"> <li>Allergies</li> <li>Germ and Illness</li> <li>Vaccinations</li> <li>Drugs and Medicines</li> <li>Habits and Addiction</li> </ul>	<ul style="list-style-type: none"> <li>Communicating Online</li> <li>Cyberbullying</li> <li>Harmful Content/ Contact</li> <li>Hurtful Behaviour</li> <li>Secrets</li> </ul>	<ul style="list-style-type: none"> <li>Fake Images</li> <li>Digital Footprint</li> <li>Diverse Communities</li> <li>Racism</li> <li>Prejudice &amp; Discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Staying Healthy</li> <li>Growing Up Girls</li> <li>Growing Up Boys</li> <li>Changing Emotions</li> <li>Personal Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Committed Relationships</li> <li>Honesty &amp; Trust</li> <li>Positive Friendships</li> <li>Dares &amp; Challenges</li> <li>Respecting Difference</li> </ul>
Step 5	<ul style="list-style-type: none"> <li>Internet &amp; screen time</li> <li>Age restrictions</li> <li>Careers &amp; stereotypes</li> <li>Fake news</li> <li>Fireworks &amp; bonfires</li> </ul>	<ul style="list-style-type: none"> <li>Understanding emotions</li> <li>Feelings &amp; emotions</li> <li>Self-esteem</li> <li>What is mental health?</li> <li>Physical health</li> </ul>	<ul style="list-style-type: none"> <li>Caring for babies</li> <li>Gender identity</li> <li>Online behaviour</li> <li>Risks</li> <li>Stranger danger</li> </ul>	<ul style="list-style-type: none"> <li>Success &amp; achievement</li> <li>Responsibility</li> <li>Courtesy &amp; manners</li> <li>Change, grief &amp; loss</li> <li>The environment</li> </ul>	<ul style="list-style-type: none"> <li>Healthy habits</li> <li>Sleep hygiene</li> <li>Sun safety</li> <li>Medicines/product safety</li> <li>First aid</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour &amp; respect</li> <li>Feeling left out</li> <li>Friendships</li> <li>Peer pressure</li> <li>Loving stable families</li> </ul>
Step 6	<ul style="list-style-type: none"> <li>Healthy living</li> <li>Being healthy</li> <li>Dental hygiene</li> <li>Germ, bacteria &amp; viruses</li> <li>Mental health symptoms</li> </ul>	<ul style="list-style-type: none"> <li>Positive relationships</li> <li>Disagreeing respectfully</li> <li>Family and commitment</li> <li>Love and abuse</li> <li>Online gaming safety</li> </ul>	<ul style="list-style-type: none"> <li>Help &amp; advice</li> <li>Identity &amp; community</li> <li>Diversity in the UK</li> <li>Social media</li> <li>Online privacy &amp; data</li> </ul>	<ul style="list-style-type: none"> <li>Body image</li> <li>Girls' puberty</li> <li>Boys' puberty</li> <li>Hormones &amp; emotions</li> <li>Alcohol &amp; Drugs</li> </ul>	<ul style="list-style-type: none"> <li>Bullying</li> <li>Bullying or teasing?</li> <li>Consent</li> <li>Attraction</li> <li>Human Reproduction</li> </ul>	<ul style="list-style-type: none"> <li>What is money?</li> <li>Attitudes about money</li> <li>Personal safety &amp; hazards</li> <li>Transition</li> </ul>

## Curriculum Sequence KS3 & KS4

	Autumn	Spring	Summer
Step 7	<ul style="list-style-type: none"> <li>• Aspirations • Personal Development &amp; Target Setting</li> <li>• Self-Esteem &amp; Resilience • Career Skills &amp; Qualities</li> <li>• Protected Characteristics • Online Safety • Social media • Media Literacy • Personal Budgeting Plan</li> <li>• Wants, needs &amp; priorities • Savings, loans and interest rates • Financial transactions • Ethical Consumers</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying or banter • Cyberbullying • Falling in love</li> <li>• Different families • Healthy Relationships</li> <li>• Importance of Trust • Maintaining Friendships</li> <li>• Kindness and Empathy • Marriage • Online Grooming • Personal identity – British Values</li> <li>• Radicalisation &amp; Extremism</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Lifestyle • Eating responsibly</li> <li>• Consequences of not eating healthy • Exercise</li> <li>• Mental Health • Managing Anger • Smoking &amp; Vaping • Drugs • Energy Drinks • Puberty • Periods</li> <li>• FGM • Personal hygiene • Oral hygiene</li> </ul>
Step 8	<ul style="list-style-type: none"> <li>• Careers: Communication Skills • Careers: Teamwork skills • Entrepreneurs • Employability skills</li> <li>• Stereotyping, discrimination &amp; prejudice – teens and the media • Sexism in society • Homophobia</li> <li>• Prejudice &amp; discrimination – racism • Income &amp; Expenditure • National Insurance &amp; Income Tax</li> <li>• Saving &amp; Investing • Caring for the Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Cyberbullying • Gender Stereotypes • Misogyny</li> <li>• Transgender • Body image and the media – boys</li> <li>• Consent Sexting and sexual imagery • Dangers of Pornography • Contraception • STIs • Stereotyping, discrimination &amp; prejudice – religion • Radicalisation &amp; Extremism • Islamophobia • British Values – Tolerance &amp; Respect • Domestic Conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Self-confidence • Managing behaviour • Emotional literacy – self-awareness &amp; Mindfulness • Exploring identity • Group messaging and chats • Social media stress • Personal Safety &amp; First Aid • Balanced diet &amp; nutrition • Eating disorders • Vaping vs Smoking</li> <li>• Lifestyle diseases &amp; Cancer awareness</li> <li>• Stereotyping, discrimination &amp; prejudice – disability</li> </ul>
Step 9	<ul style="list-style-type: none"> <li>• Importance of community • Knife crime &amp; The Law – young offenders • Employability skills &amp; Applying for careers • Preparing for work • Enterprise • Accounts, savings, loans and financial institutions • The economy</li> <li>• Consumer rights • Avoiding Debt • Human rights – charities • Human rights – abuse and atrocities</li> <li>• Sustainability for the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Body image and the media – girls • Media &amp; eating disorders • Peer pressure • Health and Unhealth Relationships • Domestic violence &amp; abuse • Child Sexual Exploitation • Diverse British Communities</li> <li>• Protected characteristics • British Values - Gender equality • LGBTQ+ community • Pronouns • Sexual Harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Rules to succeed • Growth Mindset • Interpersonal Skills • Mental Health &amp; Anxiety • Selfie-obsessed consequences • Managing stress and exam stress</li> <li>• Alcohol &amp; Drug awareness • Gambling risks • Self-harm • Responsible health choices • Health advice and services • Prescription drugs • Importance of sleep</li> </ul>
Step 10	<ul style="list-style-type: none"> <li>• Career ambitions &amp; qualifications • Careers in the STEM industries • Employment Rights &amp; responsibilities</li> <li>• Prepare for work experience • Writing CVs • British Values – criminal justice system • Anti-social behaviour</li> <li>• Crime, gangs and county lines • Hate crime</li> <li>• Equality &amp; Equity • International Women's day</li> <li>• Overt &amp; covert racism • Terrorism • Fake news</li> <li>• Social media validation • Carbon footprints</li> </ul>	<ul style="list-style-type: none"> <li>• Community cohesion • Role models • Managing conflict • Harassment &amp; Stalking • Forced and arranged marriage • Pornography brains &amp; Revenge porn • Same sex relationships • Gender &amp; Transgender identity • LGBTQ+ rights • Sexism &amp; gender prejudice • Looking after a child • Parenting types &amp; styles • Adoption and fostering</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety – screen time • Social media, self-esteem &amp; resilience • Social media and loneliness</li> <li>• Social anxiety • Grief &amp; bereavement • Time management • Study skills • Stress and Exam performance • Binge drinking • Nitrous oxide</li> <li>• Homelessness • Body image • Tattoos and piercing</li> <li>• Cancer self-examination</li> </ul>
Step 11	<ul style="list-style-type: none"> <li>• Exam revision &amp; study skills • Applying to college &amp; university • Preparing for interviews • Health &amp; Safety at work • Trade unions • Globalisation • Independent travel • Independent living • Multiculturalism • Extremism &amp; Radicalisation • Right wing extremism • Cybercrime • Internet safety – the dark web • Plastic pollution • Protecting animal rights</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying &amp; body shaming • Language microaggressions • Relationship types &amp; sexuality</li> <li>• Online dating • Safe sex • Consent, Rape and Sexual abuse • Relationship break ups • Fertility &amp; reproductive health • Parenting costs &amp; considerations • Unplanned pregnancy &amp; Abortion</li> <li>• Positivity &amp; happiness</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of PSHE • Celebrating diversity &amp; identities • Neurodiversity • Body positivity &amp; controversial issues • Privilege • Personal Safety • Risk taking • Gambling &amp; online gaming • Sleep &amp; sleep deprivation • Perseverance &amp; procrastination • Digital footprint • First aid - CPR</li> </ul>