



Bexhill
Academy

Personal, Social and Health Education Policy



Updated:
Next Review:

January 2022
January 2023

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).

Bexhill Academy is a community school that recognises the staff, parents/carers and students play an important part in making it successful. We aim for an environment that enables and encourages all members of the community to reach for "Brilliance". At Bexhill Academy we have high expectations of our students and strive to ensure that every child achieves academically, socially and personally through our academy ethos and values of Kindness and Respect.

- Bexhill Academy is a larger than average mixed Academy with students serving the coastal town of Bexhill with 1453 students on roll.
- 32.57% of students are currently eligible for support through the pupil premium.
- The proportion of students on the special needs register is 25.26% The proportion of students supported through a statement of special educational needs is 1.93%
- The academy has a small, local authority funded, unit for students with autism (LINK) with 12 places.
- The academy is in the 4th quintile (more deprived) for deprivation, higher than the National Average
- 87.8% of students are White British, with 93.8% having English as a first Language. EAL – 6.4 (93 students)
- Children with medical condition : 17.3%
- CLA : 1.1%
- Young Carers : 2.6%

Our PSHE programme is rooted in our academy values and aims to equip each student 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. The 2021 School Health Survey showed that 62% of students at the academy found their PSHE lessons useful (compared to 55% nationally). 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. The academy also regular uses student and parent voice to adapt the curriculum to academy and local priorities. In the November 2021 Safeguarding Review carried out by the local authority,, findings showed, *"that students engage with their PSHE lessons and they cite racism as being a useful 'real world' topic they have learnt about."*

We continue to tailor our PSHE programme to best reflect the needs of our current children at Bexhill Academy through:

1. Promoting their spiritual, moral, cultural, mental and physical development
2. Preparing them for the opportunities, responsibilities and experiences of later life.
(Education Act 2002/ Academies Act 2010)
3. The use of student and parent/carer voice – carried out at all Year group Parents Evenings.

2. Statutory requirements

Despite PSHE being a non-statutory subject, to support all of our 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', we have revised the following curriculum subjects:

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 SRE Policy from the Bexhill Academy website which details a parent/carer's right to withdraw their child from certain aspects of SRE which do not form part of the science national curriculum.

Content and delivery

3.1 What we teach

Having hosted a student consultation - for all year groups – during the Summer Term of 2021, we have created a bespoke curriculum tailored to the needs and lives of our students. The PSHE Association's suggested curriculum content has been used as a basis to design lessons and supporting materials for all students. With this, the academic year is divided into 3 broad areas of PSHE focus:

1. Health and WellBeing
2. Relationships
3. Living in the Wider World

All PSHE content is delivered at an age and developmentally appropriate level and builds on the three areas listed above, year on year. You can view our curriculum for 2021/2022 [here](#).

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

Please refer to our Sex and Relationships Education Policy for details about what we teach, and how we decide on what to teach, in this subject.

3.2 How we teach it

Students in Key Stage 3 are timetabled for a 1 hour weekly PSHE lesson and students in Key Stage 4 are timetabled for a 1 hour fortnightly PSHE lesson. We are working with outside partners such as Sussex Police, East Sussex Safer Communities Partnership, Alter Ego Creative Solutions, Albion in The Community and other reputable external providers to supplement these timetabled lessons with Drop Down Workshops and presentations where students have the opportunity to explore key topics in depth over a longer period of teaching time.

Students also receive an additional session of PSHE, created on a termly basis to respond promptly to relevant issues arising in the academy through a review of safeguarding concerns and student voice, each week in their tutor sessions.

Each PSHE subject is planned and tailored to the needs of our students at Bexhill Academy, including directing students to local provisions and support services. Lessons are created and delivered by the Heads of Department alongside a committed and passionate team of existing teachers. All lessons are in line with our long-term PSHE curriculum and underpinned by the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. All content aims to be fully inclusive in nature and we regularly review our materials in light of the changes we see in the world around us, including student voice.

Paid school membership to the PSHE Association and Sex Education Forum has provided us with access to government granted PSHE resources and materials that have informed us with a basis for planning.

To facilitate student's learning in PSHE lessons:

☑ Rules are established at the beginning of the academy year to create an environment of safety, maturity and security; one in which children are encouraged to talk hypothetically as opposed to each other's personal experiences;

☑ Appropriate learning experiences are planned in line with our long-term PSHE curriculum to meet the needs of all the students in the class. Where necessary, the academy's SENCO, Lucy Culshaw, is consulted on best practice for delivery;

☑ Scenario based learning experiences draw on students' own knowledge and understanding to provide them with a range of opportunities to learn, practise and demonstrate skills, attitudes, knowledge and understanding;

☑ Time is given for students to reflect, consolidate and apply their learning of skills to relevant scenarios – this is evidenced by the use of the pink pen reflections comments in student work books.

☑ Staff training needs are met, to include safeguarding, 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;

☑ Bexhill Academy leads the programme, but, carefully selected and, where necessary, screened outside visitors may play a role in delivering content.

4. Roles and responsibilities

4.1 The Trust Board

Bexhill Academy's Trust Board will approve the PSHE Policy, and hold the Executive Principal to account for its implementation. Sara Attwood is the Lead Governor,

4.2 The Executive Principal

The Executive Principal is responsible for ensuring that PSHE is taught consistently across the academy.

4.3 Staff

Staff are responsible for:

- ☑ Delivering PSHE through PSHE lessons and tutor time in a sensitive way
- ☑ Modelling positive attitudes to PSHE in lessons and tutor time
- ☑ Monitoring progress of children in PSHE lessons
- ☑ Responding to the needs of individual pupils in PSHE lessons

Lessons are created and delivered by the Heads of Department – Ms Burdett and Ms Clayton - alongside a committed team of existing teachers whom range from classroom teachers to members from the Senior Leadership Team.

Molyne Mtambara, Diversity Lead for Bexhill Academy, also advises the Senior Leadership Team with regards to developing diversity within the academy curriculum, including PSHE

4.4 Students

Students are expected to engage fully in PSHE lessons and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by Catherine Davies as Executive Principal, Trudy Hillman as PSHE SLT Link and Alicia Burdett/Grayling Clayton as Heads of PSHE. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer question such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all students being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through team meetings, learning walks, stakeholder surveys, recording pupil attendance of PSHE and drop down sessions, regular review of the PSHE & SRE Policies and sampling the quality and content of student's work.

Students' development in PSHE is monitored by class teachers as part of our internal assessment systems. Additionally, this is done through:

- ☑ Baseline testing of knowledge and skills at the start and end of each unit
- ☑ Assessment for Learning during lessons
- ☑ Lesson observations
- ☑ Parent, staff and student surveys

6. Links with other policies

This policy links to the following policies and procedures:

- Sex and Relationships Education (SRE) Policy – Updated November 2021
- Online Safety Policy – Updated September 2021
- Safeguarding and Child protection policy – Updated September 2021

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the Trust Board