



PSHE Policy

PURPOSE

This policy covers Ark Charter’s approach to Personal, Social, Health and Economic (PSHE education). It sets out the school’s aims of PSHE education and its intended outcomes for PSHE provision. It will be reviewed annually and updated in accordance with statutory guidelines and legislation.

Date of last review:	September 2021	Author:	Courtney Cotton
Date of next review:	September 2022	Owner:	Ark Charter Academy
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Principal
School:	Ark Charter Academy	Key Contact Name:	Courtney Cotton

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input checked="" type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates	Culture and ethos

<input type="checkbox"/> Our People	
-------------------------------------	--

PSHE Guiding principles:

Ark Charter Academy aims within our PSHE policy to:

- enable our students to develop personal and social skills and a positive attitude to health and wellbeing.
- provide opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- grant students the opportunities to develop life skills and a Christian moral framework that aims to enable them to make good use of that information. This will be underpinned by our Christian vision and values.
- develop our students' skills so that they make informed choices about their behaviour and feel confident and competent about acting on these choices
- develop our students' relationship and interpersonal skills that prepare them for the challenges of the teenage years
- provide opportunities to explore their own values and develop their own moral framework
- provide opportunities to understand and accept difference and diversity
- provide opportunities for students to develop an understanding of their own bodies
- give students the ability to know where to seek help and advice
- develop our students' high self-esteem, self-awareness and emotional health
- develop our students' skills to be assertive
- develop our students' good communication skills
- develop our students' skills to make positive informed choices (that reduce risk)
- develop our students' ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others.
- develop our students' ability to take responsibility for and accept the consequences of their own actions

PRACTICE & GUIDANCE

PSHE involves acquiring information, developing skills and forming positive beliefs and attitudes about relationships, health and wellbeing and Living in the wider world.

The PSHE Policy at Charter reflects this and is based on the principle of PSHE being lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, diversity and healthy lifestyles.

The academy accepts that students have the right to high quality PSHE lessons, partly because it is a means by which they can protect themselves from abuse, exploitation, financial naivety, and a number of health-related issues.

Effective PSHE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing. Effective PSHE is essential if young people are to make responsible and well-informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

PSHE is taught throughout the academic year during weekly tutor time sessions (30 minute lessons). The curriculum is based around the three core themes which are:

Health and Wellbeing:

- Self-concept (confidence, resilience, uniqueness etc)
- Mental health and emotional wellbeing (characteristics of mental health, impact, coping mechanisms, warning signs etc.)
- Healthy lifestyles/health related decisions (Sleep, diet, hygiene, work/play balance, prioritising, cosmetic procedures etc.)
- Drugs, alcohol, tobacco (prescribed, safe vs unsafe, legality, dependence/addiction, consequences etc.)
- Risk and personal safety (online, workplace, emergency situations, gangs, legal consequences etc.)
- Puberty and sexual health/fertility (managing changes, contraception, infections/reducing transmission/treatment, types of intimacy, pregnancy, varying fertility/miscarriages, choices and support etc.)

Relationships

- Positive relationships (types of relationship, diversity, media portrayal etc.)
- Relationships values (trust, gender roles, intimacy, faith and cultures etc.)
- Forming and maintaining respectful relationships (online, teamwork, risk, managing strong feelings, breakdowns in relationships, unwanted attention, grief and bereavement, separation/divorce etc.)
- Consent (law, impact of drugs/alcohol, victim blaming, image sharing etc.)
- Contraception and parenthood (risk of unprotected sex, roles and responsibilities, fostering and adopting etc.)
- Bullying, abuse, and discrimination (impact, law, stereotyping, prejudice, honour-based violence, domestic abuse etc.)

- Social influences (peer pressure, peer support, gangs, organised crime, County Lines, online bullying etc.)

Living in the Wider World

- Learning skills (organisation, employer value, lifelong learners, strengths/weaknesses, skills etc.)
- Choices/pathways (GCSE Options, routes to work/careers, training, stereotypes/expectations etc.)
- Work and career (aspirations, types and patterns of work, employment sectors, maximising opportunities, online presence etc.)
- Employment rights and responsibilities (managing emotions, knowing your rights, confidentiality, discrimination etc.)
- Financial choices (assess and manage risk, influence of advertising, financial exploitation in different contexts, budgeting, banking, support etc.)
- Media literacy and digital resilience (amplifying risks and opportunities, privacy, seeking varying perspectives, online presentation and its impact, support, challenging extreme viewpoints/inciting violence and hate, personal data etc.)