



Our Intent

At Woodlands our curriculum intent is as follows –

‘At Woodlands Academy we provide a personalised curriculum to prepare our students to be successful and confident young adults who can make outstanding progress to prepare them for opportunities after their secondary school journey’.

Personal, Social, Health and Economic (PSHE) education is a school subject through which 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.

Our PSHE curriculum promotes Woodlands ethos and is underpinned by our purpose ‘To put learners first and prepare them for their future’ it is also fundamental for our strategic vision which is that ‘At Woodlands there will be no limit to the possibilities for our pupils. We want to build a first-class education provision that provides highly tailored learning to ensure that our pupils are best prepared for life after school’.

The PSHE planning and curriculum describes in detail what pupils must learn in each year. There are links with the Woodlands RSE, Science and PE policy and curriculum, this ensures continuity and progression, creating high expectations for attainment in PSHE. This planning clearly links to the assessment used at Woodlands and details every step of a pupil’s PSHE learning journey.

At Woodlands 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 Citizenship 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.

Aims and Objectives

- The objectives of PSHE are to enable our pupils to:
- Know and understand a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others
- 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
- Develop good relationships with other members of the community
- Actively promote British Fundamental Values (BFV)

How PSHE is organised and covered:

PSHE is provided through:

- Discreet Curriculum time including paired work, group work and whole class teaching.
- Assemblies, class discussions and tutor time.
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the pupils through identification via assessment processes.
- Starpoints – collecting and spending.
- 1:1 and interventions.
- Extra-curricular activities e.g. International days, Anti-bullying week

Resource Allocation:

Resources are selected to teach PSHE that are:

- Age appropriate
- Non-discriminatory
- In accord with the values of Woodlands

Some resources chosen will appear discriminatory, but these are used to challenge misconceptions, negative images and messages and stereotypes.

Key Stage Three - Age Based Approach:

PSHE is taught to every Key Stage Three pupil two times per week, meaning each child will have at least 80 minutes of PSHE learning. This means pupils will access the curriculum which is at their age related level. This ensures that learning is relevant for the needs of the pupil and helps safeguard them. Our PSHE curriculum is designed by **The PSHE Association**.

Key Stage Four - Qualification Pathways:

PSHE is a core offer at Woodlands. This means that every Key Stage Four pupil will have, at least, 40 minutes of PSHE per week. Pupils will be taught a curriculum based on age related content and contextualised or local issues.

Teaching and Learning

We allocate weekly lessons for each year group during curriculum time to PSHE education. Our PSHE education provision is mapped and planned effectively using the PSHE Association Planning Toolkit and PSHE Association accredited resources.

On many occasions PSHE topics are introduced and taught through other areas of the curriculum, which can include Relationship Education, Relationship and Sex Education, Science, Physical Education, ICT 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
- Outside agencies.

During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, 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.

Teachers planning will be carefully adapted to meet the needs of all pupils. Teachers integrate the use of formative assessment by way of effective questioning, clear learning objectives and the use of success criteria. Effective feedback techniques are used. We will 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 will 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.

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.

PSHE uses the marking policy implemented throughout Woodlands. Our marking policy promotes Woodlands ethos and is underpinned by our purpose 'To put learners first and prepare them for their future' it is also fundamental for our strategic vision which is that 'At Woodlands there will be no limit to the possibilities for our pupils. We want to build a first-class education provision that provides highly tailored learning to ensure that our pupils are best prepared for life after school.

ACES (Assessment, Completion, Extension):

Children will have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a “marking dialogue” with the teacher. ACE’s lessons take place every Friday afternoon as part of every classes timetable, apart from in Year 11 which is a double lesson on a Thursday. These are set times to respond to marking from the teacher during that week. Teachers use the ACE’s lessons to assess work, complete any missing work or offer an extension of learning to stretch progress.

Any work completed by the pupils in ACES lessons are written in PURPLE pen (some pupils will respond in pencil, this will be at the teacher’s discretion). Subject leaders have time to observe classes complete work in their subject and offer specialist assistance to the staff and pupils.

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 Woodlands 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/RSE 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, the PSHE Association Guidance and Think You Know
- Looking after our physical health is also covered through the Science curriculum, our daily mile and through other physical therapies such as hydrotherapy and rebound
- 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 such as circle time
- Training on mental health and safeguarding is carried out on staff inset days and in twilight sessions
- All pupils take part in mental health week and healthy eating week which is organised by the pastoral team

Warning signs:

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

- Changes in eating and sleeping habits
- Self-harming behaviours or signs of physical injuries
- Differences in moods and behaviour
- Appearing withdrawn
- Decreasing engagement in school activities
- Lateness or absence from school
- Secretive behaviour

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

At Woodlands 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 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:

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.

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:

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. 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.

- 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.
- Teachers should listen to pupils but not lead or further question the pupil.

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.

Woodlands Academy **PSHE Policy**

Last Reviewed: September 2023

Review Date: September 2024

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

Monitoring and review

PSHE is the responsibility of all staff at Woodlands however the PSHE/RSE 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
- Contribute to quality assurance processes involving the subject such as moderation and lesson drop ins.

Lead staff are expected to monitor the progress of pupils in PSHE through the school's assessment system.

Assessment

Woodlands uses the BSquared assessment system which has been designed around the National Curriculum. This is used to inform planning and facilitate adaptive in lessons. The assessment removes the use of levels by including grading descriptors. This provides a deeper understanding of attainment and progress. All assessments and teaching inform teachers understanding of a child's ability in PSHE. The school's Assessment and Marking Policies inform high quality feedback and pupils' response to it in PSHE.

Policy Review

Woodlands considers the PSHE Policy document to be important and the policy will be reviewed by the PSHE subject leader every year.