



PSHE Policy

Nominated Lead Member of Staff: Stephen King

Date of Policy: October 2020

Status & Review Cycle: Annual

Next Review Date: October 2021

1. Introduction

- 1.1 The MEA curriculum consists of two strands, the formal exam-tested curriculum and our Fantastic Futures or pastoral curriculum. The Fantastic Futures curriculum sits alongside the academic, exam-tested curriculum. PSHE at MEA is delivered through our Fantastic Futures curriculum (FF) reflecting our vision of “A Fantastic Future For All”.
- 1.2 The Fantastic Futures curriculum is the ethos, expectations and standards we hold dear as a Trust as we constantly strive to broaden students’ horizons through a range of experiences, challenges and opportunities that they would be unlikely to encounter if we did not provide them.
- 1.3 Fantastic Futures is a curriculum subject, which combines:
 - Personal, Social, Health and Economic Education (PSHE)
 - Relationships and Sex Education (RSE)
 - Religious Education (RE)
 - Citizenship
 - Careers education
 - British Values and Diversity
- 1.4 The curriculum is revised annually to meet the needs of our pupils and to reflect current local and national issues and research.
- 1.5 We fully commit to The PSHE Association definition, that 'PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.'
- 1.6 We believe PSHE education contributes to our statutory responsibilities in providing a broadly based and balanced curriculum that meets the needs of all our pupils and helps promote the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences of later life.
- 1.7 We have developed a planned PSHE education programme that covers a wide range of issues such as: relationship and sex education; drug and alcohol education; emotional health and wellbeing; diet and healthy lifestyles; risk and safety education; careers education; work-related learning, and financial capability as part of our curriculum offer.
- 1.8 We realise that although PSHE is non-statutory we are still expected to plan, coordinate, monitor and evaluate it. Some topics such as relationships and sex education, drug and alcohol education, careers education, and work-related learning do have a statutory basis.
- 1.9 Although students will have two, one-hour, discrete Fantastic Futures lessons every two weeks, we believe PSHE education must be developed as a whole-school approach (and not in isolation) by engaging pupils across the curriculum. Therefore, our Fantastic Futures curriculum and pastoral programme work in coordination with the academic curriculum, in creating experiences that enhance student’s knowledge and understanding of both themselves, others and the world around them.

- 1.10 We feel that our PSHE education programme is guided by the Trust values of honesty, kindness, trust, responsibility, friendship, self-control, empathy, respect and tolerance.
- 1.11 We aim to provide an outstanding PSHE education programme by drawing on good practice as we realise that PSHE education contributes to several key judgements in the new inspection framework such as personal development, behaviour and welfare, SMSC and safeguarding.

2. **Policy**

2.1. This policy applies to all members of the academy and relates to the following legislation:

- Education Act 1996
- Standards and Framework Act 1998
- Children Act 2004
- Education & Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- The Children and Social Work Act 2017

2.2. This policy should also be read in conjunction with our Relationship and Sex Education Policy, our British Values Statement and our RE and Collective Acts of Worship Policy as these policies relate to and contribute to our Fantastic Futures curriculum and provision. These policies are available on our website for viewing and inspection.

3. **Aims**

3.1 In delivering this policy, we aim:

- To provide pupils with accurate and relevant knowledge.
- To provide pupils with opportunities to turn that knowledge into personal understanding.
- To provide pupils with opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- To provide pupils with the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools, partners and the local authority to share good practice in order to improve this policy.

4. **Fantastic Futures Curriculum Intent**

4.1. Our Fantastic Futures curriculum equips students with the knowledge and understanding of themselves, others, and the world around them, supporting them through their development with us and into their futures. Our curriculum covers a broad range of topics, outlined in this policy, which places students' social, moral, spiritual and cultural development at its heart. The curriculum provides a basis in which students can explore risks, understand how to manage risks and where to seek help, through their time with us and into the future.

4.2. Our Fantastic Futures curriculum aims to equip students with the knowledge, experiences and skills in order to achieve 'A Fantastic Future'. Through the Fantastic Futures curriculum students learn to:

- Develop curiosity, resilience, responsibility and respect
- Develop leadership skills and understand how to empower and help others
- Understand what a healthy lifestyle is
- Understand risks, risky behaviour and where to obtain help, guidance and support, both within school and in wider life
- Understand how to keep safe, both online and offline
- Explore individual identity and the importance of community
- Reflect on how their choices affect themselves, those around them and their community
- Develop an understanding of difference, diversity and the importance of inclusion
- Develop entrepreneurial skills and engage with business, community groups and local businesses in a positive way
- Know how others differ and can articulate what respect for difference looks like

5. Structure of The Fantastic Futures Curriculum

5.1 Students in Year 7-11 have two timetabled, one-hour, Fantastic Futures lessons every two weeks, in which the formal Fantastic Futures curriculum is delivered. Each year students study a combination of six Fantastic Futures units, which are age-appropriate and develop key strands of their previous study, each unit is linked to the MEA Way of Safe, Respectful, Ready.

MEA Way	Curriculum Units	Character Traits	What students will learn about:
<p>Safe</p> <p>Students are aware of risks and harms and understand how to manage risks and harms, know where to seek help, support and advice for themselves and those around them.</p> <p>Students are equipped with an understanding of wellbeing and health and understand how to keep themselves and others safe and healthy.</p>	<p>Risks</p> <p>Wellbeing</p>		<p>The risks which exist in the world around them, online and offline</p> <p>Healthy lifestyles, including physical, social and emotional aspects, puberty and growing up</p> <p>Wellbeing, including mental and emotional health, resilience and self-esteem</p> <p>All forms of relationships, including bullying, peer pressure and consent</p>

<p>Respectful</p> <p>Students develop tolerance and an understanding of difference and diversity.</p> <p>Students understand the value of difference, diversity and equality.</p>	<p>Religious Education</p> <p>Identity, Community and Diversity</p>		<p>The beliefs of themselves and those of others</p> <p>Diversity in all forms</p> <p>Community</p> <p>Identity, both personal and shared</p> <p>Rights and responsibilities, including justice, fairness, morality and ethics</p>
<p>Ready</p> <p>Students are ready to engage with society in a full and positive way and live a fulfilled life as adults.</p>	<p>Careers</p> <p>The/My Future</p> <p>UK Politics</p>		<p>Their personal qualities, attitudes, skills, attributes and achievements and what influences these and their aspirations, goals and what influences these</p> <p>Enterprise, post-16 pathways and career options, including key knowledge around wages salaries, job sectors and how the job market and economy is and may change</p> <p>British Values and UK politics and law</p>

6. Fantastic Futures Curriculum Journey

6.1 Our Fantastic Futures curriculum is designed so that the knowledge of students is developed as they progress through the curriculum. Students in each year group study a combination of units which are age appropriate; support the pastoral and academic curriculum and provide students with a curriculum that is suited to their age, key-stage and year group.

Year 7

- Who am I? Me, Puberty and My Relationships with Others
- My Community – Wythenshawe
- Risks: The World Around Me
- Careers: Accenture Employ Me
- Religious Education: Islam
- Wellbeing: Physical and Mental Health

Year 8

- Wellbeing: Body and Mind
- Community and Diversity
- Risks: Staying Safe Online and Offline
- The Future: The Impact of Technology
- My Future: The World of Work
- Religious Education: Judaism

Year 9

- Wellbeing: Emotional Health in a Digital World
- Religious Education: Sikhism
- Risks: Keeping Safe
- Me and Others
- Careers: What's Out There?
- Risks: My Body

Year 10

- Careers: Leadership and choices
- Religious Education: Christianity
- Risks: Sexual Health and Safe Sex
- British Values and Respect
- Wellbeing: Relationships
- UK Politics and Democracy

Year 11

- Religious Education: Big Questions
- My Future: Now, MEA and Beyond
- Work Experience
- Wellbeing: Health and Mind

7. Responsibilities

7.1 The Governing Body has:

- Appointed a member of staff to be responsible for coordinating PSHE;
- Delegated powers and responsibilities to the Principal to ensure all school personnel and stakeholders are aware of and comply with this policy;
- Responsibility for ensuring full compliance with all statutory responsibilities;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

7.2 The Curriculum Lead for Fantastic Futures and the Assistant Vice Principal for SMSC will:

- Ensure all academy personnel, pupils and parents are aware of and comply with this policy;
- Take a whole school approach;
- Lead the development of PSHE throughout the school;
- Ensure good practice is shared throughout the school and within the Fantastic Futures department;
- Provide leadership and vision in respect of equality obligations and duties as outlined in the legislation referenced above;
- Make effective use of relevant research and information to improve this policy;
- Provide guidance, support and training to all staff;
- Quality assure and monitor the effectiveness of this policy through academy quality assurance procedures, in line with the academy Teaching and Learning policy;
- Consult with stakeholders, including parents, academy personnel, students and partners;
- Work with the Safeguarding Team and Pastoral Team, where relevant, to enhance the design and delivery of the Fantastic Futures curriculum where intent and topics overlap

8. Monitoring the Implementation and Effectiveness of the Policy

- The practical application of this policy will be reviewed continually
- A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

9. Linked Policies

- Academy Teaching and Learning Policy
- British Values Statement
- RE and Collective Acts of Worship Policy
- Relationships and Sex Education Policy