



Lakelands
Academy

PSHEE POLICY

**NEXT REVIEW:
SUMMER 2028**

We believe that each individual has the right to respect, to feel safe, secure and to learn without disruption.

PSHEE enables all students to develop their personal and social skills. Students are encouraged to be active rather than passive and student talk is encouraged. Health Education includes all aspects of social, emotional and physical well-being and students will be given opportunities to explore relationships, understand the effects of alcohol, smoking and drugs on behaviour and the positive effects of diet and exercise.

PSHEE education will focus on three core themes;

- Health and Wellbeing – to include how to maintain physical, mental and emotional wellbeing, making informed choices about health and wellbeing, managing change (including puberty, transition and loss), and how to respond in an emergency.
- Relationships – to include how to maintain a variety of healthy relationships, within a range of contexts, how to manage emotions within a range of relationships, how to recognise risky situations (including online) and ask for help, consent, how to respect equality and diversity in relationships.
- Living in the Wider World – to include how to make informed choices, employability skills, living as part of a diverse community, personal financial choices.

Relationships and sex education (RSE) is an important part of PSHE education. Relationships and sex education (RSE) is compulsory for all secondary school pupils (DfE 2021).

Students will be encouraged to take responsibility, feel positive about themselves, participate, meet and work with people and develop relationships with others in a variety of ways.

AIMS

PSHEE makes a unique and substantial contribution towards the personal development of young people and is essential to their health, safety and achievements as individuals within society.

Our aims are to enable students:

- The ability to form and manage supportive and stable relationships
- The capacity to develop awareness of themselves as learners and managers of change
- The ability to anticipate the demands and challenges of adult life, including the world of work and leisure opportunities
- The opportunity to demonstrate their creativity enterprise and economic wellbeing
- To make informed choices on their lifestyles
- To be aware of the need for good health and physical well being
- To value themselves as an individual and promote their self esteem
- To promote a spirit of inquiry
- To have the confidence and skills to make learning a lifelong process

- **OBJECTIVES**

- To deliver an interesting, enjoyable and thought provoking programme
- Learn to keep themselves and others safe
- Value their achievements and those of others
- Learn to respect the differences between people
- Play an active role as member of society
- Make the most of their abilities
- Embrace change

STUDENT OUTCOMES

We will know we have been successful when:

- Our students are able to assess their developing strengths and build upon them.
- Our students show confidence, high self-esteem and self-reliance. They are actively involved in their own learning and are motivated to achieve.
- The academy has a caring ethos clearly shown in the quality of the relationships between all members of the academy community.
- Our students show honesty, self-discipline and personal responsibility.
- Our students show care and responsibility for their school environment.
- Our students actively wish to give and receive respect.
- Our students are aware of the main obstacles to health and are prepared to make decisions based on facts.
- Our students feel able to ask about sensitive issues without fear of ridicule.
- Our students have sufficient factual information, or the knowledge of how to access such information, to make considered decisions on matters concerning their physical social and mental well being.

Answering difficult questions

Staff are aware that views around PSHEE related issues are varied. However, while personal views are respected, all PSHEE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to draw their own, informed opinions but also respect others that may have a different opinion.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the academy's Designated Safeguarding Leads who take action as laid down in the Child Protection Policy. All staff know the identity of the members of staff with responsibility for Child Protection issues and liaise as appropriate.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.