

# PSHE policy

The Victory Academy



**Approved by:** Regional  
Governing Body

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## 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

Personal, social, health and economic (PSHE) education is a non-statutory but important and necessary part of all pupils' education (Department for Education, 2020).

At The Victory Academy we have high expectations of our children and strive to ensure that every child achieves academically, socially and personally through our school values of Respect, Pride, and Belief.

Our PSHE programme (called 'Victory Citizenship' in the school curriculum), is rooted in our school values and aims to equip each child 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.

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.

We continue to tailor our PSHE programme to best reflect the needs of our current children at Reigate school 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

The teaching of PSHE supports our school community values of Respect, Pride and Belief.

## 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

This policy also complies with the terms of our funding agreement.

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## 3. Content and delivery

### 3.1 What we teach

We have built a bespoke curriculum tailored to the needs and lives of our children. The PSHE Association's suggested curriculum content has been used as a basis to design lessons and supporting materials for all children, as well as guidance from Medway council.

All Victory Citizenship content is delivered at an age and developmentally appropriate level and builds on the three areas listed above, year on year.

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 (linked to above).

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

Please see 'Monitoring arrangements' below for how we aim to continue to use Student Voice to influence our planning and delivery of PSHE and RSE content in our Victory citizenship lessons.

### 3.2 How we teach it

Children in Key Stage 3 are timetabled for a 3 hours fortnightly Victory Citizenship lesson and children in Key Stage 4 are timetabled for a 2 hour fortnightly Victory Citizenship lesson. We have Drop Down Workshops where children have the opportunity to explore key topics in depth over a longer period of teaching time through meaningful discussion with external providers. Parents and careers are invited to attend specialist parent/carer webinars that detail the content of Drop Down Workshops and provide a forum for Q+A.

Each Victory Citizenship lesson is planned and tailored to the needs of our children at Victory Academy. Lessons are created and delivered by the Lead of Victory Citizenship alongside a committed and passionate team of existing teachers. All lessons are in line with our long-term PSHE scheme of work 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.

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 children's learning in Victory Citizenship lessons:

- Rules are established at the beginning 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;
- The purpose of each lesson is made clear;
- Appropriate learning experiences are planned in line with our long-term PSHE scheme of work to meet the needs of all the children in the class. Where necessary, the school's SENCO and DSL is consulted on best practice for delivery;
- Scenario based learning experiences draw on children's own knowledge and understanding to provide them with a range of opportunities to learn, practice and demonstrate skills, attitudes, knowledge and understanding;
- Time is given for children to reflect, consolidate and apply their learning of skills to relevant scenarios;

- Staff training needs are met, to include safeguarding children, 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;
- The Victory Academy leads the programme, but, carefully selected and, where necessary, screened outside visitors may play a role in delivering content.

## Drug, Alcohol and tobacco education including smoke free

At the Victory academy, drug, alcohol and tobacco education is explicitly taught through the Victory Citizenship lessons.

The programme is carefully planned, at age appropriate levels for all pupils at the school.

Where appropriate external providers provide additional resources and drop down sessions to support pupils.

## 4. Roles and responsibilities

### 4.1 The governing board

The Victory Academy's School Committee of Governors will approve the PSHE Policy, and hold the Headteacher to account for its implementation.

### 4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### 4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Lessons are created and delivered by the Subject Lead – Sabrina Anderson - alongside a committed team of existing teachers whom range from classroom teacher to members from the Senior Leadership Team.

### 4.4 Pupils

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

## 5. Monitoring arrangements

The delivery of Victory Academy is monitored by Oliver Owen as Headteacher, Matt Rose, Deputy Head Teacher, with responsibility for whole school PHSE. 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 pupils 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 planning reviews, learning walks, stakeholder surveys, recording pupil attendance of Victory Academy and drop down workshops, regular review of the PSHE & RSE Policies, gathering information school reports and sampling the quality and content of children's work.

Pupils' development in The Victory Academy is monitored by class teachers as part of our internal assessment systems. Additionally, this is done through:

- Baseline testing at the start and end of each unit
- Assessment for Learning during lessons

## **6. Links with other policies**

This policy links to the following policies and procedures:

- Relationships and Sex Education (RSE) Policy

Appendix 1: Victory Citizenship Curriculum Map

|               | Topic 1   | Topic 2  | Topic 3   | Topic 4  | Topic 5  | Topic 6  |
|---------------|---|--|---|--|--|--|
| <b>Year 7</b> | <b>Transition and safety</b><br><br>Transition to secondary school and personal safety in and outside school, including first aid | <b>Religious Education</b><br><br>What is RE? KQ - Who were the Greek Philosophers?<br>To explore how the ancient Greel's influenced modern way of thinking. | <b>Health and puberty</b><br><br>Healthy routines, influences on health, puberty, unwanted contact. | <b>Religious Education</b><br><br>How important are religious festivals? KQ - How do different faiths celebrate?<br>Investigating the key festivals and celebrations in the worlds largest religions | <b>Young People and Human Rights</b><br><br>The UN Declaration of Human Tights, Rights and organisations, fighting for rights, protests and organisations, young people and society, young people and school, young people and religion. | <b>Religious Education</b><br><br>How radical was Jesus? KQ - What is so radical about Jesus?<br>To learn from different Christianity about their view of Jesus, and how people within a religion understand and live out the teachings of Jesus in the world around them. |
|               | Topic 1   | Topic 2  | Topic 3   | Topic 4  | Topic 5  | Topic 6  |
| <b>Year 8</b> | <b>Citizenship/RE - The Island</b>  | <b>Digital literacy</b>  | <b>Relationships - Identity and relationships and Discrimination</b>                                | <b>Religious Education</b>   | <b>Emotional wellbeing</b>   | <b>Citizenship / British Values</b>  |

|               |  |  |   |   |   |   |
|---------------|--|--|---|---|---|---|
|               | Community, sustainability, needs and wants, how important society is, rules and laws, traditions, cultural celebrations. | Online safety, digital literacy, media reliability, and gambling hooks | Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia and an introduction to online safety | Religion and Art. KQ - What made Christianity a global religion? To explore how Christianity grew from a small group of people living in the Middle East 200 years ago, to become a global religion followed by more than two billion people. | Mental health and emotional wellbeing, including body image and coping strategies, puberty and emotions surrounding this and dealing with grief | Religion and Art. KQ - Why is art important within religions groups? To identify similarity and difference in the way beliefs and values are reflected through art within and between religions |
|               | <b>Topic 1</b>   | <b>Topic 2</b>   | <b>Topic 3</b>  | <b>Topic 4</b>  | <b>Topic 5</b>  | <b>Topic 6</b>  |
| <b>Year 9</b> | <b>Peer influence, gangs</b>   | <b>Relationships - Respectful and intimate relationships</b>           | <b>Health and Wellbeing - Drugs and Alcohol</b>   | <b>Religious Education</b>  | <b>Extremism</b>  | <b>Citizenship / British Values</b>   |

|                |  |   |  |  |  |   |
|----------------|--|---|--|--|--|---|
|                | Back to school, Healthy and unhealthy friendships, assertiveness, and gang exploitation, role models | Families and parenting, healthy relationships, conflict resolution, and relationship changes. Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography | Being influenced by drugs, alcohol, tobacco, and the law, supply classification of drugs, social drugs, consequences of substance abuse, addiction, how substance abuse affects you. | Introduction to Ethics. KQ - How do we make decisions and what makes humans good people? Exploring what ethics is and the idea of morals and where we get our sense of good and bad from | What is justified, what does extreme mean and when is extremism, terrorism, can extremism ever be a good thing, how are people radicalised, what is counter terrorism, radicalised groups and extremism in the UK. | Introduction to western philosophy. KQ - What influences us to make decisions? An investigation into the western philosophy many of the world religions follow. |
|                | <b>Topic 1</b>   | <b>Topic 2</b>  | <b>Topic 3</b>   | <b>Topic 4</b>   | <b>Topic 5</b>   | <b>Topic 6</b>  |
| <b>Year 10</b> | Healthy relationships  | Religious Education   | Exploring influence  | Religious Education  | Communication in relationships   | Religious Education   |



|                |   |   |  |   |   |  |
|----------------|---|---|--|---|---|--|
|                | Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography, teenage pregnancy and pregnancy choices    | Ethics. KQ - Does ethics really matter? What ethical considerations are, quality of life, when does life begin, matters of life, abortion, abortion and the law, IVF, genetic engineering, cloning, euthanasia, transplant surgery, considering various religious views | The influence and impact of drugs, gangs, gambling.  | Moral Decision Making. KQ - HShould religion play a part in conflict? Exploring world issues which affect society | Personal values, assertive communication relationship challenges and abuse the media, forced marriages, modern slavery, honour based violence, online gambling, | Religion and Science. KQ - How did we get here? Can religion and science co-exist? Are they do different belief systems that only work independently of each other? Can scientists believe in God as well? |
|                | <b>Topic 1</b>  |   | <b>Topic 2</b>   | <b>Topic 3</b>  |   |  |
| <b>Year 11</b> | <b>Religious Education</b><br><br>Free Will and determinism. KQ - Should we think about the ethics behind our spending?<br>Exploring the ethical side of business |   | <b>Independence</b><br><br>Responsible health choices, and safety in independent contexts. cancer treatment, cancer prevention, cancer awareness and responsible health choices, | <b>Families</b><br><br>parental responsibilities, pregnancy, changing relationships                               |   | Exams study leave  |