



## Personal, Social and Health Education Policy

At Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. Personal, Social and Health Education (PSHE) makes a significant contribution to the development of the key skills and characteristics needed by students in order for them to lead safe, healthy and fulfilling lives. It supports them in becoming confident individuals and responsible citizens.

### PSHE provision at INA

PSHE is not limited to discrete timetabled lessons but is delivered through a rich, Academy-wide approach that brings learning alive. This includes:

- BRIDGES/PSHE/Harkness lessons at KS3
- PSHE lesson at KS4
- extended tutorial sessions led by the form tutor and co-tutor
- cross curricular projects
- drop down days
- Academy assemblies
- a range of opportunities for student leadership
- the development of the BRIDGES habits of mind and learning dispositions in all lessons
- enrichment activities
- student involvement in the life of the wider community
- day to day pastoral care and guidance
- teaching PSHE through and within other subjects, e.g. Science, PE, Food Technology, English
- student coaching by BRIDGES mentors
- visiting speakers and theatre groups
- Harkness discussions
- providing access to great role models.

### PSHE Topics

PSHE covers students' well-being, health education, SRE and understanding of social, cultural and moral issues.

#### Key Stage 3

SRE	Well-being	Relationships
Puberty	E-safety: Cyber bullying	Friendships

	Sexting, online images	
Hygiene	Healthy eating	Bullying
Periods	Alcohol	Resisting peer pressure
Love & marriage	Smoking	Self esteem
Sexuality	Travel plan and personal safety	
Early sexualised behaviour	Bikes, phones, routes home	
STIs	Body image	
Contraception	Eating disorders	
FGM	Staying safe online	
	Smoking, drugs & alcohol	
	Rights & responsibilities	
	Knife crime	
	Skin cancer	
	Child sexual exploitation	
	Radicalisation	

#### Key Stage 4

SRE	Well-being	Relationships
FGM	Drugs – legal highs	Radicalisation – grooming, online safety, social side
STIs	Alcohol – binge drinking	Domestic abuse & abusive relationships
Readiness for sexual relationships	Depression	Parental relationships
Contraception	Teenage pregnancy	Parental relationships – divorce/ separation/how to cope
CSE	Abortion	Exploitation in relationships
Pornography	Self harming	Sexuality
Consent/rape	Homelessness	
Testicular cancer/breast cancer	Drugs – legal highs	
Abortion	Drugs - cannabis	
	Anorexia & bulimia	
	Coping with stress	
	Suicide	
	Driving & road safety	
	Child sexual exploitation	
	Radicalisation	

#### Student Leadership

In addition to planned opportunities for students to demonstrate and develop leadership skills in lessons, including during BRIDGES lessons and Harkness discussions, there are numerous other ways in which leadership is nurtured and developed: This includes students taking on the role of:

- Student Council Leaders
- Prefects
- tutor group representatives, such as Form reps and Sports reps
- Student Ambassadors for each subject
- sports team leaders
- enrichment activity leaders
- Academy tour guides
- Academy Open Evenings and events guides/leaders
- student panel members in the staff recruitment process.

### **Tutorial time/ Assemblies**

Tutorial time plays a crucial role in supporting students to develop habits of mind, learning dispositions and positive character traits. Tutorial sessions regularly involve students investigating, discussing and debating moral and ethical issues. Students also explore current affairs and discuss how local and global issues impact on their own lives.

Assemblies are used to reinforce the Academy's ethos and values and the BRIDGES characteristics. The member of staff delivering an assembly is responsible for choosing an appropriate SMSC theme which could include topical issues and world events. Assembly themes are monitored on a regular basis at SLT meetings to ensure that an appropriate range of SMSC and PSHE themes are covered during the year. Student-led assemblies are also built into the assembly cycle, with each tutor group leading an assembly for their year group, providing students with leadership responsibility and the opportunity to explore topics and issues they find of interest and relevance. Year 7 and Year 8 receive an additional fortnightly assembly based on the BRIDGES focus for that fortnight (see below).

### **BLP and the BRIDGES Framework**

Building Learning Power (BLP) is about building a culture in classrooms (and the Academy as a whole) that systematically cultivates habits, learning dispositions, attitudes and characteristics that enable young people to face difficulty and uncertainty calmly, confidently and creatively.

We believe that the BRIDGES learning dispositions are fundamental to being an effective learner and to success and fulfilment in life. They underpin the curriculum at the Academy and the policies and ethos of the organisation. BRIDGES lessons provide opportunities to develop the skills and characteristics that are at the heart of PSHE. This includes:

- focusing on developing students' leadership skills (B)
- providing opportunities for students to question and think deeply (R)
- exploring what it means to be a great citizen (I)
- encouraging students to be open to different ideas and attitudes (D)
- learning how to persevere with challenging tasks and problems (G)
- providing opportunities for reflection (E)
- understanding how our behaviour affects others (S)

### **PSHE / BRIDGES Curriculum Overview**

PSHE topics are plotted over the three years at KS3 and are delivered as follows:

- Year 7 alternate between a discrete BRIDGES lesson (Week A) and PSHE content delivered through Harkness lessons (Week A). Reference and taught within the BRIDGES programme.
- Year 8 and Year 9 have weekly BRIDGES/PSHE lessons. In Year 8, the programme is designed so that the fortnightly BRIDGES focus links to the PSHE theme

Throughout KS4 students have a weekly lesson which alternates between cycles of PSHE and Cultural Studies.

### **Active Citizenship**

We are committed to building strong links with the local community and for our students to learn from, and with, the local community. Community groups are encouraged to use INA's facilities for their events and activities. Every student at INA is involved in community service through, for example, helping to organise the annual community party for elderly local residents or working with primary school pupils during enrichment activities such as the story writing club.

Fund-raising is an important aspect of our practice at Isaac Newton Academy. It plays a vital role in raising students' awareness of people and communities who are less fortunate than themselves. The INA charity steering group has representatives from each tutor group and meets on a half termly basis. Students take responsibility for deciding on the preferred charity or charities and for taking a lead on organising charity events.

### **Positive Behaviour for Learning**

High standards of behaviour, self discipline, self control and personal accountability are expected of all adults by society in general. At Isaac Newton Academy we prepare students for a successful life in the wider society by supporting them in developing respect and consideration for others. We have the highest expectations of students' behaviour and apply the Academy Code of Conduct consistently. We form strong relationships with parents/carers from the point of transition to the Academy. Every family receives a home visit in the summer term of Year 6, at which the Academy's expectations of staff, parents/carers and students in ensuring exemplary behaviour is reinforced.

### **Anti-Bullying**

A clear anti-bullying message is promoted through assemblies, tutorial sessions and reinforced in the Code of Conduct and Home-Academy Agreement. Personal safety is also the focus of assemblies and tutorial sessions. Students are taught to assess and manage risk appropriately and keep themselves safe. This includes discussing the damaging effects of cyber-bullying and reinforcing Newton's Laws for the Responsible Use of Digital Technology.

### **SRE and Drugs Education**

Sex and relationships (SRE) and drugs education at Isaac Newton Academy is taught through the Science curriculum and during PSHE lessons at Key Stage 3 and 4. We ensure that the SRE programme is relevant to all students and is age and stage appropriate. It contributes to the development of the personal skills needed by students in order to establish and maintain positive, healthy relationships and it enables them to make responsible and well-informed decisions about their health and wellbeing.

### **Appreciating Diversity**

Our community based on the core values of mutual respect and one in which differing views, interests, backgrounds and outlooks are honoured. We prepare our students to live and work in a diverse society, to understand and respect the cultures, faith and backgrounds of others through the taught curriculum and enrichment activities which provide opportunities to learn from members of our local community. We celebrate the cultural diversity of the Academy and local community and we encourage students to highlight and challenge discrimination through Academy events such as Black History Month and assemblies.

### **Safer Schools Officers**

The Academy has close links with its Safer Schools Officers (SSO). This relationship has allowed students to be educated on their safety and wellbeing through assemblies, interviews with the Student Council and other specifically arranged and targeted interventions.

### **Healthy Lifestyles**

Students at Isaac Newton Academy learn how to stay physically healthy and to make informed choices about their health and well-being through the taught curriculum, for example in PE, science and food technology lessons. Enrichment activities such as preparing healthy menus and food at the Healthy Food club, numerous sports' clubs and teams, and shaping the meal provision at the Food Focus group are all part of our drive to encourage students to lead healthy lifestyles and to make and stay physically fit.

### **Related Policies**

The PSHE policy should be read in conjunction with the following INA policies:

SRE Policy

Anti-Bullying policy

SMSC Policy

Positive Behaviour for Learning Policy

Child Protection Policy

Teaching and Learning Policy

Curriculum Policy

Food Policy

Equal Opportunities Policy

**Reviewed June 2018**