



# One Degree Academy

## PSHE POLICY

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- 1.1 At One Degree Academy our aim is to provide a safe, positive, stimulating and supportive environment where children want to come to learn. We aim that through inspirational teaching and incremental improvement, every One Degree Academy student will develop the knowledge, attributes and cultural capital to succeed at university, enjoy a productive career and lead a fulfilled life.

3 things we aim for for our students:

1. University offer letter
2. Employable in a productive career
3. Tools for a fulfilled life

3 ways we'll get them there:

1. Great teaching and learning
2. Persistent focus on character skills
3. Raising aspirations through links to universities, businesses and cultural experiences

- 1.2 At One Degree Academy PSHE is delivered in an age appropriate way and is developed to compliment the curriculum by focusing on topics which will help all pupils become active and caring members of the community, recognise and accept their own strengths and weaknesses, and learn to face new challenges with confidence.

## 2. Statutory framework and other guidance

- 2.1 PSHE and Citizenship are non-statutory subjects.
- 2.2 “Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education”. DFE Guidance on PSHE Education, September 2013
- 2.3 “All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.” National Curriculum 2014
- 2.4 PSHE development in Early Years is contained within the EYFS Statutory framework.

## 3. Principles

- 3.1 The following framework underpins the approach to PSHE:
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
  - Provide pupils with knowledge about the country they live in and gain a broad general knowledge of public institutions and services in the UK;
  - Encourage pupils to distinguish right from wrong and to respect the civil and criminal law;



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- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the academy is situated and to society more widely;
- Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- Encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Where political issues are covered students are offered a balanced presentation of opposing views
- Knowledge, skills and attributes in this area are best developed through ‘experiential learning’.

### 4. Roles and responsibilities for PSHE Policy and Practice

All staff	<ul style="list-style-type: none"> <li>- Ensure that all aspects of this Policy and Practice are implemented</li> <li>- Act as a role model at all times</li> </ul>
Member of SLT responsible for PSHE	<ul style="list-style-type: none"> <li>- Responsible for the design and delivery of all aspects of the PSHE curriculum</li> <li>- Responsible for Quality Assurance of all aspects of PSHE</li> </ul>

### 5. Implementation

- 5.1 PSHE is taught in discrete lessons from KS1 to 2. In EYFS the content is contained within the PSHE strand of the curriculum. Certain aspects of PSHE are mapped into other curriculum areas, including Science, Humanities, English, Enrichment, and STRIVE lessons.
- 5.2 The STRIVE learning attributes develop a pupil’s character and learning habits and enable them to grow into well-rounded individuals and successful learners in all fields. They are deeply embedded within all areas of academy life, including our curriculum, behaviour for learning systems, assemblies. Pupils in R and KS1-2 have explicit STRIVE character lessons weekly.
- 5.3 In Key Stage 1 children receive a weekly Philosophy for Children lesson during which children learn to listen respectfully to the views of others and share their own opinions on a range of topics from bullying to showing care to people around us.
- 5.4 The One Degree Pledge ensures all pupils engage in a variety of experiences that lead to spiritual, moral, social and cultural development being enhanced. Their personal and social awareness is increased through the breadth of opportunity, as are their



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- future economic prospects through introductions to a variety of careers and university options.
- 5.5 Children experience ‘family dining,’ which involves children from different year groups sitting together to provide an opportunity for older children to act as role models.
  - 5.6 Personal Health and well-being are developed through: Family dining practices, snacks and drinks policy, PE time in the curriculum, wider clubs and activities offered in PE.
  - 5.7 Mindful eating takes place during all sittings and allows time for children and staff to eat and reflect. Topics of reflection include but are not limited to that morning’s learning, our plans for the weekend, something providing a compliment to somebody near us.
  - 5.8 Assemblies delivered according to the assembly schedule are all related to learning about personal development and growth.
  - 5.9 Members of the local community are invited in to deliver assemblies on a range of topics in order to develop respect and tolerance of other cultures, e.g. Black History Month and Diwali.
  - 5.10 Children experience the wider community through events such as the Summer Fayre and an annual International Food Festival.
  - 5.11 Children in certain extra curricular clubs or activities take part in community projects and volunteering to develop their understanding of their role as part of a community. Each half term unit of work culminates in a ‘real life’ performance, event or production to which members of the community are invited.
  - 5.12 Where appropriate, we use outside agencies to offer further support for individuals or groups to develop their PSHE knowledge, skills and understanding

## Appendices

A STRIVE values

B One Degree Academy PSHE Curriculum Overview

## Appendix A: STRIVE Learning Attributes

**STRIVE** are learning attributes that develop a pupil's character and learning habits and enable them to grow into well-rounded individuals and successful learners in all fields. They are deeply embedded within all areas of academy life, including our curriculum, behaviour for learning systems, assemblies, and communication strategy. Pupils in R and KS1-2 have explicit **STRIVE** lessons weekly.

**S Scholarship**

**T Teamwork**

**R Responsibility**

**I Integrity**

**V Value**

**E Effort**

Appendix B: PSHE curriculum



RSE & PSHE Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Family and relationships</b>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• What is family?</li> <li>• What are friendships?</li> <li>• Family and friends help and support each other</li> <li>• Making friends</li> <li>• Friendship problems</li> <li>• Healthy Friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Families offer stability and love</li> <li>• Families are all different</li> <li>• Managing friendships</li> <li>• Unhappy friendships</li> <li>• Valuing me</li> <li>• Manners &amp; courtesy</li> <li>• Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Healthy families</li> <li>• Friendships - conflict</li> <li>• Effective communication</li> <li>• Learning who to trust</li> <li>• Respecting differences</li> <li>• Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect &amp; manners</li> <li>• Healthy friendships</li> <li>• My behaviour</li> <li>• Bullying</li> <li>• Stereotypes</li> <li>• Families in the wider world</li> <li>• Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Build a friend</li> <li>• Resolving conflict</li> <li>• Respecting myself</li> <li>• Family life</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect</li> <li>• Developing respectful relationships</li> <li>• Stereotypes</li> <li>• Bullying</li> <li>• Being me</li> <li>• Loss and change</li> </ul>
<b>Safety and the changing body</b>	<ul style="list-style-type: none"> <li>• Getting lost</li> <li>• Making a call to the emergency services</li> <li>• Asking for help</li> <li>• Appropriate contact</li> <li>• Medication</li> <li>• Safety at home</li> <li>• People who help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>• The Internet</li> <li>• Communicating online</li> <li>• Secrets and surprises</li> <li>• Appropriate contact</li> <li>• Road safety</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Basic first aid</li> <li>• Communicating safely online</li> <li>• Online safety</li> <li>• Fake emails</li> <li>• Drugs, alcohol &amp; tobacco</li> <li>• Keeping safe out and about</li> </ul>	<ul style="list-style-type: none"> <li>• Online restrictions</li> <li>• Share aware</li> <li>• Basic first aid</li> <li>• Privacy and secrecy</li> <li>• Consuming information online</li> <li>• The changing adolescent body (puberty)</li> </ul>	<ul style="list-style-type: none"> <li>• Online friendships</li> <li>• Identifying online dangers</li> <li>• The changing adolescent body (puberty, including menstruation)</li> <li>• First aid</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs alcohol &amp; tobacco</li> <li>• First aid</li> <li>• Critical digital consumers</li> <li>• Social media</li> <li>• The changing adolescent body (puberty, conception, birth)</li> </ul>
<b>Health and wellbeing</b>	<ul style="list-style-type: none"> <li>• Wonderful me</li> <li>• What am I like?</li> <li>• Ready for bed</li> <li>• Relaxation</li> <li>• Hand washing &amp; personal hygiene</li> <li>• Sun safety</li> <li>• Allergies</li> <li>• People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Experiencing different emotions</li> <li>• Being active</li> <li>• Relaxation</li> <li>• Steps to success</li> <li>• Growth mindset</li> <li>• Healthy diet</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• My healthy diary</li> <li>• Relaxation</li> <li>• Who am I?</li> <li>• My superpowers</li> <li>• Breaking down barriers</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• Diet and dental health</li> <li>• Visualisation</li> <li>• Celebrating mistakes</li> <li>• My role</li> <li>• My happiness</li> <li>• Emotions</li> <li>• Mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Relaxation</li> <li>• The importance of rest</li> <li>• Embracing failure</li> <li>• Going for goals</li> <li>• Taking responsibility for my feelings</li> <li>• Healthy meals</li> <li>• Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>• What can I be?</li> <li>• Mindfulness</li> <li>• Taking responsibility for my health</li> <li>• Resilience toolkit</li> <li>• Immunisation</li> <li>• Health concerns</li> <li>• Creating habits</li> <li>• The effects of technology on health</li> </ul>