



PSHE Policy

The Lodestar Academy

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This policy will be reviewed annually.

The academy reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Beth Woodward (Headteacher)
Queries to:	Vicky Blackmore (Lead for Personal Development)
Date created:	September 2023
Date of last review:	September 2025
Date of next review:	September 2027

1. What is this Policy About?

This policy sets out The Lodestar Academy's approach to PSHE. 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
- Our RSE policy is available separately.

2. Who Does this Policy Apply to?

The PSHE Policy is for all academy staff, commissioners, LGB, parents/carers, young people and inspectors.

3. Policy Requirements

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our Relationships and Sex Education Policy for details which can be found on our website. For other aspects of PSHE, including health education, see the curriculum map in Appendix 1 for more details about what is delivered.

3.2 How we teach it

- Students receive dedicated PSHE lessons per week
- PSHE topics are also addressed through: half termly Drop Down Days, morning assemblies, tutorial sessions including weekly Votes for Schools lessons
- The curriculum will be delivered by tutors and teachers of PSHE
- The curriculum contains elements where topical and controversial issues will be addressed. Staff at Lodestar Academy will approach these topics with sensitivity and impartiality, not allowing personal opinions or views to influence their teaching of these topics
- Teachers are supported in their ability to deliver and teach these topics by Curriculum Leaders and the Deputy Headteacher
- Student progress is assessed half termly and is reported to parents through termly academic reports

3.2 Monitoring PSHE delivery

The delivery of PSHE is monitored by Bethany Woodward, Deputy Headteacher, through: planning scrutiny, curriculum reviews, learning walks, coaching sessions and work scrutiny. This policy will be reviewed by The Head of Quality of Education every two years. At every review, the policy will be approved by the Headteacher.

4. Related policies

- RSE Policy
- Curriculum Policy
- Personal Development Policy
- Safeguarding Policy

Appendix 1

Long Term Plan – 2023-24

Subject	PSHE					
Year group	KS3					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Careers	RRSA	RHSE	Healthy Lifestyles	Drugs and Alcohol	Living in the Wider World
Content overview	Morrisby Aspirations Survey; Self awareness; What is work?; Skills Builder self assessment; CV writing	Article of the Week exercises based on the presentations provided by Rights Respecting Schools	Healthy relationships; consent, managing conflict; contraception; parenting	What is a healthy lifestyle; consequences of not living healthily; exercise; healthy eating; dealing with anxiety	Caffeine; tobacco and nicotine; understanding drugs; alcohol and risk; exploring attitudes	How can I manage my money?; income and expenditure; knife crime; self discipline; workplace skills

Subject	PSHE					
Year group	Year 10					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Careers	RRSA	RSE	Healthy Lifestyles	Substances	Living in the Wider World
Content overview	Morrisby Aspirations Survey; Self awareness; What is work?;	Article of the Week exercises based on the presentations	Romantic relationships; consent; conflict;	What is a healthy lifestyle; consequences of not living healthily;	Tobacco and nicotine; alcohol – binge drinking; substance use	Anti-social behaviour; county lines; knife crime; fake news and

	Skills Builder self assessment; CV writing	provided by Rights Respecting Schools	contraception; parenting	exercise; healthy eating; dealing with anxiety	and risk; help and seeking support	critical thinking; extremism
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Subject	PSHE					
Year group	Year 11					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Careers	RRSA	RSE	Healthy Lifestyles	Drugs, Alcohol and Tobacco	
Content overview	Morrisby Aspirations Survey; Self awareness; What is work?; Skills Builder self assessment; CV writing	Article of the Week exercises based on the presentations provided by Rights Respecting Schools	Romantic relationships; consent; conflict; contraception; parenting	What is a healthy lifestyle; consequences of not living healthily; exercise; healthy eating; dealing with anxiety	Tobacco and nicotine; alcohol – binge drinking; substance use and risk; help and seeking support	

6. Equality Impact Assessment

1. Summary

This EIA is for:	Curriculum Policy
EIA completed by:	Steven Hulme (Headteacher)
Date of assessment:	September 2023
Assessment approved by:	LGB

The academy is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, we have adopted the process in line with our commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.

Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or

sex, the opposite sex or to both sexes?				rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation
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3. More information/notes

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