

Olive Academies

Personal, Social, Health and Economic (PSHE) Policy

Document control table	
Title	Personal, Social, Health and Economic (PSHE) Education
Date approved	September 2025
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Updates/revisions included:	<p>Updated and inserted hyperlinks to the new legal frameworks</p> <p>Re-written section 4</p> <p>Added in additional sections 8, 9, 10 and 11</p>
Academies/schools to note: <p>This is an OA policy which should not be modified at local level. Please contact the Head of Academy/school to suggest any changes to the policy.</p>	

Introduction

The Olive Academies Multi-Academy Trust is committed to meeting the needs of pupils and ensuring that they make progress. We aim to achieve this in line with our values and beliefs:

- Conviction – everyone has the capacity to reach their potential
- Determination – not giving up on those who have not yet experienced consistent success
- Ambition – all challenges can be overcome with the right support both in education and in life
- Reflection – learning from experiences and developing a capacity to improve further

Statement of intent

At Olive Academies, we believe that provision of Personal, Social, Health and Economic education will help students lead confident, healthy and responsible lives as individuals and members of society.

Through a range of lessons and activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they may face as they approach adulthood.

Legal Framework

This policy has due regard to all the relevant legislation and statutory guidance including, but not limited to, the following:

- [Education Act 1996](#)
- [Education Act 2002](#)
- [Children and Social Work Act 2017](#)
- [DfE \(2014\) 'National curriculum in England: framework for key stages 1 to 4'](#)
- [DfE \(2022\) 'Personal, social, health and economic \(PSHE\) education'](#)
- [DfE \(2021\) DfE \(2019\) 'Relationships Education, Relationships and Sex Education \(RSE\) and Health Education'](#)
- ['Keeping children safe in education \(KCSIE\)](#)

Statutory requirements

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education
- Financial education
- Sex and relationship education (SRE)
- The importance of physical activity and diet for a healthy lifestyle

The PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and services
- School ethos
- Small group work

- Cross-curricular links
- Assemblies
- Enrichment days or weeks
- Residential trips

The academy/school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

The academy/school will deliver RSHE as part of its timetabled PSHE programme, with due regard to the academy/school's Secondary Relationships, Sex and Health Education (RSHE) Policy.

The PSHE leader will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the following policies:

- Secondary Relationships, Sex and Health Education (RSHE) Policy.

The academy/school's PSHE curriculum will also cover economic wellbeing, careers and enterprise education, and personal safety, including assessing and managing risk, as vital parts of the academy/school's PSHE curriculum. PSHE complements several other curriculum subjects; therefore, where appropriate, the academy/school will look for opportunities to make links between the subjects and integrate teaching.

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

Within its academies/schools, Olive Academies provides a PSHE programme which compliments the statutory content outlined in the wider curriculum and guidance on: drug education, financial education, relationships and sex education, and the importance of a healthy lifestyle and being safe including online safety.

This policy should be read in conjunction with other policies:

- Relationships and sex education
- Safeguarding and child protection
- ICT and online safety
- Careers

Implementation

The teaching of PSHE will be delivered across the wider curriculum including *'The Olive Way'* and coaching. Every student works with their own coach. Coaches provide nurturing one-to-one care and support, mentoring students throughout their time in our academies/schools and during their transition back into mainstream school. Coaching time will develop students' well-being and self-esteem encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career. Students will be taught PSHE (including Relationships and Sex Education) weekly following a sequenced curriculum plan appropriate for age and stage of development.

Organisation and content of the programme; teaching methods; staffing

The OA PSHE programme is mapped using the government recommended PSHE Association programme of study and uses the *Jigsaw* PSHE scheme - <https://www.jigsawpshe.com/> We also use *Gridmaker* to map the content and ensure all aspects are covered.

The schemes of work (accessed through the Jigsaw scheme) are altered from year to year, in the interest of continuing improvement in the quality of education in OA academies/schools. In addition to the statutory elements of the RSE programme outlined in our RSE policy, the PSHE programme follows the PHSE Association model and covers:

- health and wellbeing
- relationships
- living in the wider world

This programme includes themes such as financial decision making and budgeting, careers and enterprise education, personal safety, mental wellbeing, drugs, alcohol and tobacco, basic first aid and health eating and includes assessing and managing both negative and positive risks.

PSHE education is delivered by teaching staff and coaching staff at various times during the academic week. Students will take part in *'The Olive Way'* and coaching time alongside core subjects and their learning pathways. Staff will receive bespoke opportunities to develop their subject knowledge as part of the OA staff training programme. Staff will also be able to access specialist knowledge via the PSHE Association resources and the OA CPD offer.

Lessons will be well planned in advance allowing for detailed sensitive planning taking into account students that may find certain issues difficult. This timely approach will also give the opportunity for teachers, and coaches to raise any sensitive issues regarding delivery of lessons. At the start of lessons, learning objectives will be made clear and there will be frequent checks on understanding through review. Teachers must display excellent knowledge of PSHE and skilfully manage discussions on sensitive and controversial issues.

Academies/schools will consider what local data tells them about the specific issues and risks that students are likely to encounter. These may include local statistics on teenage pregnancy, county lines, drug and alcohol misuse, as well as poverty indicators debt levels and food bank use. The Designated Safeguarding Lead will ensure that local and internal data is closely monitored and covered within the content of the PSHE programme.

Olive Academies work in collaboration with charities, specialists and external training providers to support the delivery of key topics, for example *St Giles Trust* and *Street Doctors*. Each academy/school works with local providers who can provide dynamic learning opportunities which reflect the changing local context.

Reflection is an essential part of learning. It helps pupils to consolidate the knowledge and skills they have been learning and to form new understanding and attitudes. Reflection prompted by questions and discussion forms part of the programme of work.

Olive Academies will strengthen the teaching of PSHE through:

- Core and foundation curriculum areas
- Cross-curricular projects
- Reflect, Restore, Acknowledge sessions
- Whole school events and specialist days
- Educational visits and trips
- Careers education, information and guidance
- Work experience

The content of the PSHE programme will be delivered using a variety of teaching methods including discussion, presentation, role play, extended writing and questioning.

Confidentiality and reporting

It is important that appropriate ground rules are established for some sensitive topics within the PSHE programme of study. If a member of staff becomes worried about a child's health, state of mind or safety as a result of comments during PHSE the concerns should be reported in line with the academy/school Safeguarding/Child Protection policy.

As part of its overall approach to creating a culture of safeguarding, well promoted and easily understood systems are in place for students to confidently report abuse, sexual violence and sexual harassment and know that their concerns will be treated seriously. We recognise that there are additional barriers faced by children who are LGBT and will endeavour to reduce additional barriers faced by ensuring there is a safe space for anyone to speak out or share concerns with members of staff. The PSHE programme will be used to emphasize this message and ensure that students feel confident in raising any concerns.

Any external contributor should work within academy/school policies relating to handling sensitive issues and confidentiality, health and safety and any specific policies relating to subject content such as RSE. It is essential that safeguarding protocols and policies are clearly shared with any visitor to the classroom, including the boundaries for what can and cannot be kept confidential and that these protocols and policies are fully adhered to.

Assessment

The academy/school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress. Lessons will be planned to ensure pupils of differing abilities are suitably challenged.

Teaching will be assessed to identify where pupils need extra support or intervention. Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress.

Withdrawal from lessons

The academy/school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the head of academy/school. Before granting a withdrawal request, the head of academy/school will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The head of academy/school will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the academy/school office in line with the trust's Records Management Policy.

Following discussions with parents, the academy/school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than be withdrawn, the academy/school will make arrangements to provide the pupil with sex education. Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal. For requests concerning the withdrawal of a pupil with SEND, the head of academy/school will take the pupils' specific needs into account when making their decision.

Equality and accessibility

The academy/school will:

- comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.
- consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.
- design the PSHE curriculum to be inclusive of all pupils.
- be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the academy/school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

Safeguarding

The academy/school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The academy/school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible. Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the academy/school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

PSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer. The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

Working with parents

The trust hopes that parents will support both the policy and the practice of PSHE. Parents who would like to know more in detail about the programme of study, the resources and the staffing are very welcome and should contact the head of academy/school in the first instance.

Monitoring, evaluation and review

The PSHE curriculum will be led by the appointed lead – usually the Assistant Head of academy/school or Deputy head of academy/school. They will work closely with the curriculum leader to quality assure the programme.

Progress and outcomes arising out of the PSHE programme will be reported on at each academy's advisory board and by schools to the Education, Performance and Standards Committee.

This policy will be reviewed every three years at a minimum but will be updated in line with any changes in legislation if sooner. The review will include an assessment of its implementation and effectiveness.