

Safeguarding and PSHE at Oasis Academy Isle of Sheppey

“Education and health are synergistic.....students in better health do better academically.” PSHE Association 2017

The aspects of safeguarding and personal, social and health education – PSHE, are taught through different forms of delivery and to different aged audiences based on need, maturity and stage. The aspects of safeguarding young people and the delivery of PSHE education are grouped into three main categories: health and well-being, relationships and living in the wider world.

The aim of this aspect of academy education is to provide a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PSHE Education Programme of Study Key Stage 1-5. PSHE Association 2017

Through the delivery of a PSHE programme of education advice and guidance, students develop their knowledge and understanding in a wide variety of topics in health and well-being, relationships and living in the wider world. It is not possible to deliver the programme of study in its entirety; instead Oasis Academy Isle of Sheppey provides education, information and guidance relevant to the local context and environment to actively educate and support students and families towards improved life chances.

Element	Health and well-being; Relationships; Living in the Wider World	Delivery, Advice and Support Methods	Visits/Trips/Other
Health			
Emotional Health	<i>to accept helpful feedback or reject unhelpful criticism; to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment; the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;</i>	Assemblies Mentoring Time Family Teams Subject teacher feedback marking on-going	Academy counselling services
Physical Health	<i>the importance of and ways of taking increased responsibility for their own physical health and personal hygiene; what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting); what might influence their decisions about eating a balanced diet; how to take increased responsibility for maintaining and monitoring their own health; about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)</i>	Subject delivery in PE, Food Technology, Health and Social Care and Childs Play directly. Futsal Education Assemblies Mentoring Time Family Teams	Sports Teams Sports Trips Sports Day Ski Trip Porto Trip
Female Genital Mutilation	<i>the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and</i>	Assemblies Mentoring Time	

	<i>strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM</i>	Family Systems	
Relationships			
Consent and Healthy Relationships	different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests); about the concept of consent in a variety of contexts (including in sexual relationships); to respect equality and be a productive member of a diverse community; how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent; to recognise when others are using manipulation, persuasion or coercion and how to respond	Assemblies Mentoring Time Family Systems Subject delivery in Health and Social Care and Childs Play directly	
Sexual health, diversity and orientation	<i>about the difference between assigned/biological sex, gender identity and sexual orientation; to recognise that there is diversity in sexual attraction and developing sexuality; the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology; about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so</i>	Assemblies Mentoring Time Family Systems Subject delivery in Health and Social Care and Childs Play directly	
Sexual Exploitation	<i>how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters; to understand the pernicious influence of gender double standards and victim-blaming; to recognise the impact of drugs and alcohol on choices and sexual behaviour</i>	CEOP Assembly based delivery Mentoring Time Family System	Parents Evening – drop-in workshops

Relationship abuse	<i>that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected; that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships;</i>	Family System Assemblies Mentoring Time Humanutopia Subject delivery in Health and Social Care and Childs Play directly	
Forced marriage	<i>the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children; that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable</i>	Family System Assemblies Mentoring Time Subject delivery in Health and Social Care and Childs Play directly	
Living in the Wider World			
E-safety	<i>the safe and responsible use of information communication technology (including safe management of own and others' personal data including images); to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy; the importance of protecting their own and others' reputations; protecting their 'on-line presence': the concept of having a personal 'brand' that can be enhanced or damaged</i>	Introduction to IT in the curriculum On-going curriculum delivery and awareness raising in IT Assemblies Mentoring Time Support/guidance/advice from Family Teams	Parents Evening – drop-in workshops Work Experience Porto Trip Sport Relief Ski Trip Austria Futsal Competition Sports Day Sports Teams
Sexting	<i>how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns; when the sharing of explicit images may constitute a serious criminal offence;</i>	Family System Assemblies Mentoring Time	Parents Evening – drop-in workshops Barcelona Trip Sport Relief Ski Trip Austria Work Experience

Alcohol and Drug Awareness	<i>the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke; the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'</i>	Assemblies Mentoring Time Family System	
Gender based violence	<i>to understand the pernicious influence of gender double standards and victim-blaming; to recognise the impact of drugs and alcohol on choices and sexual behaviour</i>	Family System Assemblies Mentoring Time	
Preventing radicalisation	<i>appreciate the ways different cultures and faiths view relationships, respecting others' right to hold their own views; to develop student ability to debate about controversial issues; understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments</i>	Subject delivery directly in RE, history and geography Family System Assemblies Mentoring Time	Classroom discussion and debate in topical and controversial issues All staff complete Channel awareness
Gangs	<i>about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support;</i>	Humanutopia Humanutopia Hero's Training Family System Assemblies Mentoring Time	
Bullying & Cyber bullying	<i>how the media portrays young people; to recognise its possible impact on body image and health issues; that identity is affected by a range of factors, including the media and a positive sense of self; to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their</i>	Family System Work Experience Assemblies Mentoring Time	Parents Evening – drop-in workshops Barcelona Trip Sport Relief Ski Trip Austria Futsal Competition Sports Day Sports Teams

	<p><i>own perceptions, values and beliefs); to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted;</i></p>		
<p>Social Mobility and Employability</p>	<p><i>different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work; about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks; about different work roles and career pathways, including clarifying their own early aspirations; about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes; to research, secure and take full advantage of any opportunities for work experience that are available</i></p>	<p>Work Experience One-to-one career information, advice and guidance Assemblies Mentoring Time Family System</p>	<p>NEET targeted support Parent Information Evenings</p>