

Saffron Walden County High School



Personal, Social, Health and Economic (PSHE) Education Policy

Readoped by the Governing Body September 2023

Date of next review: September 2025

This Policy covers provision at KS3, KS4 and KS5

Policy Links

This policy was informed by reference to the PSHE Association, ‘Guidance for schools on writing a PSHE education policy’, and the Cambridge PSHE Service ‘Cambridgeshire Personal Development Framework’.

The Policy should be read in conjunction with the following school policies:

- **Safeguarding**
- **Relationships and Sex Education**
- **CEIAG**

Policy Context and Rationale

PSHE education gives students the knowledge, skills, and attributes they need to keep themselves healthy and safe, and to prepare them for life and work in modern Britain. It is a key part of a school curriculum that allows students to develop the knowledge, skills and attributes needed to manage their lives now, and in the future. PSHE education helps students to achieve their academic potential, and to leave school equipped with skills they will need throughout later life.

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face while growing up.

PSHE education is a planned element of the whole curriculum that helps to give children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world. A student’s personal and social development should be the sum total of all the experiences, planned and unplanned, received by a young person in the course of their time in school that promotes their spiritual, moral, social, cultural, mental and physical development, and thus the well-being of both the individual and ultimately the wider community. In undertaking PSHE education, children learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning.

The National Curriculum framework for PSHE education categorises the areas covered by PSHE as follows;

- **Developing confidence and responsibility and making the most of every child’s abilities**

- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- Equipping pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work

The new DfE statutory framework for Relationships and Sex education now forms an integral part of the wider PSHE education programme. This policy should therefore be read in conjunction with the School's Relationships and Sex Education Policy (2023).

This policy covers SWCHS' approach to delivering PSHE education as an integral part of our school curriculum. It was produced by the PSHE team in consultation with:

- The LGB Standards & Education Committee
- The PSHE Link Governor
- The school's safeguarding leads and pastoral team
- Students, through forums with the student 'Youth Leadership Team' and 'Diversity Allies'.

The Policy will be reviewed again in September 2025.

Policy Availability

Parents and carers will be informed about the policy by a parentmail coinciding with its publication in the 'Policies' section of the school website. Reference will be made to its availability in correspondence to parents/carers at the start of each academic year, and in any PSHE-related correspondence advertising learning events within the PSHE education programme.

Policy Aims and Objectives

Our school's long-established mission is to be, "A local school of exceptional quality". To achieve this mission, our curriculum needs to be so powerful that it provides children with the academic and cultural capital that enables them to compete favourably and at the highest level with students from selective or independent schools. This mission extends to PSHE education provision: we want our students to develop the knowledge, skills, and attributes they need to keep themselves healthy and safe, and to prepare them for life and work in modern Britain.

PSHE has a fundamental role to play in enabling schools to meet Section 351 of the Education Act 1996 and the aims of the National Curriculum.

Section 351 of the Education Act 1996 requires that all maintained schools provide a balanced and broadly-based curriculum that promotes the spiritual, moral, cultural, mental and physical development of children at the school and of society, and that prepares children for the opportunities, responsibilities and experiences of adult life. As an Academy, SWCHS is also required to offer a broad and balanced curriculum in accordance with Section 1 of the [2010 Academies Act](#).

SWCHS is guided therefore by the stated requirements of the National Curriculum:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

In particular, the PSHE education programme at SWCHS should:

- Work to provide a broad and balanced curriculum for PSHE, RSE (Relationships and Sex Education) and RPE (Religion, Philosophy and Ethics)
- Ensure that children are developing confidence and responsibility, making the most of their abilities, preparing to play an active role as citizens, developing healthy, safer lifestyles, developing good relationships and respecting differences between people
- Meet the 2018 statutory requirements in relation to Relationships and Sex Education (RSE) as published by the Department for Education under Section 80A of the Education Act 2002, and section 403 of the Education Act 1996

PSHE Roles and Responsibilities

Key roles in relation to PSHE delivery at SWCHS are:

- LGB Standards & Education Committee – oversight and ratification of PSHE Policy
- Link Governor (Jonathan Whitaker) – liaison between LGB and PSHE leadership team
- Director of Curriculum/SLT Link for PSHE education (Katie Vanderpere-Brown) – oversight of policy and line management of PSHE Co-ordinator
- PSHE Co-ordinator (Sam Lock) – management of taught programme and external inputs
- KS5 Assistant Director – Sixth Form PSHE Lead (Chloe Ward) - management of taught programme (Life Lessons) and external inputs (Life Lectures)
- Year Tutor Teams – responsible for specified inputs during registration time/timetable collapses
- PSHE Teaching Team – responsible for delivery of the taught PSHE programme

- Learning Support Team – responsible for ensuring that programme is accessible and meaningful to all students
- Sixth Form Tutor Team – responsible for delivery of the taught PSHE Life Lesson programme

Creating a safe and Supportive Learning Environment

Pupils' personal, social, and emotional development can be encouraged by a supportive school ethos, where all students are valued and encouraged, where positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning. SWCHS has the aim to provide a secure and caring community which encourages a sense of achievement, respect, and responsibility for all, to support students' personal, social, and emotional development. The PSHE programme therefore does not operate in isolation. PSHE is supported in the whole school environment via;

- The Community Code – posters are displayed around the school, and these are referred to and upheld by all members of staff
- Staff supporting student wellbeing e.g. Nurse, Attendance office, pastoral staff
- Mentoring – done by staff and students to discuss issues and promote a community
- Tutorials – each student has a minimum of 3 a year
- Noticeboards – give information regarding the importance of PSHE and advice on a variety of issues
- Assemblies – many of which are related to themes developed in the PSHE education programme
- Open evenings – an opportunity to show prospective parents how PSHE is delivered in school

We aim to create a safe and supportive learning environment in all PSHE lessons, timetable collapses, tutor inputs and inputs from external providers. The latter are always supervised by an appropriate member of staff to ensure that external providers meet this aim.

This policy is informed by the school's Safeguarding Policy, which specifies a clear course of action where students indicate in some way that they are vulnerable or 'at risk.' Staff safeguarding training is always applicable in PSHE learning activities, where disclosure during or after inputs might be more likely. External providers are briefed to report any student disclosures to an appropriate member of SWCHS staff.

Entitlement and Equality of Opportunity

This section is informed by the School's Equality and Diversity Policy. One of the school's Diversity Co-ordinators is also the PSHE Co-ordinator, ensuring synergy between the two programmes.

All students are entitled to benefit from learning associated with the PSHE education programme. Teaching will consider the age, ability, readiness, and cultural backgrounds of all students, and should start from and build upon the students' current knowledge, understanding, skills, language, experience, concerns, and interests. The use of a 'spiral curriculum' for core themes allows all students to re-visit topics at an age-appropriate level.

The PSHE education programme is informed throughout by the need to promote diversity and inclusion, reflecting the varied cultural backgrounds of students and the need to achieve equality of opportunity.

It is recognised that parents/carers retain the right to withdraw their children from specified elements of the statutory RSE programme – see RSE Policy. Parents have access to the PSHE programme via the school website, and we will write to parents where inputs might prove to be sensitive. Where parents request withdrawal, we will in the first instance always seek to explain to parents the value of their child's participation. Where parents still withdraw their child/children, they will be requested to provide replacement inputs of content. Alternative provision will be made in school for students withdrawn from PSHE education activities at their parents' request.

We recognise the right for all students to enjoy access to PSHE education learning that meets individual learning needs. We ensure that SEND students receive access to the PSHE programme by appropriate adaptive practice and the use of learning support assistants to support learning where applicable. Students will not be withdrawn from lessons or other PSHE education activities to support learning in other areas of the curriculum.

Teaching and learning within the PSHE education programme is informed by the following principles:

- Wherever possible, contexts for learning should be relevant to the children and make use of actual situations and current issues.

- There should a high degree of active participation by children, and active learning techniques should be extensively used.
- Appropriate use should be made of drama, role-play and simulation.
- Learning methods should develop the skills of enquiry, research, discussion, debate and philosophical thinking.
- Organisation and management in the classroom should offer children opportunities for working individually and collaboratively in pairs and groups.
- Effective differentiation in resources and activities should be developed to make learning accessible to all students
- Resources should reflect our diverse society

The PSHE Curriculum

Intended Outcomes

The PSHE education programme is planned to allow all students to achieve the following broad learning outcomes:

- To equip students with the knowledge, skills, and attributes to play an active role as informed citizens within and beyond school
- To provide opportunities for students to consider and to clarify their own views
- To develop good relationships with others and to respect and celebrate the differences between people.
- To develop a healthy, safe lifestyle
- To equip students with the knowledge, skills, and attributes to make informed progression decisions, and to make the most of changing opportunities in learning and work now and in their future lives

Principles and Methodology - Implementation

The most recent PSHE review (published 2015) maintained the previous PSHE status as a non-statutory subject that does not have to be taught as a timetabled and discreet lesson. In the Department for Education (DfE) 2015 publication on PSHE it is clear that the content must be tailored to the needs of the local area. DfE guidance of statutory RSE education (2019) has made the RSE component of PSHE education statutory, but delivery models remain at the discretion of schools.

In addition, the PSHE education programme at SWCHS will be informed by emerging and evolving issues in our local area. Currently key foci are drugs education, in particular the use of vapes for nicotine and other illegal substances, the development of ‘county lines;’ safe use of the internet and social media; consent and harmful sexual behaviours to Key Stage 5.

The content to be delivered at SWCHS will look to consolidate and build on prior knowledge. We will determine prior knowledge as students arrive in Year 7 at SWCHS by a questionnaire survey undertaken by all students in their first PSHE lesson. Thereafter new topics or topics repeated within the ‘spiral curriculum’ will be introduced by evaluating students’ existing knowledge and understanding, through to Sixth Form. Continuity will be fostered by the introduction of PSHE exercise books.

At Sixth Form level, prior PSHE knowledge is assessed through a RAG questionnaire at the beginning of the Life Lesson curriculum, to consider the prior knowledge of both students previously at SWCHS but also those from other secondary schools. Continuity will be fostered with Life Lesson workbooks for each Sixth Form year group.

We will ensure that inputs, including those about risky behaviours, remain positive in tone by ensuring that teaching resources and learning activities are designed to achieve this. It is recognised that approaches based on shocking students into making healthy choices rarely work. It is equally recognised that the majority of young people do make positive, healthy lifestyle choices – but frequently over-estimate how often their peers participate in risky behaviours. Content delivery is planned to address such misapprehensions.

We will aim to ensure that students make connections between their learning and ‘real life’ behaviours by wherever possible linking learning to contemporary and topical examples. Inputs from external providers can be particularly powerful here and will be provided where resources allow. Students will be provided with opportunities to reflect critically on their learning in PSHE education. Critical reflection will be at the core of formal and informal assessment undertaken within the programme.

Teaching and learning activities, and associated resources, will always be planned to provide students with clear and up-to-date information on what they need to know to stay safe and healthy, and to protect and enforce their human rights. Information given should always be clear and

impartial e.g., in relation to topics such as abortion and female genital mutilation. Information sent to parents will be guided by the same principle e.g., using National Online Safety briefings to inform parents on e-safety issues.

Planning

The SWCHS PSHE education programme is informed by, and mapped against, the PSHE Association's Programme of Study, the DfE statutory guidance for RSE, and local requirements. The PSHE Association Programme is an outline of key concepts and skills. The planned SWCHS programme is summarised by year group in Appendix A.

Flexibility exists within the programme to enable us to respond quickly to emerging issues within the school, for example by additional assembly inputs, tutor-led inputs, or external inputs. The latter can be arranged at short notice as availability is advertised.

Timetabling

In Year 7 and 9, students are allocated two discrete PSHE lessons per fortnight. In Years 8 10 and 11, students are allocated one discrete PSHE lesson per fortnight. Year 8 also have one period per fortnight of politics.

The timetabling of PSHE lessons allow a carousel to operate so that students are taught by a topic 'champion' in each of five course elements taught within each year group. The structure and content of the taught programme is shown at Appendix A.

In addition to discreet lessons, students learning is further enhanced through planned inputs in registration time, timetable collapses to facilitate more extended inputs by tutors or external providers, and assemblies. Inputs here are based on a 'spiral programme' where students will revisit and build on knowledge regarding, particularly, substance abuse and sex education. At each encounter, the level of demand increases to ensure that learning is progressively deepened and broadened.

Opportunities also exist in the curriculum for promoting students' personal, social and emotional development. These are carefully mapped against statutory and other guidelines, and are summarised briefly below:

- *English and Drama*: emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development; how the media present information
- *Mathematics*: aspects of financial capability; counting and sharing; data handling;
- *Science*: drugs (including medicines); sex education; health; safety and the environment; ethical issues
- *Design and Technology*: health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology; sustainable development
- *Computing*: e-safety; safe use of social media; finding information on the internet, and checking its relevance
- *Art and Design*: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from various times and cultures
- *Music*: making the most of abilities in playing or singing; appreciating and responding to music arising from diverse cultures
- *PE*: teaching and learning about health and safety; development of personal and social skills through team and individual activities, games, and sports; gender issues; keeping fit and healthy
- *RPE*: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships
- *History*: discussion and debate; enquiry and communication; an understanding of the role and importance of institutions such as parliament and key rights such as voting

PSHE education is also promoted and supported through a range of opportunities outside the classroom such as:

- Student Voice Forums and Student Leadership opportunities
- Visits to the school nurse and counsellors
- Charities Week
- Assemblies and reflection activities
- Peer mentoring
- Buddying
- Sports clubs, teams, and activities
- Politics Club
- Communal displays, with focus on diversity and gender issues
- PSHE, RPE, etc corridor displays

- Diversity Allies

In Sixth Form, PSHE continues with this 'spiralling curriculum' to ensure that content is delivered in an age-appropriate manner to Key Stage 5 students. Students in Year 12 are allocated two discrete Life Lessons per fortnight. Students in Year 13 are allocated one discrete Life Lesson per fortnight. The structure and content of the taught programme is shown at Appendix B.

In addition to discrete lessons, students learning is further enhanced through planned inputs in tutor time. In order to facilitate more extended inputs and study in-line with university, Sixth Form students are allocated a discrete Life Lecture per year group per fortnight.

Assessment

The PSHE Association notes that assessment in PSHE Education is not about 'passing or failing', or about behavioural outcomes. Teachers and students need to be aware of what has been learned, and how learning and understanding have **progressed**. Assessment of progress is therefore set against learning objectives and outcomes for each topic.

We therefore assess students' learning and progression through:

- Establishing a KS2/KS3 baseline through a questionnaire undertaken within an early Year 7 PSHE lesson. Through time this will also serve to highlight any inconsistencies in KS2 inputs that need to be addressed
- Assessment in each topic for individual students will be undertaken in a variety of forms and will aim to **evidence progress**. These will be reviewed and stored in student PSHE exercise books following analysis by the PSHE Co-ordinator. Students who cannot evidence progress will be supported to make progress.
- Relevant PSHE education resources and assessments will be kept in students' exercise books or PSHE folders as relevant
- Establishing a KS5 baseline through a questionnaire undertaken in the first Sixth Form Life Lessons, to establish prior knowledge of both internal SWCHS students but also those from other external schools.
- All students at Key Stage 5 have opportunities to reflect and review knowledge, in an evidence-based format, throughout their Life Lesson workbook. Workbooks are regularly reviewed by their Life Lesson teacher.

Teaching Responsibility and Staff Training

The PSHE education programme will be led by the PSHE Co-ordinator. All inputs (apart from specialist content such as careers and computing) will be planned initially by the PSHE Co-ordinator as an annual programme for each year group. It is the intention however that the annual programme will be flexible, and able to accommodate school/local priorities that arise or additional inputs that become available at short notice.

The taught programme will be delivered by a team of staff who will specialise in the delivery of one unit (see Appendix B). The student carousel will allow these teachers to deliver consistent inputs to the whole year group during the course of an academic year.

The PSHE Co-ordinator will also provide learning materials for Tutor inputs on an ad-hoc basis.

Planned materials are then made available to YACs and Tutors. All Tutors will be given a set of teacher notes, online resources, paper resources and adapted resources. The PSHE Co-ordinator will provide training to promote consistency of delivery and to ensure that Tutors are confident in using the resources provided. Training will typically take place during a Year Team meeting. Teachers will be asked to evaluate activities to inform future delivery.

In the planning process there will be a large emphasis placed on establishing a child's prior knowledge, building on this to ensure that all students make progress. Resources will be made available to support the learning of SEND students.

The PSHE education programme is developed to use teaching and learning methods that:

- start from and build upon the students' existing knowledge, understanding, skills, language, experience, concerns and interests
- wherever possible, use contexts for learning that are relevant to the students and make use of actual situations and current issues
- facilitate a high degree of active participation by students
- make appropriate use of drama, role-play and simulation
- develop the skills of enquiry, research, discussion, debate and philosophical thinking
- offer children opportunities for working individually, and collaboratively in pairs and groups
- use additional external and internal 'expert' inputs e.g. trained first aider for Year 7 first aid
- link with other areas of the curriculum e.g. fitness programmes in PE

External Providers

External providers are a valuable resource. They can bring new and informed knowledge, expertise and experiences to the classroom, and add diversity to the delivery model. They can also offer real

scenarios that allow students to engage with values, clarification and problem solving. Visitors can also help to establish positive relationships between agencies and young people and assist children in accessing these agencies.

External providers are used where appropriate to bring expertise and a range of delivery approaches into the PSHE education curriculum. In particular, we work closely with local theatre company TicBox Productions to develop powerful drama-based inputs addressing issues such as consent, abuse within relationships, and LGBTQIA+. Learning objectives and outcomes are agreed in advance with any external providers. External providers can undertake their own measures of progress, but we will always request that results are made available to SWCHS.

For any external inputs, we will ensure that teachers and/or Student Support Officers will always be present to ensure that learning is appropriate and safe. The PSHE Co-ordinator will undertake close liaison before inputs by external providers to ensure that they are fully briefed on course and safeguarding expectations, and to meet their logistical requirements. The PSHE Co-ordinator will undertake an evaluation with external providers after their input to inform future planning.

Sensitive and Controversial Issues

Sensitive and controversial issues, such as sex, drugs, racism, gender, religion and politics, will arise within the PSHE education curriculum. The exploration of these issues can touch deeply held beliefs and values and can arouse strong feelings. Part of the purpose of PSHE education at SWCHS is to enable our students to address sensitive and controversial issues directly in a balanced way and in a safe learning environment.

Government statutory guidance on Relationships and Sex Education states: “Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs ... Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.” This guidance is reflected in PSHE resources, where appropriate.

Teachers also need to be aware of and to follow protocols and procedures outlined in safeguarding procedures, and school policies on e-safety, drug education, relationships and sex education, behaviour, etc. Guidelines are offered below.

Confidentiality

In the context of PSHE education, students sometimes make personal disclosures. Teachers and supervisors should be fully aware of the school's safeguarding procedures. For example, students must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. It is good practice to agree 'ground-rules' to clarify boundaries before tackling any sensitive or controversial issue; guidance on this will be given by the PSHE Co-ordinator during Year team briefings. For example, in lessons, teachers should establish from the beginning that it is inappropriate to disclose personal information. Ground rules, which ensure pupils agree not to pressure one another to answer questions about their own experiences, also apply to staff. Staff should be aware of policies and procedures regarding confidentiality.

Where outside agencies and others provide support for the PSHE education, they must be made aware of, and abide by, the policy about safeguarding, and particularly policy relating to disclosures and confidentiality. However, they may also have a role in providing advice and support directly to pupils. The boundary between these two roles must be agreed with the school and the distinction, in terms of the right to confidentiality, be made clear to students.

The following suggestions for dealing with sensitive and controversial issues are taken from the document entitled 'Passport: a framework for personal and social development' (published by the Calouste Gulbenkian Foundation):

Teachers should:

- *ensure pupils establish ground rules about how they will behave towards each other and how the issue will be dealt with*
- *judge when to allow pupils to discuss issues on their own or in small groups and when to join in and offer support*
- *ensure that pupils are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views against which they can then clarify their own opinions and views, including contributions made by visitors to the classroom*
- *decide how far they (the teachers) are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the school's values framework*
- *provide appropriate support after a session for any pupil who may be troubled by an issue raised*

Responding to Students' Questions

Teachers should decide how far they (as teachers) are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the school's values framework. Usually this will take the form of presenting alternative perspectives on any given topic. It is recommended that guidance provided by the PSHE Co-ordinator is pre-delivery briefings is followed.

At all times, teachers should follow the guidance set out in the SAT code of conduct regarding neutrality:

"5.5.5 Neutrality

Workers must not allow their own personal, political, religious or other views and opinions to interfere with their work. They are expected to be neutral in their views in the course of their work at the school and to present a balanced view when working with pupils."

When asking questions, students are expected to abide by the ground rules established at the start of the session.

Students are able to raise anonymous questions by provision of a 'Question Box' in tutor-led sessions where agreed in advance.

Wider Skill Development

Developing Emotional Literacy

A key aim of the PSHE education programme is to develop emotional literacy, defined as the ability to recognise, understand, deal with and appropriately express emotions. Children need to understand the part emotions play in human experience and actions. In order to be emotionally literate students, need to develop the following skills:

- recognising, naming and describing feelings
- understanding and empathising with others feelings
- managing own feelings
- responding appropriately to the feelings of others
- communicating effectively
- being an effective listener

Emotional literacy is actively planned and delivered to all Year 8 students through the Drama curriculum.

Work-Related Skills

It is the intention to progressively align the PSHE education program to the development of generic 'SkillsBuilder' work-related skills.

- Listening and Understanding, and Presenting
 - Reading speaking, listening, questioning discussion debating and writing are essential components of PSHE education.
 - The opportunities provided through PSHE education also enhance self-esteem and the quality of relationships, which in turn will enable young people to develop their communication skills in a safe but challenging climate.
- Problem Solving and Creativity
 - The PSHE education programme provides opportunities for identifying and understanding problems; identifying and evaluating a range of solutions; selecting and applying the most appropriate solution; and re-evaluating in order to gauge the extent to which the solution has been successful. Through problem solving activities, students will be provided with opportunities to use a range of skills, including 'thinking skills' and others such as questioning, decision-making, interpreting, selecting, analysing, negotiating and presenting.
 - Wherever possible, problem solving will be grounded in real life scenarios relating directly to the children's own experience. The skills acquired can then be applied and developed in wider contexts. For example, financial capability is explicitly developed as a problem-solving activity during the Year 10 'World of Work' programme.
- Working in a Team and Leadership
 - The PSHE programme entails children learning and using a variety of interpersonal and social skills, which they need to develop and practise in order to work collaboratively and effectively.
 - Improving own learning and performance
 - PSHE offers children opportunities to reflect on their achievements and to appreciate the cumulative effect of all the experiences that they have had on their personal and social development.

- It should enable them to take responsibility for their own learning through engaging in self-evaluation and assessment. This entails children identifying where they have been successful and why and setting personal targets and goals for further development.

The Unifrog 'Introducing Competencies II' structure has been adopted as the vehicle to capture student progress against the SkillsBuilder skill areas across the school.

SUMMARY OF PROVISION

Our analysis of provision against PSHE Association recommendations is attached at Appendix A.

This illustrates topics covered by the PSHE programme, and elements delivered across the curriculum.

Links to Other School Policies and Areas of the Curriculum

The PSHE Policy is informed by and should be read in conjunction with the following school policies:

Anti-Bullying Policy

Curriculum Policy

Drugs Policy

Equality & Diversity Policy

E-Safety Policy

Relationships and Sex Education Policy

Safeguarding Policy

SMSC Policy

Involving Parents and Carers

We are committed to working with parents and carers. We will offer information and support to parents and carers by:

- Publishing the PSHE Policy and other related school policies on the school website
- Publishing on the school website links to relevant organisations who publish relevant information and guidance materials on PSHE-related topics
- Undertaking parent forums and surveys
- Provision of an annual 'Navigating the Teenage Years' evening where parents can find out more about PSHE education topics from school staff and relevant external providers through a range of talks and workshops. All parents and carers are invited to attend.
- Provision of an information stall at every parents' evening offering access to literature from a wide range of external agencies

- The school subscribes to National Online Safety and their weekly 'Parental Guides' publications are forwarded to all parents by Parentmail and social media, and published on the school web site

RSE Rights to Removal

Legislation states that parents have the right to withdraw their children from aspects of RSE that do not form part of the science national curriculum. See RSE Policy for further guidance. Parents have access to the PSHE programme via the school website. Where parents request removal we will in the first instance always seek to explain to parents the value of their child's participation. Where parents still withdraw their child/children, they will be requested in writing to provide replacement inputs of content. Alternative provision will be made in school for students removed from PSHE education activities at their parents' request.

However, the new statutory RSE guidance states that, from up to three terms before their 16th birthday, students can request access to any learning resources that were missed as a result of parental removal. Where such a request is received, it is the school's intention to provide access to these materials.

Review Date and Methodology

This Policy will be reviewed in September 2025 in the first instance by the delegated SLT Link, PSHE Co-ordinator, Pastoral Leads and PSHE Link Governor.

We will ensure that the Policy continues to meet the needs of all stakeholders within the school, and that it is in line with prevailing DfE advice and guidance.

Appendix A – PSHE Delivery Plan

PSHE Structure (KS3/KS4)

When	Content	Amplification
YEAR 7		
	Wellbeing	<p>Mindfulness course</p> <p>INTRO: Baseline KS1-2 Knowledge test</p> <p>L1: What is Mindfulness? An overview of the different elements of Mindfulness and how these can help you in day-to-day life.</p> <p>L2: Worry is a habit. Introduce students to the ‘worry bucket’ and how we can help to let our worries go. Who can they talk to at school if they need support. The habit of worrying and how we can break the habit. Introduction to ‘worry time’.</p> <p>L3: A toolkit for helping with worry Introduce class to Rumination and Catastrophising – our mind tells stories. As a class we practically work through meditations, breathing exercises, gratitude diaries, sleep routines and other positive ways to help with worry.</p> <p>L4: The importance of being in the present moment. Being on auto pilot. How can we bring ourselves into the present moment. FOFBOC meditation. Noticing how our bodies and our minds feel.</p> <p>L5: The Importance of Gratitude and kindness How gratitude and kindness is scientifically proven to make us happier. Video clip on the science of happiness. Writing a letter to someone that you are grateful to. Class discussion.</p> <p>L6: Worry Buses What are our worry buses? Choosing which buses, we get on. Visualisation and meditation. Our safe space bus stop.</p> <p>L7: The eating meditation and evaluation This lesson focuses on being present when we eat. Practical meditation. Gratitude for our bodies and the food we eat. What have we learnt. Key takeaways.</p>
	Careers	<p>L1: Baseline assessment Logging into Unifrog Unifrog Personality Profile - review outcomes Explore careers highlighted by Personality Profile using Careers Library</p>

		<p>L2: Exploring Unifrog: ‘dream job’ and ‘treasure hunt’</p> <p>L3: Unifrog ‘Interests’ quiz - review outcomes</p> <p>Online salary calculator (finance education)</p> <p>L4: Introduction to careers terminology</p> <p>Work-related skills and Unifrog Competencies</p> <p>L5: Using Unifrog Competencies Tool to record competency using CAR approach</p> <p>L6: Using Unifrog Activities tool</p> <p>L7: LMI – range of jobs available within one organisation (NHS)</p> <p>L8: Additional lesson on Phishing as required</p>
	RSE	<p>INTRO: Baseline KS1-2 Knowledge test</p> <p>L1: Consent</p> <p>An overview of what consent is and how it will be the golden thread throughout all the RSE studied at SWCHS</p> <p>L2: Respectful relationships</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</p> <p>L3: Families</p> <p>To identify the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>L4: Marriage & civil partnerships</p> <p>To understand what marriage is, including their legal status.</p> <p>To acknowledge that there are different types of committed, stable relationships.</p> <p>L5: Friendships</p> <p>To recognise how friendships make us feel happy and secure, and how people choose and make friends.</p> <p>To identify the characteristics of positive and healthy friendships including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict and reconciliation. This includes different (non-sexual) types of relationship.</p> <p>L6: Bullying</p> <p>To identify different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>L7: Kindness</p> <p>To recognise kindness and understand the importance of practising being kind in all our relationships</p>
	Healthy Living	<p>L1: Healthy eating</p> <p>To identify what a healthy diet is</p> <p>To understand how to maintain healthy eating</p> <p>To consider the links between a poor diet and health risks, including tooth decay and cancer</p>

		<p>L2: Personal hygiene To know about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. To understand the importance of dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p>L3: Puberty/menstruation key facts about puberty, the changing adolescent body and menstrual wellbeing. The main changes which take place in males and females, and the implications for emotional and physical health.</p> <p>L4 and 5: Alcohol, tobacco, vaping To recognise the physical risks associated with alcohol consumption and consider what constitutes low risk alcohol consumption in adulthood. To identify facts about the harms from smoking tobacco and vaping and explore the benefits of quitting and how to access support to do so.</p> <p>L6: Sleep and exercise The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>L7: First aid Understand basic treatment for common injuries. Learn life-saving skills, including how to administer CPR.15 Know the purpose of defibrillators and when one might be needed.</p>
	SMSC	<p>L1: Cultural: British Values To understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to other people, including people in positions of authority and show due tolerance of other people's beliefs.</p> <p>L2 and 3: Social Equality To recognise how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). To know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>

		<p>L4: Moral: Online Behaviour To consider online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. To understand the importance of not providing material to others that they would not want shared further and not to share personal material which is sent to them. To reflect on the impact of viewing harmful content.</p> <p>L5: Spiritual: Neasden Mandir To identify the key features of the Mandir To understand the key Hindu beliefs To consider how life is for a British Hindu</p> <p>L6: Having A Voice Democracy and elections</p> <p>L7: The Wider World To understand how we as individuals connected to the wider role</p>
External Input	On The Level	Road safety
External Input	TICBOX	LGBTQ+ othering and language
YEAR 8		
	Wellbeing	<p>Mental health and mindfulness</p> <p>L1: Stress In this lesson students explore what causes them stress. We look at the importance of having some stress (optimum stress). Introduction to the stress performance curve and ways that we can stay in the optimum stress window.</p> <p>L2: The Window of Tolerance Introduction to ‘The Window of Tolerance’. What is our window of tolerance. What keeps us in and what takes us out.</p> <p>L3: Fight, Flight, Freeze, Flop What happens when we come out of our window of tolerance. Students learn about Hypo arousal and hyper arousal. How our bodies and minds respond when we feel fear. What can we do to when our bodies go into Fight, flight, freeze, flop.</p> <p>L4: The Hot Cross Bun model This introduces students to how our thoughts, emotions and physical sensations impact on our behaviours. We explore how we can change our behaviours through being aware of this. Looking at Action rather than Reaction.</p>
	Careers	<p>L1: Discussion on SkillsBuilder Skills (employability skills) Unifrog ‘What Are Skills’ Lesson</p> <p>L2: Reinforce use of Unifrog Careers Library – explore options by preferred subjects (link to Y8 options)</p> <p>Using Locker to record snapshots</p>

		<p>Explore Unifrog 'Read, Watch, Listen' tool</p> <p>L3: Unifrog Careers Library Treasure Hunt to inform Y8 options choices.</p> <p>L4: Unifrog Escape Room exercise to develop wider use of Unifrog for research</p>
	RSE	<p>L1: Families & Friendships How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe</p> <p>L2: Families & Friendships How to recognise a lack of safety in others' relationships and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p>L3 And 4: Marriage: Divorce And Remarriage To understand the laws surrounding divorce. The impact divorce can have on family and friends. Different types of blended families.</p>
	Healthy Living	<p>L1: Emotional Literacy How to talk about their emotions accurately and sensitively, using appropriate vocabulary. To recognise that happiness is linked to being connected to others.</p> <p>L2: Impacts On Mental Health How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p>L3: Physical Health: What Is A Healthy Lifestyle The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight</p> <p>L4: Links Between Inactive Lifestyle And Poor Physical Health The links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</p>
	SMSC	<p>L1: Body Image: Comparisons The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)</p> <p>L2: Online Life How people may curate a specific image of their life online, over-reliance on online relationships including social media.</p> <p>L3 And 4: Equality The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>
External Provider	Talk Consent	Misogyny and consent

External provider	TICBOX	Racist language and othering
External provider	It Happens	The risks of vaping
YEAR 9		
	Wellbeing	<p>Understanding the Teenage Brain</p> <p>L1: Being a Teenager As a class we look at the top ten words used to describe a teenager. Students highlight how many times they have been called these words in the last three months. The positives of being a teenager. The changes they have experienced from primary school to secondary school in how they feel and behave.</p> <p>L2: What happens in the teenage brain when they hit adolescence In this lesson students learn about the pruning of the neural pathways to prepare them for being adults. We explore the relationships with parents/carers and the physical and emotional changes in puberty.</p> <p>L3: Hormones In this lesson we focus on melatonin, cortisol and sleep. Why they need sleep and how to create a good sleep routine.</p> <p>L4: Evolutionary Survival mode and Dopamine In this lesson we explore the ways the brain is preparing us for independence and the challenges of this. We explore the impact of dopamine and risk taking with a focus on healthy risks and unhealthy risks.</p>
	Careers	<p>L1: SuperHero CV as introduction to Unifrog CV</p> <p>L2: Recap on the use of Unifrog – Updating skills; search for careers etc. Labour Market Information (LMI) Understand where to research information related to careers such as subjects to study, entry requirements; Identifying education centres that specialise in subjects related to a career.</p> <p>L3: Complete own CV Unifrog Aceing Your CV Video Update CV using Unifrog CV Tool based on GCSE options Retain in Locker and send to Form Tutor</p> <p>L4: Introduction to work experience in Year 9 Writing an application letter highlighting work-related skills achieved and want to develop Extension: Barclays LifeSkills virtual work experience (or from a menu)</p>
	RSE	<p>L1: Impact Of Sex On Other Areas Of Health How choices I make about sexual relationships impact other aspects of my health</p> <p>L2: Sexual Pressure How to recognise and manage sexual pressure</p>

		<p>L3: Domestic Abuse The concepts of, and laws relating to, domestic abuse, and how these can affect current and future relationships.</p> <p>L4: Child On Child Abuse How to recognise child on child abuse and how to report it.</p> <p>L5: Sexual Harassment And Online Grooming The concepts of, and laws relating to, harassment, and how these can affect current and future relationships. The concepts of, and laws relating to, grooming, and how these can affect current and future relationships.</p> <p>L6: Sexual Assault And Rape The concepts of, and laws relating to sexual assault and rape, and how these can affect current and future relationships.</p> <p>L7: Pornography And Masturbation Recognising the unrealistic nature of pornography and how it can link to your own sexual expectations and behaviours.</p>
	Healthy Living	<p>L1: Contraception To identify and understand different forms of contraception and their reliability</p> <p>L2: Contraception To become familiar with contraception and how it is used.</p> <p>L3: Drugs The law relating to the supply and possession of drugs. To understand the impact drugs can have on your behaviour.</p> <p>L4: Alcohol The law relating to the supply and possession of alcohol. To understand the impact alcohol can have on your behaviour.</p> <p>L5: Tobacco And Vaping The laws relating to tobacco and vaping. The dangers of tobacco and vaping.</p> <p>L6: Self-Harm Recognising some of the triggers for self-harm and knowing how to access support.</p> <p>L7: Suicide Understanding some of the causes of suicide and knowing where to access help.</p>
	SMSC	<p>L1: Online Rights And Responsibilities Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>L2: Pros And Cons Of The Internet How the internet can help and the potential dangers.</p> <p>L3: Gambling The laws surrounding gambling (particularly online gambling), the risks related to online gambling including the accumulation of debt, how advertising and information is</p>

		<p>targeted at them and how to be a discerning consumer of information online.</p> <p>L4: Impacts Of Gambling The impacts of online gambling</p> <p>L5: Introduction To Law Understanding what laws are, different types of crime and can identify criminal and deviant behaviour.</p> <p>L6: Law Case Study What can happen when someone breaks the law.</p> <p>L7: Sharing Information Online About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. What to do and where to get support to report material or manage issues online.</p>
External provider	It Happens	Cannabis and vaping
External provider	TICBOX	County Lines (drugs)
External provider	On the Level	Road Safety
YEAR 10		
	Being safe	<p>L1: Honour Based Violence Identify honour-based violence. Have knowledge of the laws around honour-based violence. Recognise how honour-based violence can affect current and future relationships.</p> <p>L2: Case Study Case study: Banaz Mahmod</p> <p>L3: FGM Identify what FGM is. Have knowledge of the laws around FGM.</p> <p>L4: Impact Of FGM Recognise how FGM can affect current and future relationships.</p>
	Pregnancy	<p>L1: Pregnancy Understand the facts about pregnancy.</p> <p>L2: Miscarriage Understand what a miscarriage is. Recognise the impacts a miscarriage can have on mental health, physical health and relationships.</p> <p>L3: Adoption The laws around adoption. Differences between adoption and fostering.</p> <p>L4: Abortion The laws surrounding adoption in the UK and other parts of the world. Different types of abortion and when they are possible.</p>

	Respectful relationships	<p>L1: Unhealthy Relationships That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. What constitutes sexual harassment and sexual violence and why these are always unacceptable .</p> <p>L2: Sexual Pleasure Physical and emotional benefits of sexual pleasure.</p> <p>L3: Sexually Transmitted Infections How different STIs, including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing. About the prevalence of some STIs, the impact they can have on those who contract them and the key facts about treatment</p> <p>L4: Genital Health How to take good care of genitalia.</p>
	Mental wellbeing	<p>L1: Mental Health How to recognise the early signs of mental wellbeing concerns</p> <p>L2: Anxiety And Depression Identify common types of mental ill health</p> <p>L3: Bipolar And Schizophrenia Identify and understand high profile mental ill health</p> <p>L4: MENS MENTAL HEALTH Consider reasons why men are less likely to talk about mental health and how to find support.</p>
	Drugs, alcohol and tobacco	<p>L1: Alcohol The physical and psychological consequences of alcohol dependency.</p> <p>L2: Smoking Smoking and links to lung cancer.</p> <p>L3: Vaping Current research on the potential dangers of vaping.</p> <p>L4: Prescription Drugs Awareness of the dangers of drugs which are prescribed but still present serious health risks.</p>
External provider	Talk Consent	Misogyny
External provider	TICBOX	Consent/domestic abuse
YEAR 11		
	Families	<p>L1: Impact Of Families How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>L2: Marriage Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p>

		<p>L3: Alternatives To Marriage The characteristics and legal status of other types of long-term relationships.</p> <p>L4: Forced Marriage The laws around forced marriage and the possible impact on future relationships.</p>
	Reproductive health	<p>L1: Reproductive Health The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</p> <p>L2: Impact Of Infertility How infertility can impact our health and relationships.</p> <p>L3: Endometriosis And Polycystic Ovaries Understand what endometriosis and polycystic ovaries are and the possible symptoms and treatment for each.</p> <p>L4: Menopause Understand what the menopause is and the possible symptoms and treatment.</p>
	Online behaviours	<p>L1: Pornography And Self-Image Understand the laws around pornography and the impact it can have on self-image.</p> <p>L2: Pornography And Sexual Behaviours How pornography can impact how someone behaves towards their partner.</p> <p>L3: Influencers Understand the impacts an influencer can have on young people.</p> <p>L4: Online Blackmail And Extortion Identify online blackmail and extortion and know where to get support.</p>
	Health screening	<p>L1: Self Examinaton (Testicles) The benefits of regular self-examination and screening.</p> <p>L2: Self Examination (Breasts) The benefits of regular self-examination and screening.</p> <p>L3: Blood Donations The science relating to blood donation.</p> <p>L4: Organ And Stem Cell Donations The science relating to organ and stem cell donation.</p>
	Personal safety	<p>L1: Knife Crime Understand what knife crime is and the laws surrounding it.</p> <p>L2: Safe Travel Identify the safest ways to travel in the UK and abroad.</p> <p>L3: Danger Free Fun Understanding the laws and possible repercussions around using fake ID and recreational drugs. Top tips when meeting someone new.</p> <p>L4: Road Safety</p>

		Laws arounds licences and tests. Speeding, driving and alcohol/drugs.
	Wellbeing: Study and exam stress	• Six sessions with a focus on mental wellbeing and coping with exam stress
External provider	On the Level	Road safety
External provider	Talk Consent	Misogyny
External provider	Professor J. Harper	Reproductive health
External Provider	Ella Mitchell Oddballs	Breast and cervical screening Testicular screening
Assemblies (all year groups)		
	BHM	Celebration of British black history
	DIWALI	History of Diwali and how it is celebrated
	KNIFE CRIME	Knife crime presentation
	RAMADAN	Celebration of Ramadan and its meaning
	PRIDE	Celebration of LGBTQ+ role models and important milestones
	HANNUKAH	Celebration of Hannukah
	STEPHEN LAWRENCE DAY	Remembrance of Stephen Lawrence and what we can do now

Topic 1: Relationships (R)

LL	Title (Year Group)
R1	Intro to LL and into the unknown (Year 12)
R2	Making and maintaining relationships (Year 12)
R3	Harmful Sexual Behaviours (Year 12)
R4	Personal Safety (Year 12)
R5	Contraception (Year 12)
R6	Fertility (Year 12)
R7	Consent (Year 12)
R8	Stalking and Harassment (Year 13)

Topic 2: Health and Wellbeing (HW)

LL	Title (Year Group)
HW1	Resilience (Year 12)
HW2	STI's (Year 12)
HW3	Social media and self-esteem (Year 12)
HW4	Intro to mental health and supporting others (Year 12)
HW5	Mental health conditions (Year 12)
HW6	Male mental health (Year 12)
HW7	Stress management (Year 13)
HW8	Managing risk – Alcohol and drug use (Year 13)
HW9	Managing risk – Helathy diet and budgeting (Year 13)

Topic 3: Wider World (WW)

LL	Title (Year Group)
WW1	Year 12 Unifrog Launch (12)
WW2	Digital resilience and online safety (12)
WW3	CV writing on Unifrog (12) 2 sessions
WW4	Prep for rotary interviews (12)
WW5	Feedback on rotary interviews (12)
WW6	Opportunities abroad (12)
WW7	Employment rights and intro to work experience (12)
WW8	Retrieval practice (13)
WW9	Economic wellbeing – working and earning (13)
WW10	Economic wellbeing – financial safety (13)

WW11	Being critical consumers (12)
WW12	Extremism and propaganda (12)

RSE Sessions

LL	Title (Year Group)
RSE1	Mantras for Life (12)
RSE2	Is faith relevant today? (12)
RSE3	Does God exist? (13)
RSE4	Changing roles of women (13)

Life Lecture Curriculum

<u>Year 12</u>	<u>Year 13</u>
AB and MXH – Harmful Sexual Behaviours (Internal Staff)	Anna Moorhouse – What is good mental health? (Internal Staff)
Mark Newley – Mental Wellness Education (External Provider)	Careers Apps guidance and Uni App support (Internal Staff)
Emma Cole – HIV Awareness (External Provider)	Retrieval and Revision (Internal Staff)
Tom Cox – Drugs Awareness (Internal Staff)	MXH – Workplace Rights (Internal Staff)
Matt Blayney – Commitment (Internal Staff)	TB – Handling cultural diversity (Internal Staff)
Apprenticeship panel (Internal Staff / External Provider)	KXS – Honour Crime and Protected characteristics (Internal Staff)
Russell Robinson – The Law and You (External Provider)	Student Finance and budgeting (External Provider)
ITG Event (External Provider)	MCB – Travelling safely abroad (Internal Staff)
Careers Insight Event (External Provider)	Talk Consent (External Provider)
Talk Consent (External Provider)	