

# PSHE Policy

This policy has been approved by Directors and the Operational Board



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## Statement of intent

The Skills for Life Trust believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.

## Our Trust Ethos and the Framework for PSHE in Primary settings

*'To prepare our young pupils to be the adults that they are to become, by encouraging them to reach their full potential academically through high quality teaching of a curriculum including life skills.*

*Additionally, to introduce all pupils to a wide range of potential careers and mentors from the business world both locally and regionally so that they are fully prepared for the world of work when that time arrives.'* (Mission Statement- Skills for Life Trust)

The Skills for Life Trust believe in the importance of 'Skills for Life' and this is taught in primary schools through 'RECIPE'. The pupils of the Skills for Life Trust are encouraged to display the following skills:-

<b>R</b>	<b>Respect</b>	Respect of ourselves and of others as well as the immediate and wider world around us
<b>E</b>	<b>Excellence</b>	A mindset of striving to do our best in all areas of our lives whether it will be in class or in our community
<b>C</b>	<b>Cooperation</b>	Demonstrating an ability to work with peers and adults in a variety of situations
<b>I</b>	<b>Independence</b>	Having the skills to be able to work on our own as well as caring for ourselves
<b>P</b>	<b>Perseverance</b>	Demonstrating an ability to never give up, finding ways to ensure that what is started is finished and achieving what you set out to do
<b>E</b>	<b>Enjoyment</b>	Students should be given the chance to experience ways of demonstrating the skills for life they have learnt and enjoy doing so

Our PSHE programme reflects the ethos of the school and demonstrates the following values:-

- Developing confidence and responsibility, through celebrating achievements and making the most of pupils' abilities.
- Preparing pupils to play an active role as citizens.
- Developing an understanding of how to be healthy and keep safe.
- Developing good relationships and respecting the differences between people.
- Preparing children for school transitions, whether that be nursery to reception, KS1 to KS2 or KS2 to secondary school.

We teach all of the topics outlined in the statutory PSHE curriculum.

## **Our Trust Ethos and the Framework for PSHE in Secondary Setting**

'To prepare our young pupils to be the adults that they are to become, by encouraging them to reach their full potential academically through high quality teaching of a curriculum including life skills.

Additionally, to introduce all pupils to a wide range of potential careers and mentors from the business world both locally and regionally so that they are fully prepared for the world of work when that time arrives.' (Mission Statement- Skills for Life Trust)

The Skills for Life mission statement is at the centre of everything we do in our aim to deliver a PSHE curriculum which builds maturity and independence in our students, enabling them to take up suitable and satisfying occupations and activities, leading to them making a positive contribution to the community. Through our curriculum we also aim prepare our young pupils to be the adults that they are to become, by encouraging them to reach their full potential.

Throughout their time here at The Skills for Life Trust your child will cover the following:

- The knowledge, skills and attitudes to make healthy choices and manage risk;
- The ability to form and manage supportive and stable relationships;
- The capacity to develop awareness of themselves as learners and managers of change;
- The capacity to recognise and celebrate diversity and difference;
- The opportunity to participate actively and responsibly in their schools and their communities;
- The understanding of how society works and the rights and responsibilities of being a citizen;
- The ability to anticipate the demands and challenges of adult life, including the world of work and leisure opportunities;
- The opportunity to demonstrate their creativity, enterprise and economic well-being.
- The importance of a healthy, active lifestyle
- The potential dangers of substance abuse and misuse
- The importance of first aid and basic training
- The ability to recognise poor mental health both in themselves and others, the tools in which to help support with these issues and the knowledge of where to go for help.

In order to support each child's personal development with additional, age-appropriate, information and experience, the school runs a series of focus days which will support a focused aspect of personal development for a target year group, spiritual, social, moral and

cultural assemblies throughout the year and also outside workshops revolving around current world issues.

## **1. Legal framework**

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

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- RSE Policy

## **2. Key roles and responsibilities**

2.1. The governing board has overall responsibility for the implementation of the school's PSHE Policy.

2.2. The governing board has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. The headteacher has overall responsibility for reviewing the PSHE Policy annually.

2.4. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.5. The headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.

2.6. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

2.7. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

2.8. The school ensures that pupils are also involved in the creation of this policy through feedback, suggestion forms and/or class discussions.

### **3. Aims of the PSHE curriculum**

3.1. Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

### **4. Teaching methods and learning style**

4.1. A range of teaching and learning styles are used to teach PSHE.

4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

4.3. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:

- No crude language.
- No raised voices/shouting.
- No talking over people.
- Show respect for another's views, even when disagreeing with them.
- Keep comments subject-specific, as opposed to personal.

4.4. Pupils learn research and study techniques and can engage in investigations and problem-solving activities.

- 4.5. All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.
- 4.6. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- 4.7. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 4.8. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

## **5. Timetabling and cross-faculty involvement**

- 5.1. The school uses direct teaching via timetabled lessons.
- 5.2. PSHE is taught in discrete curriculum time, delivered by form tutors and other staff.
- 5.3. The school ensures cross-curricular learning through discussion between faculties, for example, the PE department, form teachers and other relevant areas.
- 5.4. There is an element of PSHE in pastoral care and the school will ensure that PSHE and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

## **6. Safeguarding, reports of abuse and confidentiality**

- 6.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:
  - Bullying (including cyberbullying).
  - Physical abuse, e.g. hitting, kicking, hair pulling.
  - Sexual violence, e.g. rape, assault by penetration and sexual assault.
  - Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
  - Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
  - Sexting
  - Initiation/hazing type violence and rituals.
- 6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:



- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
  - Signs of self-harm or a significant change in wellbeing.
  - Signs of assault or unexplained injuries.
  - New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 6.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.
- 6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.
- 6.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
- 6.6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- 6.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
- 6.8. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- 6.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

## **7. Tailoring PSHE**

- 7.1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- 7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 7.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- 7.4. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.
- 7.5. The school will deliver relationships and health education as part of its timetabled PSHE programme..

## **8. KS1 and 2 programmes of study**

The PSHE programme of study will cover the following topics:

### **Families and people who care for me**

8.1. Pupils will be taught the following:

- The importance of families for children when growing up, as they can provide love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That others' families within the school or in the wider world may look different from their own, but those differences should be respected, and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security growing up
- That marriage represents a formal and legally recognised commitment between two people which is meant to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

### **Caring friendships**

8.2. Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded
- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

### **Respectful relationships**

8.3. Pupils will be taught the following:

- The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve/support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority
- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how these can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

8.4. Pupils will be taught the following:

- That sometimes people behave differently online or pretend to be someone they are not

- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)
- The rules and principles for keeping safe online, recognising risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

### **Being safe**

8.5. Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)
- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact
- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know
- How to recognise and report feeling bad or unsafe around an adult
- How to ask for advice or help for themselves or others, and to persist until heard
- How to report concerns or abuse, and the vocabulary needed to do so
- About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.
- Where to get advice, e.g. family, school, other sources

### **Mental wellbeing**

8.6. Pupils will be taught the following:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate

- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests
- Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

### **Internet safety and harms**

8.7. Pupils will be taught the following:

- How the internet acts as an integral part of life for most people, with many benefits
- About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, etc. are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online, recognising that information (including that from search engines) is ranked, selected and targeted
- Where and how to report concerns and get support concerning issues online

### **Physical health and fitness**

8.8. Pupils will be taught the following:

- The characteristics and mental/physical benefits of leading an active lifestyle

- The importance of including regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risks associated with leading an inactive lifestyle (including obesity)
- How and when to seek support, such as which adults to speak to in school if they have health concerns

### **Healthy eating**

8.9. Pupils will be taught the following:

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning/preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

### **Drugs, alcohol and tobacco**

8.10. Pupils will be taught the following:

- The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

### **Health and prevention**

8.11. Pupils will be taught the following:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can influence weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- The facts and science relating to allergies, immunisation and vaccination

### **Basic first aid**

8.12. Pupils will be taught the following:

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

## **Changing adolescent body**

8.13. Pupils will be taught the following:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing and key facts concerning the menstrual cycle

## **Economic wellbeing and being a responsible citizen**

8.14. Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules
- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)
- That they belong to various groups and communities such as family and school
- What improves and harms their local, natural and built environments and about some of the ways people look after them
- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources
- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices
- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- That universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To know that there are some cultural practices which are against British law and universal human rights, such as FGM

- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment
- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the UK
- To consider the lives of people living in other places, and people with different values and customs
- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- About enterprise and the skills that make someone 'enterprising'
- To explore and critique how the media present information

## **9. KS3 and 4, 5 programmes of study**

The PSHE programme of study will cover the following topics:

At KS5 PSHE is taught through a form time programme, assemblies and external groups and speakers. In year 12 the programme of study is about 'my mind, my life, my health' and in year 13 it is a programme based on life skills.

### **Families**

9.1. Pupils will be taught the following:

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness, and their importance for bringing up children
- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabitating or who have married, for example, in an unregistered religious ceremony



- Why marriage is an important relationship choice for many couples, and why it must be entered freely
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents regarding raising children, including the characteristics of successful parenting
- How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friends, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, such as reporting concerns about others, if needed

### **Respectful relationships, including friendships**

9.2. Pupils will be taught the following:

- The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This also includes different (non-sexual) types of relationships
- Practical steps that can be taken in a range of different contexts to improve or support respectful relationships
- How stereotypes, particularly ones based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. normalising non-consensual behaviour or encouraging prejudice)
- That in school and in wider society, they can be expected to be treated with respect by others, and that in turn they should show due respect in response (including people in positions of authority) and be tolerant of other people's beliefs
- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- That some types of behaviour within relationships are criminal, such as violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are unacceptable
- The legal rights and responsibilities relating to equality (particular with reference to the Equality Act 2010 and its protected characteristics) and that everyone is unique and equal

### **Online and media**

9.3. Pupils will be taught the following:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including 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
- Not to provide others with material that they would not want shared further and not to share material that others send to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, which can negatively alter how people see themselves in relation to others and negatively affect behaviour towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

### **Being safe**

9.4. Pupils will be taught the following:

- The concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
- That there are many dangers both inside and outside of school and beyond and that they must be equipped with the means to keep themselves safe.

### **Intimate and sexual relationships, including sexual health**

9.5. Pupils will be taught the following:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be either positively or negatively affected by choices made concerning sex and relationships, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women, and menopause
- That there are a range of strategies for identifying and managing sexual pressure, such as understanding peer pressure, resisting pressure and not pressurising others

- That they have a choice to delay sex or to enjoy intimacy without sex

### **Economic wellbeing and being a responsible citizen**

9.6. Pupils will be taught the following:

- To recognise, clarify and when necessary, challenge their own core values and how their values influence their choices
- About the law and consequences of certain behaviour, including violent crime and terrorist activity, on themselves and others, and strategies they can use to keep themselves safe outside of school.
- The knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition between key stages)
- The similarities, differences and diversity among people of different a race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities
- About the potential tensions between human rights, British law and cultural and religious expectations and practices
- About the primacy of human rights; and how to access support for themselves or their peers safely if they have concerns about those rights being undermined or ignored
- About discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination
- To recognise that everyone has the same rights to opportunities in learning and work; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations
- About their own identity as a learner, differing styles of learning and to develop personal study, research and presentation and organisational skills
- To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability
- Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through 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 developing their own early aspirations
- About the labour market (including the diversity of local and national employment opportunities), learning options, skills, occupations and progression routes and about self-employment
- Which choices are available to them at the end of key stage 3/4, sources of information, advice and support, and the skills to manage this decision-making process

- The benefits of being ambitious and enterprising in all aspects of life
- About the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit
- About attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
- About different types of business, how they are organized and financed
- To assess and manage risk in relation to financial decisions that young people might make
- About gambling (including online) and its consequences, why people might choose to gamble and how the gambling industry encourages this
- To explore social and moral dilemmas about the use of money, including how the choices pupils make as consumers affect other people's economies and environments
- To evaluate their own personal strengths and areas for development and to use this to inform goal setting
- About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace
- To think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence)
- To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- About harassment and how to manage this (including in the workplace)
- How their strengths, interests, skills and qualities are changing and how these relate to future employability
- About the information, advice and guidance available to them and how to access it
- To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- About the range of opportunities available to them for career progression, including in education, training and employment
- About changing patterns of employment (local, national, European and global)
- To take full advantage of any opportunities for work experience that are available
- About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- About confidentiality in the workplace, when it should be kept and when it might need to be broken

- To develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- To recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)
- To be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
- Their consumer rights and how to seek redress

## **10. Assessment**

- 10.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 10.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- 10.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.

## **11. Monitoring and review**

- 11.1. This policy will be reviewed on an annual basis.
- 11.2. Any changes to this policy will be communicated to all staff and other interested parties.