



PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION POLICY

This applies to senior school only.

Owner	Head of PSHEE, Deputy Head
Authorised by	Headteacher and Governors
Dated	September 2019
Review	September 2020

Related documents:

- Careers Education and Guidance policy
- Curriculum policy
- RSE policy

Contents:

1. Introduction
2. Aims of the PSHEE policy
3. The PSHEE Curriculum
4. Student Voice
5. Sixth Form

APPENDIX A: PROGRAMME CONTENT

1. Introduction

This policy has been informed by National Curriculum non-statutory guidance KS 3&4 (2000 & 2013)
The PSHE Association
QCA Initial Guidance KS 3&4.
LEA guidance

2. Aims of the PSHEE policy

- The school curriculum should aim to provide opportunities for all pupils to learn and achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all people.

The PSHEE & Citizenship programme will:

- Help pupils to deal with difficult moral and social questions that arise in their lives and in society.
- Help pupils to develop the knowledge, skills and understanding they need to lead confident, healthy independent lives.
- Give pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels.
- Enable pupils to be aware of their own cultural backgrounds and to gain insight into those of the wider community allowing them to be aware of racial and cultural differences in order to avoid and resist racism.
- Provide education in citizenship and democracy, which will help them to develop a full understanding of their roles and responsibilities as citizens.
- Help pupils to respect others regardless of race, age, religion and belief, gender (including gender change), sexual orientation, pregnancy, marriage or civil partnership or family background (including adoption).

3. The PSHEE Curriculum

PSHEE & Citizenship cannot always be confined to specific timetabled lessons. At Derby High School personal and social learning occurs in the curriculum through:

- Subject programmes, a flexible and comprehensive programme covering PSHEE & citizenship.
- tutorial time
- the schools' arrangements for pastoral care and pupil guidance
- assemblies
- school council
- extra-curricular activities

The ethos of the school, the quality of its relationships, its concern with equality of opportunity and the values which it exemplifies are crucial factors in pupils' personal and social development.

The knowledge, skills and understanding required for PSHEE are taught in 3 interrelated sections. Pupils in U3-U5 have one single 35 minute lesson a week. This academic year, we have transferred these sections to three core themes suggested by the PSHE Association's PSHE Education Programme of Study (2017), within which there is broad overlap and flexibility:

- Core theme 1. Health and Wellbeing *
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

** Sexual health is included within this core theme; however, it is important that sexual health is considered within the context of healthy relationships.*

***There will be similar broad overlap and flexibility between topics and areas in all three core themes.*

This content of the core themes are subject to ongoing review throughout the academic year, as this is the first year of running the programme in this format. It is important to note that we do not attempt to cover all the suggested content from the PSHE Association, as doing so could lead to a series of superficial experiences that would most likely be restricted to providing information. We do, however, cover content that we feel is relevant to our pupils.

The scheme of work outlines the basis of the weekly PSHEE lessons. However, it is no way intended to be exhaustive or inflexible. The volume of potential topics to be covered is too great to allow all material to be addressed within the time available. In addition the nature of PSHEE means that the lessons provide the ideal opportunity to deal with issues and problems when the need occurs.

The Schemes of Work reflect this current academic year as the PSHEE curriculum is still in transition. The focus of learning in the Spring Term will be on Emotional Well-Being (first half term) and Sex and Relationships Education (second half term). This is to enable more specific and concentrated learning in these areas and has been undertaken in direct response to Student Voice across the year groups and to reflect current good practice. The focus on these subjects will be emphasised within the broader life of the school, for example, in assemblies.

Changes in the curriculum are still ongoing and have necessitated a reduction in the duration of some themes and changes in when certain issues are taught. Again, this is in response to feedback from students, current trends in society, research and good practice in the field and the needs of students in our specific context. This process is ongoing, and although we are working towards a 'settling' of the curriculum, we intend to maintain some flexibility within the curriculum to respond to world events, particular issues arising within school and identified needs within specific cohorts of students. In subsequent years, topics may be moved around to fit with other aspects of school life that the programme supports, e.g. careers talks to link with options evenings and subject choices being handed in; police visits, impact days etc. timed to ensure appropriate understanding and support when required.

Internet safety is covered in ICT lessons, but is appropriately reinforced in the PSHEE programme where relevant to all year groups.

4. Student Voice

Student voice in all year groups is highly important in the development of this subject. As stated above, we aim to ensure that students have regular opportunity to give feedback on topic relevance, focus and content, with a view to then implementing immediate or longer-term adaptation in the light of current national trends and areas of interest or concern arising in the school.

5. Sixth Form

In the 6th Form the subject content of PSHEE is delivered through the Truly Educated programme and ongoing one to one sessions with Sixth Form tutors/Head of Sixth Form.

Other areas covered through Careers Guidance and the Truly Educated programme include:

- Financial Management
- Interview Practice
- Gap year opportunities
- UCAS preparation
- CV writing
- Practical skills (puncture mending, core DIY skills)
- Networking skills (including networking evening)
- General careers advice
- Graduate recruitment advice
- Stewardship

There are also talks by external speakers on additional topics such as:

- LGBT awareness
- Women's health
- Police safety talks

As at key stages 3 & 4 personal and social learning also occurs through:

- tutorial time
- the schools' arrangements for pastoral care and pupil guidance
- assemblies
- school council
- extra-curricular activities

The increasing responsibility afforded to 6th formers and the prefect roles also contribute to their personal, social, moral and cultural development.

APPENDIX A: PROGRAMME CONTENT

**This is subject to ongoing review throughout the academic year, as this is the first year of running the programme in this format (2018-2019).*

Core Theme 1: Health and Wellbeing

U3	L4	U4	L5	U5
<ul style="list-style-type: none"> Promoting emotional health during transition Emotional literacy Anxieties & Worries Eating, Sleeping & Exercise Managing time Personal Hygiene Physical & Emotional Changes Drugs Education, Alcohol & Tobacco Consent 	<ul style="list-style-type: none"> Leisure time/Hobbies Safety at Home & in the Streets Time Management Power of Advertising Attitudes towards Older People Resilience & Reframing Failure Introduction to Safe Sex 	<ul style="list-style-type: none"> Adolescence Being assertive Kayleigh's Love Story Teenagers & Parents Emotional wellbeing Unhealthy coping strategies Contraception STIs and Sexual Behaviour First Aid including CPR 	<ul style="list-style-type: none"> Promoting emotional health during transition Identity & Image Unhealthy coping strategies Contraception, Consent & Exploitation Skin Cancer Tattoos & Piercings 	<ul style="list-style-type: none"> MH & EW content Recognising and Balancing Emotions

U3	<p>Pupils will have the opportunity to express their concerns about school and to explore ways of dealing with such feelings. They will explore how they communicate how they are feeling, considering the language and intensity of emotions they use. They will recognise their personal strengths and their self-confidence and self-esteem can be affected. Pupils will consider the importance of their diet and exercise to a healthy lifestyle and of developing a healthy attitude to their body shape. They will assess the management of their time and consider the importance of planning and organisation in their personal lives and discuss any problems with homework and how to handle them. Pupils will consider the importance of personal hygiene, particularly regarding periods in women, and will explore about the physical and emotional changes that occur during puberty. They will learn to understand the substances in cigarettes, the effect they has on your body and the risks involved in smoking, and will understand what drugs are and why some people misuse drugs. They will also gain knowledge about the short and long term effects of alcohol on the body. Pupils will be introduced to the concept of consent in principle, in a wide variety of situations.</p>
L4	<p>They will explore ways of using their leisure time constructively, and consider their hobbies. Pupils will discuss how to keep safe when out in public places, as well as considering their online safety. They will consider the importance of, and strategies for, maintaining a healthy balance between work, leisure and exercise and managing their time effectively. How the media portrays young people will be discussed, and they will consider the possible impact of the media on body image, identity and health issues. They will consider attitudes towards older people and examine the problems some older people have. Pupils will be introduced to how they can reframe their response to failure and understand what resilience is. They will also have</p>

	the opportunity to ask any questions they might have about mental health and emotional wellbeing. Pupils will be introduced to the concept of safe sex, be reminded of the notion of consent and will begin to consider the reasons why people engage in sexual relationships (or activity).
U4	Pupils will learn about the changes in emotions experienced during adolescence, and explore how to cope with mood swings and how to deal with anger and frustration. They will consider the difference between assertive, aggressive and passive behaviour, and will be introduced to the use of assertiveness techniques. Pupils will explore the causes of tension between parents and teenagers and discuss ways of dealing with these difficulties. Pupils will consider how to promote their own emotional well-being, and where to go if they need support. They will also consider that self-harm is an unhealthy coping strategy and will learn some of the things that may trigger a friend to self-harm, and where to go for support. They will also have the opportunity to ask any questions they might have about mental health and emotional wellbeing. Pupils will consider the risk to health and wellbeing of early sexual activity, including the risks of unprotected sex and sexually transmitted infections. They will explore the different pressures on them to be sexual and how to avoid unwanted sexual activity. They will learn factual information about the different methods of contraceptives available and how to obtain it, along with considering different faith perspectives on contraception. They will be introduced to some basic first aid, which will also include CPR and how to use an AED.
L5	Pupils will explore the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression). They will discuss strategies for managing mental health and emotional wellbeing, and what sources of help and support are available, along with where and how to access them. They will also consider that eating disorders are unhealthy coping strategies and will learn some of the things that may trigger a friend to suffer from an eating disorder, and where to go for support. They will also have the opportunity to ask any questions they might have about mental health and emotional wellbeing. They will learn further information about the different methods of contraceptives available and how to obtain it, and consider different perspectives on these. They will explore the world of exploitation and to understand the dangers of this in relationships. Pupils will examine the risks of tattooing and body piercing, and will be made aware of the different types of skin cancer and the causes, and will understand how to keep safe in the sun. Pupils will consider that the media's portrayal of idealised body shapes may influence their behaviours, feelings and self-esteem.
U5	Pupils will continue to explore the broad topic of mental health and emotional wellbeing, and have the opportunity to guide their lesson content following some student voice and anonymous questioning. They will consider how to recognise, verbalise and balance their emotions to themselves and people around them, and discuss further about the sources of help available to them or a friend, and where and how to access them.

Core Theme 2: Relationships

U3	L4	U4	L5	U5
<ul style="list-style-type: none"> Promoting emotional healthy during transition Anxieties & Worries Friendship Qualities Girls on Board introduction 	<ul style="list-style-type: none"> Romantic relationships Healthy & Unhealthy Relationships Consent/Sex Safety Peer pressure 	<ul style="list-style-type: none"> Adolescence Kayleigh's Love Story Teenagers & Parents Consent and the Law 	<ul style="list-style-type: none"> Promoting emotional healthy during transition Changing Relationships Consent Diversity Gender identity Exploitation in relationships 	<ul style="list-style-type: none"> Marriage & Commitment Parenthood & Parenting Teenage Pregnancy Consent – Safe Sex Sex in the Media

U3	Pupils will begin to understand that some pupils may have feelings of anxiety about school and will explore ways of dealing with such feelings and where to find support. They will explore the nature of friendship, along with the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships. They will explore how friends may influence them, how groups of different sizes can behave and how to resist peer pressure. Pupils will also be introduced to the Girls on Board approach that the school are taking relation to friendship issues, particularly in relation to considering the advantages and disadvantages of friendship group sizes and how others may feel.
L4	Pupils will consider the difference between 'Love and Sex' and learn about peer pressure, how it may be associated with sexual activity and how to resist that pressure. They will begin to consider what is involved in a healthy and an unhealthy relationship, and will discuss consent within a number of relationships. They will understand what consent is, recognise the importance of seeking consent and how to do so, and that they have the right to withdraw consent if they wish to. They will understand how to manage any request or pressure to share an image of themselves or others, and who to talk to if they have concerns.
U4	Pupils will explore what happens during adolescence, as well as the nature of their relationships with their parents. Pupils will further discuss consent, primarily within a romantic relationship setting, and explore the nature of peer pressure that. They will consider the legal and moral issues relating to consent and further discuss the right to withdraw consent and consider the issues about the capacity to consent. With support from the local police, pupils are introduced to 'Kayleigh's Love Story' and have the opportunity to discuss the issues of online safety and pressure in relationships, in a safe environment.
L5	Pupils will explore changing relationships with friends and family, and consider how to deal with these changes. They will explore what love is, and discuss different kinds of love. They will explore the world of exploitation and to understand the dangers of this in relationships. They will learn to recognise when others are using manipulation, persuasion or coercion in their relationships, and how to respond appropriately. In relation to emotional health, the characteristics and benefits of positive, strong, supportive, equal relationships are discussed, along with the role that peers can play in supporting one another. They will explore and consider that there is diversity in sexual attraction and developing sexuality. They may also challenge prejudices, preconceptions and stereotypes and will realise attitudes towards sexual orientation and how these can change when we learn more about different sexual orientations. Pupils will further consider the importance, legal and moral issues relating to consent, and begin to consider how they would seek and give consent.

U5	<p>Pupils will explore the characteristics and benefits of positive, strong, supportive, equal relationships and that living together, marriage and civil partnerships are ways to freely demonstrate commitment to another person. They will explore a range of contentious issues related to having a sexual relationship, and will have the opportunity to identify the importance of beliefs and values to informed decision-making concerning sexual relationships. They will explore the risks related to unprotected sex, as well as the potential challenges faced with teenage pregnancy. Pupils will explore their expectations of becoming a parent, and consider the skills needed to become a good parent and the impact that becoming a parent can have on a person's life. They will discuss the role of sex in the media and its impact on relationships, sexuality (including pornography and related sexual ethics) and sexual behaviour.</p>
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Core Theme 3: Living in the Wider World

U3	L4	U4	L5	U5
<ul style="list-style-type: none"> • Right & Wrong • The Police • Children’s Rights • Economic Education: Pocket Money • Economic Education: Budgeting • Careers Education: Aspirations and key milestones in their lives 	<ul style="list-style-type: none"> • Living in a Diverse Society • The Police & The Law • Britain’s Government • Safety at Home & in the Streets • Personal safety – the internet • Attitudes towards Older People • Careers Education: Family Member Career research & Presentations • Global issues, Food & Water • Other Cultures & Lifestyles 	<ul style="list-style-type: none"> • Racism, Prejudice & Discrimination • Crimes & Punishment • Human Rights • Economic Education: Banking & Saving • Careers Education: Preparation for choosing GCSEs 	<ul style="list-style-type: none"> • Your Government • Law of the Land • Challenging offensive behaviour/prejudice • Careers Education: Preparation for Work Experience 	<ul style="list-style-type: none"> • Environmental Issues • Human Rights & Abuse • Working for a Change: Pressure Groups • Economic Education: Costs of Living, Taxation, Salaries, Student Loans, Mortgages and Pensions • Careers Education: Thinking about the Future - 6th Form and Beyond • CV Writing / Pen Portrait

U3	Pupils will share their ideas about right and wrong behaviour and consider the seriousness of various forms of anti-social behaviour. They will begin to understand the role of the Police in society, and think about issues of personal safety that they may face. They will learn what children’s rights are at home and what parent’s responsibilities are to their children. They will also discuss the laws regarding the ages at which children are allowed to do things. Pupils will have the opportunity to consider their money-management skills by exploring how they manage their pocket money, and will be able to develop their skills by learning how to work out a budget plan. Pupils will also consider what aspirations they have and what they may need to do to prepare for milestones in life.
L4	Pupils will consider the diverse nature of UK society and explore what ethnic stereotyping is and how it creates a false image of people, and will encourage mutual respect and tolerance. They will discuss the role of the police in maintaining public order and consider attitudes towards the police, and will be introduced to what Parliament is and what it does. Pupils will discuss how to keep safe when at home and out in public places, as well as considering their online safety. Pupils will develop an appreciation of the dangers of the internet and how to use it more safely. Attitudes towards older people will also be explored, what is meant by ageism, and will examine the problems some older people face. Pupils will have the opportunity to research the career of a family member and present their findings. They will explore concerns about how our foods are produced and to examine the causes of food shortages and possible ways of solving the problem of world hunger.

U4	Pupils will examine different forms of discrimination, exploring what it feels like to be a victim, and how widespread it is. They will explore the aims of punishment and consider what types of punishment should be given for particular crimes. Pupils will consider what the basic human rights are and how they are frequently violated around the world. They will learn about the different types of bank accounts, the advantages and disadvantages they have and how bank accounts and debit/credit cards work. Pupils will have the opportunity to research careers and to consider which GCSEs they should choose, ahead of their GCSE Options Evening.
L5	Pupils will be informed about the role and work of Parliament, and will be visited by our local MP (availability dependent). They will explore the relevance of Parliament and democracy and be equipped with the knowledge and skills to participate in democratic and electoral processes. Pupils will further understand and explore prejudice and discuss how it can lead to discrimination & persecution. They will understand that there are laws and equal opportunities policies to combat discrimination, and will explore what can be done. They will be supported in sourcing work experience at the end of the summer term, and provided with guidance and support throughout the process.
U5	Pupils will explore sustainable development and the main ways it could be applied around the world. They will understand what their water footprint is and will explore ways of taking action to reduce their consumption of natural resources. They will further explore human rights issues, focusing on cases of human rights abuses and looking at how human rights can be protected and enforced. They will understand what international pressure groups are, and what issues they campaign on, and what campaign methods they use. Pupils will explore the world of borrowing, credit and debt so as to be able to make informed decisions when thinking about borrowing money. They will look at the deductions which are made from wages and discuss the importance of planning for a pension. Pupils have the opportunity to discuss their plans for 6 th Form and beyond with the Head of Careers, and are given information about the range of opportunities available to them post 16. Pupils have practise in writing letters of application and preparing a CV for future job applications.

British Values

	U3	L4	U4	L5	U5
An understanding of how citizens can influence decision-making through the democratic process		Britain's Government		Your Government	Human Rights
An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety	Children's Rights	The Police	Crime & punishment	The Law of the Land	
An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;		The Police		Your Government	
An understanding that the freedom to hold other faiths and beliefs is protected in law;		Other cultures and lifestyles	Human Rights Issues	Challenging offensive behaviour	Human Rights
An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;	Right & Wrong	Other cultures and lifestyles	Human Rights Issues	Challenging offensive behaviour	Human Rights
An understanding of the importance of identifying and combatting discrimination.		Other cultures and lifestyles	Human Rights Issues	Challenging offensive behaviour	
Pupils understand the characteristics that are protected in the Equality Act 2010	Right & Wrong	Other cultures and lifestyles	Human Rights Issues	Challenging offensive behaviour	Human Rights
Pupils understand and respect the civil and criminal law of England		Britain's Government	Crime & punishment	The Law of the Land	