



PSHE Policy

December 2022

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1. Aims

The Personal, Social, Health, Citizenship, Economic curriculum aims to engage students and deliver a curriculum in a way in which pupils can develop the knowledge, skills and attributes they need to manage their lives, now and in the future. The curriculum supports students across all aspects of their education and links directly with our aims for students' personal development and behavior and attitudes. Whereby we hope that through our values and ethos students will take pride in their achievements, be able to demonstrate resilience and develop their characters so they go on to be active citizens.

In PSHE students develop the skills and attributes to help pupils to stay healthy, safe and prepare them for life and work in modern Britain. Our PSHE curriculum aids pupils to improve student attainment and support them to achieve their academic potential, and leave school equipped with skills they will need throughout later life to thrive as individuals, family members and members of society. So they are well informed and able to make responsible decisions about alcohol to succeeding in their first job, it helps pupils to manage opportunities, challenges and responsibilities they will face growing up.

The curriculum enables all students to build upon prior experiences and understanding of PSHE, and it is through their PSHE journey that they will develop a respect for their own and others beliefs and actions.

Our curriculum Relationship and Sex education involves learning about the physical, emotional and social aspects of growing up with particular focus on relationships, sex, sexuality and sexual health. This enables our students to build positive and respectful relationships in the future.

We aim to equip our students with the knowledge of consent with a focus on respecting a person's boundaries and how to respond when boundaries have been crossed without our permission. This is imbedded throughout the key stages. Through the lens of healthy relationships we also make sure that curriculum teaches students about sexual harassment and violence – this is focused on preventing this and giving students support to address and identify these issues/behaviors. The teacher responsible for PSHE meets regularly with our Pastoral and safeguarding teams and is able to adapt the curriculum to respond to emerging needs in our local context. For example we invited in Thames Valley Police to

deliver the Knife Crime workshops in response to a local incident and worked with UK Feministe - staff and students in response to the Sexual harassment campaigns in the National media e.g. #metoo. In response to Child and Maternal health statistics [here](#) there are no significant trends on our local context for health indicators that have led to changes in the curriculum – we already cover self-harm as part of our Mental health curriculum

Our curriculum teaches students about the importance of maintaining good mental health and promotes various strategies for managing mental health through mindfulness activities, overcoming stress and many more. With a focus on empowering students to take responsibility, to help them develop personal awareness and be proud of their own identity.

We aim to prepare our students with the necessary tools to become positive members their community. Our `living in the wider world topic` is delivered at the end of each year to enable students to explore what it means to be a kind and positive member of modern British society through the learning of British Values. This is supported by our values, Pastoral curriculum, Personal development goals and enrichment opportunities. This is supported by PSHE curriculum which covers financial education, charity and volunteering, living out our values through active citizenship.

The curriculum is coordinated with the whole school Personal development and Pastoral curriculum – which includes Careers and enterprise educations, Careers advice, Study skills, mental health support and other important aspects of character development. Students' survey's and interviews have been used to identify gaps in understanding and areas students identify as needing to be included where possible.

Our PSHE curriculum is set out as outlined in the contents and delivery section of this policy, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. The curriculum design is spiral in nature so that students will revisit topics at a level that is age appropriate. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex and health education (RSHE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#) – please see Relationships and Sex Education (RSE) Policy.
- RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSHE involves a combination of sharing information and exploring issues and values.
- RSHE is not about the promotion of sexual activity.
- Parents have the right to withdraw their children from the Sex Education components within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Parents are not able to withdraw students from sex education which may be taught within the science curriculum or from the relationships or health units of the PSHE curriculum. **For more information please refer to the RSE policy (add link)**

Definitions:

Relationships education – giving young people the information they need to help them develop healthy, positive, nurturing relationships of all kinds, not just intimate relationships.

Sex education - any sex education we teach other than that covered in the science curriculum.

Health Education – Education about healthy lifestyles including mental and physical health related to food technology and physical education. This includes knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.

- We teach Citizenship statutory content across our curriculum. Details of its coverage can be found in Appendix 1

Our PSHE Curriculum links to our Equalities policy and the Equality Act 2010 – which includes public sector equality duty which means that we have to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who don't.
- Foster good relations between people who share a protected characteristic and those who do not.

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

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, our students study a curriculum that follows the PSHE Association guidelines. Each term is split into the following themes and these are then tailored to the needs of the particular year group. This is planned as part of our Belief and Life Curriculum.

Our curriculum is responsive to our local context and we consult with our safeguarding team and wider community to make sure that the curriculum is meeting the needs of our students.

Term 1: Relationships

Term 2: Health and Wellbeing

Term 3: Living in the Wider World

We pride ourselves on our curriculum which enables students to question and explore their own needs, beliefs and feelings in a rapidly changing world.

Please see below the outline of the curriculum with the color coding of key themes. We have also audited three key themes which can be seen in Appendix 2

First lesson in September - All years - Equality, respect, protected characteristics

Waingels PSHCE - Content Overview KS3

Healthy & Wellbeing

Relationships

Living in the Wider World

	Autumn Term 1/Autumn Term 2	Autumn Term 2/Spring Term 1	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7	The Island Unit – Beliefs and Life Self-Identity Trust, boundaries and respect (Consent) Puberty Personal Hygiene – Dental First Aid Behaviours Unit Appropriate Behaviours Sexual Identity Importance of Sleep Stereotypes and discrimination Current Affairs 1	Health Unit*: Attitudes to mental health Emotional Wellbeing Digital Resilience Healthy coping strategies Happiness and positivity Islam Unit Health Unit: Dangers of smoking Risks associated with Alcohol Drugs: Illegal/Legal/Prescription Discrimination Child on Child abuse Current Affairs 2	Buddhism Unit Wider World Unit: Rules and laws Legal System British Values Pilgrimage and Finance Weapons & County Lines Current Affairs 3	The Big Story Unit Current Affairs 4	Current Affairs 5	Finance Unit: Finance project – Basics of income, finances and tax Current Affairs 6
Year 8	Peace and Conflict Unit Relationships Unit: Romantic relationships & Consent Racism Celebrating Diversity Body image Managing conflict in relationships Sex and the media Child on child abuse – Cyberbullying Sexting Joint enterprise – Bystander Current Affairs 1	Hinduism Unit Health Unit 1: Vaping Healthy eating Stress Phone and screen time Drugs E-safety - Radicalisation/Extremism Current Affairs 2	Humanism Unit Health Unit 2: Weapons and County Lines Current Affairs 3	Complete Health Current Affairs 4	Faith in Art (Spirited Arts) Current Affairs 5	Health Unit: First Aid – Medication/Choking/Reactions/Allergies Finance project: Environment, fair trade and activism Current Affairs 6
Year 9	Religion and World Issues Relationships Unit: First Aid Sex and the Law Media and Sex Consent Sexual Health Contraception and Support Current Affairs 1	Western Philosophy Unit Current Affairs 2	Drugs Unit: Exploring attitudes Drugs and the law Cannabis and Alcohol Managing influence County Lines Knife Crime Current Affairs 3	Religion and Relationships Current Affairs 4	Online Presence and Finance Unit: Sexting Child on child abuse Online presence Identity and influence Positive attitudes Elections and Voting Finance project: gambling, debt, mortgages Current Affairs 5	Current Affairs 6

First lesson in September - All years - Equality, respect, protected characteristics

Waingels PSHCE - Content Overview KS4

Healthy & Wellbeing
Relationships
Living in the Wider World

	Autumn Term 1/Autumn Term 2	Autumn Term 2/Spring Term 1	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10	Relationships Unit: Long term relationships Love and loss Grief and ending relationships Healthy relationships, Pornography Gender diversity and sexuality, FGM. Current Affairs 1	Human Rights and Social Justice Unit Current Affairs 2	Health and Wellbeing Unit: Overcoming challenges Negative thinking patterns Mental Health Emotional Wellbeing Drugs and Mental Health Managing influence and seeking support Current Affairs 3	Coercive Relationships Unit: Coercive relationships Unwanted attention County Lines Weapons First Aid – CPR/Bandages/Blood/Bruising x2 Current Affairs 4	Crime and Punishment Unit Current Affairs 5	Safety online: Sharing images and the law Living in the Wider World: Making financial decisions Gambling Current Affairs 6
Year 11	Medical Ethics Unit Current Affairs 1	Relationships Unit: Respect – consent, sexual harassment, sharing images, mental health, sexuality/identity, online presence – impact on future aspirations. Current Affairs 2	Health and Wellbeing Unit: First Aid – Drugs, festivals, weapon wounds, how to help someone who has overdosed/alcohol Fertility and Pregnancy & Pregnancy Options Current Affairs 3	Living in the Wider World: Finance – Employment, working hours, wages (citizenship), Equality Current Affairs 4		

Healthy & Wellbeing

Relationships

Living in the Wider World

Waingels PSHCE – Content Overview KS5

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 12	Body Image, self-esteem and self-awareness, Mental health and emotional wellbeing.	Drugs, Tobacco and Alcohol Healthy Lifestyles, personal health, support services, managing risk and safety, including when travelling Sexual Health, relationships and consent, parenthood Entrepreneur group project Transferable Skills	Democracy, the role of the Government, Debating of topical issues Work Experience launch Introduction to Post 18 options and choices Respect and values, Bullying, abuse, discrimination, cultural views, diversity and respect.	Financial choices, Consumer rights, budgets, managing money Choices and pathways (university, Gap Year, apprenticeships and employment), enterprise and leadership	Managing exam stress, exam skills. Interviews, CVs, Employability rights and conduct. Interview practice. Online presence, online safety, social media Social Action Project Work Experience	Work Experience week and review/evaluation Careers Focus – Post 18 Options
Year 13	Mental health and emotional wellbeing. Post 18 options-applications and Personal Statements	Managing own health. Respectful relationships and emotional intimacy Post 18 options-applications and Personal Statements Transferable Skills	Post 18 financial decisions, staying safe and managing money.	Managing professional relationships and appropriate workplace conduct Managing exam stress, exam and revision skills.	Study Leave/Exams	Study Leave/Exams

3.2 How we teach PSHE

PSHE is taught to years 7 – 11 in their timetables of Social Studies alongside their Religious Studies and Citizenship curriculum in a bespoke curriculum – Belief and Life.

Year group	Hours per fortnight
7	4
8	4
9	4
10	2
11	2

The PSHE association programme of study of Relationships, Health and Wellbeing and Living in the Wider World are taught through Belief and Life alongside the other social sciences and studied at times relevant to their pastoral programme and also their personal development journey. These key concepts are then developed and complemented in their pastoral programme and through drop down days.

PSHE lessons are delivered by teachers in the Social Science department.

PSHE is taught to years 12 and 13 as part of their Enrichment curriculum and tutor time. Enrichment takes place 4 times per fortnight for Year 12s and 2 times per fortnight for Year 13s.

Within PSHE lessons we ensure that we have regular training and use of verified materials. We have regular communication with the pastoral team to make sure lessons are tailored to issues within specific year groups. Teachers ensure all students are included in their lessons regardless of gender, ethnicity, socio-economic background or educational need.

Teachers will ensure a safe learning environment for pupils with clear ground rules, triggering topics and areas for support sign posted throughout the lesson.

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues. PSHE Teachers will consult with the designated safeguarding lead and in his/her absence their deputy, on any issues or concerns raised in the classroom.

The PSHE curriculum is available on our school website and is fully resourced. These resources are regularly reviewed and adapted accordingly.

In PSHE, it is important that we are confident that students have a strong understanding of the key themes of study. Throughout their studies, teachers create an overview of student understanding through observation of their class work, their interactions and their completion of summative assessment which takes a variety of formats; including quizzes, mind-maps and surveys. This, along with formative assessment through class discussions and questioning for example, enables teachers to re-visit areas of misconception and address any highlighted areas.

Reporting is considered as part of the wider Social Studies curriculum. Any specific issues will be raised through the classroom teacher or pastoral team.

Mental Health is taught through PSHE and through the pastoral curriculum – we have a designated lead for mental health in the Inclusion team – Roz Hayes

3.3 Assessment, recording and reporting

Students will be assessed for each topic by completing an initial task e.g. mind map at the beginning of the unit and then adding to it at the end of the unit – this will be done in students best work books. Teachers will then assess that the key areas of the topic have been covered and give students feedback and redraft/improvement tasks in line with our assessment and feedback policy.

Reporting will take place in line with the school policy and will report on the student's attitude to learning – Waingels Ready.

Students' progress will be recorded by teachers and attendance at lessons regarding Sexual harassment, sexual violence and consent will be recorded.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Staff currently teaching the PSHE curriculum are:

Ms A Robinson – PSHE Lead

Mrs C Ward – SLT Line Manager for PSHE and teacher of Belief and Life (including PSHE)

Ms J Bonney – Head of Social Science

Mr S Cameron-Larelle – Interim Lead Teacher for Beliefs and Life (including PSHE)

Mrs R Durrant - Teacher of Belief and Life (including PSHE)

Miss L Percival – Teacher of Belief and Life (including PSHE)

Miss G Herron – Teacher of Belief and Life (including PSHE)

Mr J Brown – Teacher of Belief and Life (including PSHE)

Miss C Cordnor - Teacher of Belief and Life (including PSHE)

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

We review, adapt and amend our curriculum based on student voice – through student panels and online surveys.

5. Monitoring arrangements

The delivery of PSHE is monitored by Amy Robinson – Head of PSHE through:

The PSHE delivery will be monitored by SLT through Deep dives, Development Drop ins, through book reviews and sharing good practice.

The delivery of RSE is monitored by Amy Robinson and Jess Bonney through learning walks, observations, book reviews, student and staff voice. The curriculum is reviewed at least annually to ensure it is relevant and in line with government and legal guidelines.

This policy will be reviewed by Assistant Head Teacher - Personal Development – every three years. At every review, the policy will be approved by the governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- RSE Policy
- SMSC Policy
- Equalities Policy
- Safeguarding Policy
- Assessment and feedback policy
- Pan Berkshire Religious Studies agreed curriculum

List any other related policies and procedures that you have here, such as your RSE policy.

Author: Mrs C Ward

Agreed: Full Governors meeting – December 2022

Appendix 1 – National Curriculum Citizenship

Concept	Where is it covered?
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch	<p>Beliefs and Life - Year 9 – Living in the Wider World Unit – mostly focuses on the government in the UK and how parliament works.</p> <p>Year 7 – Medieval Kings (King John & Magna Carta)</p> <p>Year 8 – Civil War & Stuarts</p>
The operation of Parliament, including voting and elections, and the role of political parties	<p>Beliefs and Life - Year 9 – Living in the Wider World unit – students explore the role of parliament, democracy in the UK. Students have the opportunity to create their own political parties and get involved in their own elections.</p> <p>Year 8 – Riots, Revolution & Reform (Reform Acts, Chartists, Suffragettes)</p>
The precious liberties enjoyed by the citizens of the United Kingdom	<p>Beliefs and Life - Year 7 – British Values. What are they? Why are they important How do they impact us?</p> <p>Y10 – Crime & Punishment (role of courts from Medieval to present day, development of police force and changing role of police)</p> <p>Y10 – Wealth and Poverty</p>
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	<p>Beliefs and Life - When we look at drugs, consent, vaping, county lines and weapons, we explain the law surrounding this and police involvement. This is in all year groups.</p> <p>Year 7 – Summer term explores the criminal age of responsibility and youth courts. Also looks at rules and laws and how the police and enforce these.</p> <p>Y10 – Crime & Punishment (role of courts from Medieval to present day, development of police force and changing role of police)</p>
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	<p>Beliefs and Life - Year 8 finance project looks at activism. We also cover this in the Peace and Conflict unit in Year 8 RS (Beliefs) where students explore the importance of Peace Activists and their influence on the world.</p> <p>Year 8 – Riots, Revolution & Reform (campaign for vote, trade unions, factory acts)</p> <p>Y10 – Wealth and Poverty</p>

The functions and uses of money, the importance and practice of budgeting, and managing risk.

- In Beliefs and Life, In KS3 students 'Living in the Wider World' topics are focused on finances. Lessons include:
 - Year 7 - Basics of income, salary, tax
 - Year 8 - Environment, fair trade and activism
 - Year 9 - Gambling, debt, mortgages
 - Y10 – Wealth and Poverty
- **My Money Week** (Summer 2) provides some information via tutors and assemblies on the function of money and the importance of managing it. (All years 7-10 received the assembly last year and they are planned again for this year)
- **Year 8 Careers and Enterprise Day** has a personal finance focus where students are tasked with finding out about different aspects of money and risk (using MoneySense resources provided) and using that information to create a game which teaches other young people about the importance of money management.

Appendix 2 – Key themes audit November 2022

The Belief and Life Curriculum and the PSHE aspects within have been reviewed and updated as part of a curriculum audit. The below summarizes where these key aspects of the curriculum are taught.

Topics and content may also appear in other aspects of the schools' curriculum eg online safety in computing and antibullying in the Pastoral Curriculum.

	Consent and Sexual Behaviours	Antibullying and Child on Child abuse	Weapons and Drugs	Mental Health and Wellbeing
7	Lesson on consent and appropriate behaviours	Lessons on child on child abuse and discrimination	Lessons on Smoking and Alcohol	Topic focused on mental health
8	Lessons on Romantic relationships, consent, managing conflict and sexual bullying including sharing images.	Lessons on bullying including cyberbullying, joint enterprise and bystander effect.	Lessons on Alcohol, Cannabis. Lessons on Knife crime, radicalisation and extremism	Healthy Eating, Screen time and social media
9	Series of lessons on consent including capacity to consent. Lessons on Sex and the law and sex and the media including sharing sexual images.	Lessons on child on child abuse and managing influence	Topic focusing on drugs, including cannabis and alcohol. Lessons on drug classification and the law Lessons on knife crime and county lines	Lessons on Sexual Health and contraception
10	Topic on healthy and unhealthy relationships including consent and unwanted attention. Lesson on Pornography		Lessons on Substance use and wellbeing Lessons on County lines and weapons	Topic on Mental Health and Wellbeing
11	Lessons on consent, Harassment and sharing images		Year 11: Festivals and Drugs Year 11: Overdose and what to do Year 11: Weapons	

*In addition to these all students have had a lesson on protected characteristics.

**The language of Peer on Peer abuse is being audited and changed to Child on Child abuse for 2022-23 delivery.