

PSHEE Policy

*A copy of this policy is published in the following areas:
The school's website*

Reviewed: October 2021

Date for review: August 2022

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A. Introduction

All Year groups (1st Year – Upper Sixth) receive dedicated PSHEE lessons as part of the curriculum with our Head of PSHEE coordinating a dedicated team of PSHEE staff.

Aims of the PSHEE curriculum

The school recognises its responsibility in developing pupils' spiritual, moral, social and cultural awareness. In addition, the school is responsible for educating pupils on their future economic wellbeing, including providing independent careers advice and guidance. The Personal, Social, Health and Economic Education (PSHEE) programme forms an integral part of how the school meets this responsibility, and development of pupils' SMSC awareness through academic subjects, weekly Chapel services and the day-to-day occurrences in a busy, multi-faith and co-educational Methodist school.

The PSHEE programme leads on, and contributes to the work of other areas of the school, to develop pupils':

- self-awareness, self-esteem and self-confidence;
- understanding and appreciation of others
- understanding of the world around them on a local, national and global level.

In doing so, the PSHEE programme and other areas of school life enable pupils to:

- distinguish right from wrong and to respect the law;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- acquire an appreciation of, and respect for, their own and other cultures in a way that promotes tolerance and harmony between different cultural and religious traditions;
- enable all pupils to develop into young adults armed with the necessary knowledge, understanding and skills to thrive in the society they live in.

B. Content and delivery of the PSHEE curriculum

The PSHEE curriculum is primarily delivered through dedicated lessons in the 1st Year through to Upper Sixth and these are supplemented by occasional workshops. The Lower Sixth also have Sixth Form Diploma lessons.

Our current PSHEE programme can be seen in Appendix 1.

Relationship and Sex Education (RSE) is covered in PSHEE lessons and through talks in chapel and assemblies. In the 2nd and 4th Year, RSE is one of the components of the PSHEE programme and in the Religious Studies GCSE Full Course the topic of Relationships and families exploring both Muslim and Christian views. In the Lower Sixth Brook come to deliver a workshop on RSE to the students. The training as part of the Advice, Care, Help and Empathy (ACHE) has two sessions which address the topic of RSE, and the majority of our Lower Sixth follow the ACHE programme as well. See our separate Relationships and Sex Education Policy.

Appendix 1

PSHEE topics by Year groups for 2021-22

Term	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Lower Sixth	Upper Sixth
Autumn	Settling in Self esteem Managing Anxiety Resilience Good Friendships Interpersonal skills	Human Rights Diversity, Prejudice and Discrimination FGM Improving Communities The Justice System Peer Pressure	Drug Uses Why Take Drugs? Alcohol GCSE options Types of work and business Aspiration and Employability Enterprise	Human rights and international law Positive and Negative Relationships When is the time right? Consent Impact of Drugs and Alcohol Gender double standards STIs and Contraception	Post-16 and Post-18 Options Teenage Parenthood Unintended Pregnancy Abortion Social Media Cults, Intolerance and Extremism	Sustaining Health at Uni Cancer Awareness Body image Substance Use and Misuse Drug Addiction Risks and Consequences of Drugs Impact of Drugs and Alcohol on Sexual Behaviour Personal and Travel Safety Mental and Emotional health Stress and Anxiety Depression Self-harm and Suicide Healthy relationships Intimate relationships Separation, divorce and bereavement Unwanted pregnancy Infertility	De-escalating situations Managing harassment Working right and responsibilities Consent Abuse Forced marriage, honour-based violence, FGM
Spring	Communication Skills Learning styles Target setting Sleep and Exercise Balanced lifestyle Puberty Bullying	Groups and Gangs Money Management and Morality Gambling UK Political System Voting and Elections	Employment Law for Young People Forced Marriage Stable Relationships Marriage and family Separation and divorce Loss and Bereavement	Safer Sex Sexuality Gender identity Mental and emotional health Body image and cosmetic procedures	Career Identity Work Experience Work Attitude and Values Sexting Pornography Balanced lifestyle -focus on screen time Health services – blood and organ donation	Changing Opportunities Employability Strengths, Interests and Skills Info, Advice and Guidance Online presence Alternatives to University Gap Years UCAS Income, expenditure, credit, debt Financial products and services Insurance, savings and pensions Managing financial decisions Mortgages Student finance Critical consumerism Consumer Rights	Personal safety Critical engagement with social media Challenging harmful social media Gangs Cybercrime Parliamentary democracy
Summer	Appropriate language Safe online relationships Evaluating Online content Personal safety First Aid	Love and Friendship Intimacy and Consent Feelings and emotions Risks from unprotected Sex Contraception Sexuality	Balanced Diet Body Image Eating Disorders Self-harm Personal responsibility for Health	The legal system in the UK Diversity in the UK How to improve your Community Health and Safety Emergency First Aid Personal Safety			Different electoral systems and forms of government