PSHE (Personal, Social and Health Education) Policy

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Applicable	SPS		

This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to the policyquery@stpaulsschool.org.uk

Contents

1. **Policy Context and Rationale**

Guiding pupils at St Paul's through their teenage years is a task parents, tutors and teachers all share. To support our pastoral care, we offer PSHE (personal, social and health education) in the curriculum, and invite parents to a series of seminars and panel evenings on themes relating to adolescence.

PSHE covers aspects of development (confidence, empathy, judgement, independence of thought and action, appropriate behaviour, anti-bullying, personal safety, healthy lifestyle, sex and relationships, substance abuse) and provides factual information about a range of topics (finance, living away from home, insurance, the law, types of government and the UK Parliament, policing and one's rights, drink driving, drug driving).

This policy and the PSHE curriculum has been produced with reference to DfE and PSHE Association guidance, particularly 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (updated September 2021). This policy also considers the requirements of the Equality Act 2010.

The DfE published further draft Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance for consultation in May 2024. Although not statutory from September 2024, this policy considers the direction of travel suggested in this draft guidance.

This policy supplements and should be read in conjunction with the following school policies:

- SPS Relationships and Sex Education (RSE) Policy
- SPS Spiritual, Moral, Social and Cultural (SMSC) Policy
- SPS Mental Health and Wellbeing Policy
- SPS Child Protection & Safeguarding Policy

2. Policy Aims and Objectives

At St Paul's, we recognise the importance of a pupil's personal and social development, and their health and mental wellbeing; as such, the PSHE Programmeseeks to:

- Understand how to recognise and promote their emotional and physical wellbeing
- Develop their understanding of themselves, their ability to use critical thinking to make informed decisions, and their assessment of the potential consequences of their choices on themselves and others
- Be encouraged to engage with and understand issues which are appropriate and relevant to them at the different stages of their development
- Understand how to support one another and themselves as they grow and learn
- Be encouraged to explore, consider and understand moral and ethical dilemmas
- Learn about topics of a sensitive nature without fear of judgement, stigma or embarrassment
- Develop the qualities and attributes needed to thrive as individuals, and as members of their family, their School and wider society
- Be able to make informed decisions based on tolerance, a respect for and understanding of difference and with an absence of prejudice such as racism, sexism and gender bias; and to react appropriately to different situations
- Be aware of and have respect for their social and political environment, enabling them to become informed citizens and independent contributors to society
- Learn how to stay safe and recognise dangers and avoid exploitation, bullying and abuse
- Understand how to act responsibly online for the protection of themselves and others
- Promote fundamental British Values, an awareness of the dangers of radicalisation and extremism and how young people may be drawn into these ways of life, so that they can avoid such exploitation; in conjunction with Prevent duty guidance

PSHE is very much a "live" subject which encourages us to respond to particular events and circumstances that occur both within our community and beyond. The ways in which pupils and staff treat each other throughout the School, at all times, should exemplify the messages delivered formally and informally through the PSHE syllabus and beyond. PSHE is integral to all that we do and is not limited to any one area of the curriculum.

3. Creating a Safe and Supportive Learning Environment

The school recognizes that the nature of PSHE lessons means pupils may share information which would not ordinarily be discussed in other lessons. Where possible, this information should be treated sensitively and in confidence. However, teachers should never promise unconditional confidentiality. Instead, teachers should be clear about which circumstances would require them to pass on information. If a pupil offers information that leads a teacher to have a safeguarding concern, normal child protection procedures should be followed in line with the Safeguarding and Child Protection Policy.

Teaching materials used in PSHE lessons are ordinarily approved by the PSHE association and/or created by other PSHE providers such as 'Chameleon', 'Cre8tive' or 'Brook'. All materials are reviewed by the Head of PSHE and DH (MH, WB & LS) before being used with pupils. Materials are standardised across the department. Those delivering the course are required to first read teacher guidance documents which ensure safe delivery of content. This includes the establishment and renewal of 'ground rules' at key stages of the PSHE Programme, including at the start of each new pupil work pack.

a. Responding to Pupil Questions

The school will ensure that pupils are able to ask questions in a way which is safe, appropriate and , when desired, anonymous. Ordinarily, this takes the form of an anonymous survey on Google Forms shared with pupils in their Google Classrooms. Submissions to this form are monitored at the weekly PSHE department meeting and appropriate responses circulated.

If an anonymous question raises a concern of a safeguarding nature, this should be immediately reported to one of the school's Designated Safeguarding Leads.

4. Entitlement and Equality of Opportunity

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of that Act schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice.

The school can take positive action where it can be shown that it is proportionate to deal with particular disadvantages affecting one group because of a protected characteristic. For example, the school could take positive action to support LGBTQ+ pupils if there was evidence they were disproportionally being subjected to bullying, abuse or harassment.

St Paul's is committed to ensuring that PSHE is relevant to our pupils, and appropriate to ability, social and cultural background, religion, sexual orientation, as well as physical and emotional needs. We are aware that in some situations pupils, parents or guardians may have concerns about the School's PSHE provision. The School will take such concerns seriously and seek to resolve them in a constructive manner which puts the welfare and education of the pupil first.

a.   Pupils with special educational needs and disabilities (SEND)

The school will ensure that PSHE is accessible for all its pupils. The school's SEND Policy includes information on the 'Roles and Responsibilities of Teachers' that all colleagues, including those leading PSHE, are expected to be aware of. Those teaching PSHE have access to the school's Learning Support register and are expected to make adjustments as suggested by the Learning Support Team.

The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Such factors will be taken into consideration in the delivery of PSHE. Where a pupil is known to be especially vulnerable, PSHE staff will be briefed by a member of the pastoral team and suitable adjustments made if required.

Pupils, including those with SEND, will never be withdrawn from PSHE to catch up on other national curriculum subjects. The school believes that their personal and social development is as important to all pupils as their academic achievement

b.   Lesbian, Gay, Bisexual and Transgender (LGBTQ+)

In teaching PSHE, St Paul's will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. The school will ensure that teaching is sensitive and age appropriate and will fully integrate discussion of LGBTQ+ issues into all relevant parts of the broader RSE and PSHE curriculum. RSE and PSHE will be fully inclusive and relevant to those who identify as LGBTQ+.

5.   Teaching and Learning of PSHE
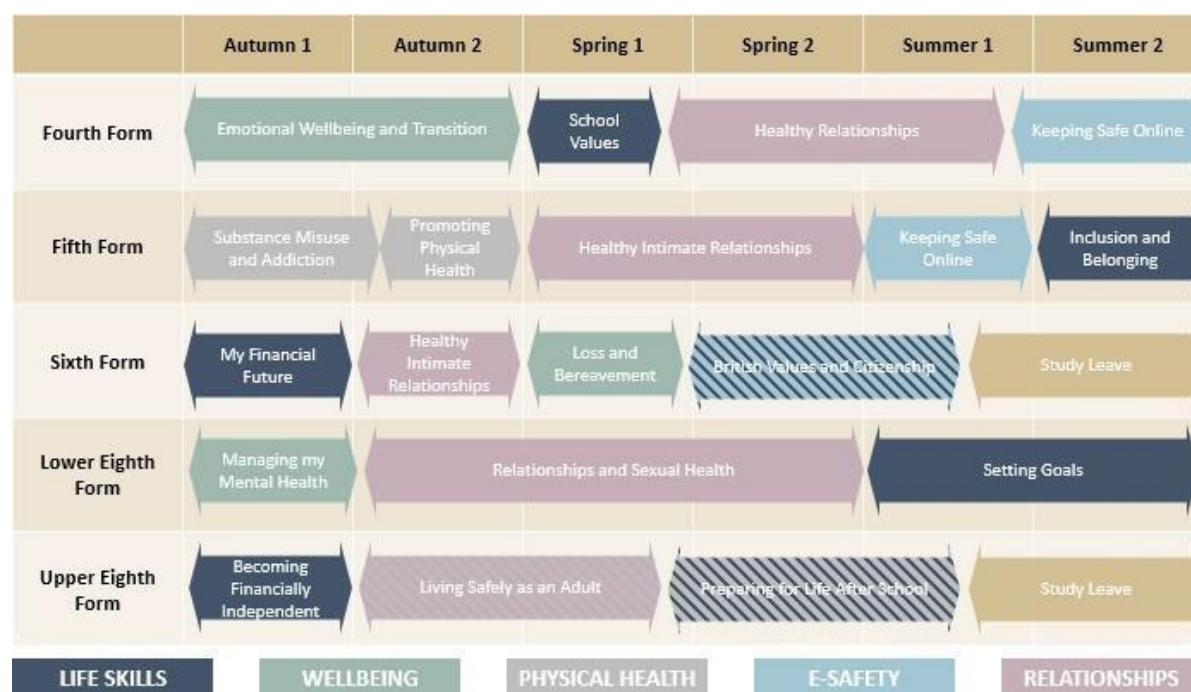
a.   Principles and Methodology

In teaching PSHE, the School will seek to consider the different starting points of the pupils involved; all are likely to bring some prior knowledge, understanding and/or experience to the topics being discussed. We will determine this prior knowledge by providing regular opportunities for self-assessment during the taught PSHE curriculum.

Research shows that attempts to scare or shock young people into making a healthy choice rarely work and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but the School believes balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they do not do the same. The School believes it is important that pupils are reassured that most young people make positive, healthy lifestyle choices.

The School believes it is important pupils can make links between the content they cover in their PSHE lessons and their 'real-life' experiences. The PSHE Programme will seek to highlight and overlap with other parts of the School curriculum and tie in with events occurring in the wider world.

b. Curriculum

An overview of the PSHE topics studied in each year can be found in the graphic below. The full curriculum, with individual lesson titles inclusive of lesson objectives and the lesson materials used, can be found on the PSHE Department intranet site. All pupils receive the equivalent of one timetabled PSHE lesson per week.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fourth Form	Emotional Wellbeing and Transition		School Values	Healthy Relationships		Keeping Safe Online
Fifth Form	Substance Misuse and Addiction	Promoting Physical Health	Healthy Intimate Relationships		Keeping Safe Online	Inclusion and Belonging
Sixth Form	My Financial Future	Healthy Intimate Relationships	Loss and Bereavement	British Values and Citizenship		Study Leave
Lower Eighth Form	Managing my Mental Health	Relationships and Sexual Health			Setting Goals	
Upper Eighth Form	Becoming Financially Independent	Living Safely as an Adult		Preparing for Life After School		Study Leave

LIFE SKILLS	WELLBEING	PHYSICAL HEALTH	E-SAFETY	RELATIONSHIPS

c. Assembly Programme

At certain times of the year (and where appropriate) assemblies and year group events may be linked to the PSHE Programme. Examples include 'themed assemblies' timed to coincide with national events or campaigns (e.g. Black History Month, LGBT Awareness Month, Mental Health Awareness Week, etc…)

d. Teaching Responsibility and Staff Training

Overall responsibility for the PSHE Programme lies with the Head of PSHE.

PSHE teaching in the School is delivered by members of the extended PSHE department who receive appropriate training to carry out the role. The Head of PSHE oversees the creation and approval of all materials, offers appropriate training, and ensures opportunities for reflection on practice. Extensive

teacher guidance is included in all teaching material to ensure it is delivered in a safe and consistent manner.

CPD training is provided for all staff teaching PSHE, and this can either be delivered internally (for example 'facilitation training') or by external consultants (for example Brook's 'Traffic Light Training Tool').

e. External Speakers

The School believes external speakers, who can use their own expertise and experience to enrich pupil's learning, are a valuable part of our PSHE provision. Where external speakers are invited to talk, the Head of PSHE will agree with them in advance the learning objectives and outcomes of the sessionSt Paul's staff will always be present to make sure the learning is safe and appropriate. Where external speakers have not been used before, testimonials will be sought from other schools. All external speakers are required to be registered on the schools Visiting Speakers register and staff arranging any talk must follow the procedure set out in the School's Visiting Speaker Policy

f. Assessment

Assessment in PSHE should not be about passing or failing but it is nonetheless important that teachers and pupils are able to understand what has been learned, and how learning and understanding has progressed: All of our PSHE materials have clear aims and objectives which are communicated to pupils. Opportunities for indirect and informal assessment are built into all PSHE lessons

All pupils complete PSHE pupil packs that include opportunities for reflection and self-assessment for each lesson. These pupil packs are reviewed by their PSHE teachers and 'effort' grades provided to parents in line with the school's normal grade cycles. Occasionally other forms of assessment, for example 'end of unit' online tests or extended pieces of written self-reflection are used, particularly in the older year groups. In addition to 'grades', parents receive a generic PSHE report in line with the normal calendar explaining the topics their children have been studying.

6. Spiritual, Moral, Social, Cultural (SMSC)

PSHE plays an important role in the Spiritual, Moral, Social and Cultural development of our pupils, including but not limited to:

- Developing a sense of self-knowledge, self-confidence and self-esteem through small group lessons, conference days and seminars
- An awareness of what it means to be part of a society, collective responsibility, democracy and types of government
- Exploring social and moral dilemmas, helping pupils to distinguish from right or wrong, and respecting the rule of law
- An appreciation of and respect for their own and other cultures, for example, issues of disability, racism, sexism and homophobia
- Encouraging respect for other people, with particular regard to the protected characteristics set out in section 4 of the Equality Act 2010:

The **Spiritual, Moral, Social and Cultural Education Policy** can be consulted for more information about our pupils' SMSC development.

7. Promoting British Values

Since September 2014, schools are required actively to promote certain British values.

The idea of "fundamental British values" was coined by the Prevent strategy in 2011. It was introduced into the Independent School Standards on 1 January 2013 and this was supported by non-statutory advice dated November 2013. Further amendments were made to the Standards in September 2014 and supplementary information and advice dated November 2014 have now been issued to support these additional changes.

The four key values are:
● Democracy
● The rule of law
● Individual liberty
● Respect for those with different faiths and beliefs

These fundamental British values are reinforced throughout the PSHE curriculum and are covered explicitly in the 6th form unit on British Values and Citizenship.

8. Relationships and Sex Education

From September 2020 schools will be required to deliver RSE education in accordance with the published statutory guidelines.

The majority of our RSE curriculum is taught through the broader PSHE curriculum.

The **Relationships and Sex Education Policy** can be consulted for more information about our pupils' RSE development.

9. Involving Parents and Carers

St Paul's is committed to working with parents in providing the PSHE Programme. At an appropriate point in the Autumn term, and before any pupils commence RSE teaching, parents and carers are written to with an overview of the PSHE Programme and an invitation to review the curriculum (which can be found on the department intranet page) which contains, amongst other things:

● Information about PSHE lessons, seminars, assemblies and events for all year groups.

- Details of seminars and panel evenings for parents

Guiding pupils at St Paul's through their teenage years is a task parents, tutors and teachers all share. To support the link between parents and the School, we invite parents to a series of seminars and panel evenings on themes relating to adolescence. Details of these events are found on the PSHE intranet page, but previous examples include:

- Parents seminars by an external expert, Julie Johnson, on key themes such as 'Managing the Teenage Years', 'The Party Scene' and 'Sexual Awareness and Behaviour'.
- Parent workshops linked to talks heard by pupils in school. For example, Bold Voices run Parent's seminars to coincide with talks given to 5th form and L8th pupils on issues around healthy relationships and consent. The parents' sessions are designed to aid discussion between parents and their children about the issues raised.

Parents do have the right to withdraw their children from certain parts of Relationships and Sex Education curriculum which forms part of the wider PSHE Programme. Details of how to exercise this right can be found in the school's **Relationships and Sex Education Policy.**

The School is required to consult parents and carers in the development of its Relationship and Sex Education policy which forms part of the broader PSHE curriculum. Details on how this consultation occurs can be found in the school's **Relationship and Sex Education Policy.**

The most up to date version of the school's PSHE curriculum will be held on the department intranet page. For convenience, the curriculum at the start of the academic year is included as an Appendix to this policy. The school reserves the right to make minor and appropriate edits at any time. Parents have the right to view the current scheme of work and any of the material St Paul's uses in PSHE lessons. Ordinarily, this would be via arrangement with the Head of PSHE during a virtual or face to face meeting.

10. PSHE and Safeguarding

The School wishes to maintain a specific focus on how children may be taught about safeguarding, including online, as part of a broad and balanced curriculum. Almost all parts of the PSHE curriculum contribute to pupils developing the skills needed to reduce the risk of harm, including online, and to recognise the signs of danger.

At the start of each unit, pupils are provided with pupil packs that include a range of internal and external sources of information and advice, including a list of people and organisations they can contact with safeguarding concerns. These always include the school safeguarding team and Childline, as well as information about how to make an appointment with the school counsellors. At the end of most lesson, pupils are reminded of where they can turn for further support relevant to the topic being discussed both inside and outside of school. Each unit begins with a discussion of 'ground rules' in order to create a safe learning environment for the pupils whilst encouraging them to reach out (potentially after the lesson) if they are worried about anything.

Many sections of the course deal explicitly with safeguarding issues not least those on Relationships and Sex education and E-Safety. In addition, all new fourth form pupils receive a separate unit on 'Safeguarding' in the first half term of their time at St Paul's. The basis of this section is the PSHE associations 'Something Isn't Right' materials developed in consultation with the Home Office. The objectives are for pupils to be able to:

- *Recognise rights everyone is entitled to in different relationships, including family, intimate relationships and online*
- *explain when, why and how to report abuse and access appropriate support*
- *analyse challenges to seeking support and evaluate support available to overcome barrier*

In their first term, all pupils also receive a lesson on personal safety while at school. This lesson, has a focus on street safety, theft and staying safe online.

11. Monitoring the Effectiveness of PSHE

Pupils are offered the opportunity to feedback on the school's PSHE provision during the school's regular whole school surveys and PSHE specific surveys in years when the whole school surveys do not occur.

The Head of PSHE will regularly observe teaching across the department, often via pre-planned learning walks, to ensure teaching is consistent across the department and to share any observed best practice. PSHE teachers are offered the opportunity to feedback on our provision annually using the standard PSHE association monitoring survey.

12. Policy Review

The Head of PSHE is responsible for reviewing this policy annually or at any time determined by the release of new guidance or statutory requirements from the Department for Education.

Appendix – PSHE Schemes of Work and Lesson Objectives

Note: The Schemes of Work are accurate for the start of the academic year but occasionally lessons will be added or edited to meet the needs of the pupils. The most up to date version of the curriculum will be held on the department intranet page that parents can view on request at any point.

Fourth Form

4th Form	Module	Week	Topic	Objectives
Autumn 1	Emotional Wellbeing and Transition	1	Dealing with New Challenges	Pupils will be able to: ● discuss the challenges young people might face as they move through adolescence ● Consider ways to promote positive mental health to help manage these challenges ● identify the range of opportunities and challenges young people might encounter as they move into adulthood ● explain strategies to help manage these challenges ● analyse how mental health and emotional wellbeing can change throughout life, often in response to external events
		2		
		3	Promoting Emotional Wellbeing	Pupils will be able to: ● understand what emotional wellbeing is and why it is important ● identify ways to promote their own emotional wellbeing ● can explain who, how and why to ask for support when it's needed ● know how to be a supportive friend and how to promote my friends' wellbeing
		4	Reframing Failure	Pupils will be able to: ● explain what is meant by resilience

		5		● understand the role of resilience in success ● understand what we mean by failure ● can reframe and learn from failure
		6 7	Recognising mental ill health	Pupils will be able to: ● recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety ● explain when and whom to tell if concerned for theirs or someone else's mental wellbeing ● describe the range of support available for those with emotional or mental health problems, including how best to access local services.
Autumn 2		8	Personal Safety	Pupils will be able to: ● identify strategies for staying safe at school, and while travelling to and from school
		9 10	Something's Not Right - Safeguarding	Pupils will be able to: ● recognise rights everyone is entitled to in different relationships, including family, intimate relationships and online ● explain when, why and how to report abuse and access appropriate support ● analyse challenges to seeking support and evaluate support available to overcome barriers
		11	Factors Contributing to Physical	Pupils will be able to: ● describe and evaluate the influence of social and environmental factors on health.

		12	Health	● identify ways in which societal changes can impact on health and health behaviours.
		13	Supporting Healthy Behaviours	Pupils will be able to: ● explain ways a person can contribute to their own and others' personal health and wellbeing in different contexts. ● can suggest ways of promoting improved health at a community level.
Spring 1	School Values	14	Colet's Vision	Pupils will be able to: ● explain who John Colet was and what he is known for; ● articulate why John Colet founded the school and what his vision for its students was; ● critically reflect on his vision and values and which they think still apply to students today.
		15	The History of St Paul's	Pupils will be able to: ● explain how and why St Paul's School came to be where it is today; ● explain who some of the famous Old Paulines are whose names appear around the school; ● critically reflect on how I might be affected by the history of St Paul's School.

		16	Your Values	Pupils will be able to: ● can articulate some of the things I want to have achieved by the time I leave SPS; ● can name the SPS values; ● can critically reflect on the importance of the values, what they mean to me and what they look like in action.
	Healthy Relationships	17	Bullying	Pupils will be able to: ● Describe the meaning of bullying and cyberbullying and the impact it can have on an individual ● Explore challenging scenarios and their appropriate responses ● Explain where to seek support and advice on bullying/cyberbullying.
		18	My Values in Relationships	Pupils will be able to: ● identify core values and explain how they help someone to make and stick to their decisions ● explain what it means for an individual and a couple to be ready for sexual intimacy ● explain or demonstrate how to communicate decisions assertively and confidently ● identify and describe coercive or manipulative attempts to influence someone's decision making

Spring 2		19	Unhealthy Relationships	Pupils will be able to: ● identify different forms of abuse and describe possible effects on the victims of abuse ● recognise that abuse in a relationship is always wrong, and that both men and women can be perpetrators and victims of abuse ● identify the range of support available for those in abusive relationships and could confidently access this support for myself or others
		20	Long Term Commitments	Pupils will be able to: ● describe the options available to people who wish to make a long term commitment ● explain how a long term relationship can become legally binding ● recognise the unacceptability of forced marriage and identify support for someone who may be at risk
		21	Marriage	Pupils will be able to: ● describe the legal rights of people in different forms of long-term commitments ● explain why people might choose to marry and why marriage must be freely entered into ● analyse different attitudes towards marriage
		22	Parenting	Pupils will be able to:
		23		● Describe the benefits of being in a committed, stable, positive relationship

				● Identify the rights, roles and responsibilities of parents with respect to raising children ● Evaluate the characteristics of successful parenting
Summer 1		24	Consent	Pupils will be able to: ● Recognise that the legal age of sexual consent in the UK is 16 and the law relating to consent ● Recognise consent in terms of freedom, capacity and choice ● Practice and explore how to ask and respond for consent using verbal and ● non-verbal language and body language, understanding that consent can ● be withdrawn ● Identify myths about sex, sexual violence, rape and consent ● Describe how to access local support services
		25	Sex and the Law	Pupils will be able to: ● Recognise the key reasons people have sex, what sexual acts are in the ● eyes of the law and that the legal age of sexual consent in the UK is 16 ● Describe what is meant by a 'position of trust' in relation to negotiating ● sexual consent ● Recognise that some types of unhealthy behaviours within relationships ● are criminal ● Describe why the law is there to protect you ● Recognise that laws relating to sex vary in different countries ● Describe how to access local support services

		26	Pornography	Pupils will be able to:
		27		● Develop critical thinking skills around viewing sexual media including pornography
				● Recognise that there are diversity in bodies, relationships, sexual desires,
				● gender and sexual identity that is not always represented through media
				● and pornography
				● Understand pornography and the law
				● Develop skills to maintain healthy relationships
	Emotional Wellbeing	28	Managing Exam Stress	Pupils will be able to:
				● Recognise the signs and symptoms of stress
				● Understand how stress impacts exams
				● Explore helpful and unhelpful ways of coping
				● Find out where to go for additional support
Summer 2		29	**EXAMS**	
	Keeping Safe Online	30	Social Media	Pupils will be able to:
				● define the terms wellbeing and social media
				● outline a range of strategies to improve wellbeing (including how to use social media responsibly)
				● explain the importance of balance in online and offline activities

		31	Staying Safe Online	Pupils will be able to: ● evaluate the positives and negatives of exploring relationships online. ● compare different types of relationships online and describe their impact. ● identify how to get help if I'm worried about anything that's happened online.
		32	Sexting	Pupils will be able to: ● identify the manipulative behaviours used to pressure someone into sharing an image, and a range of strategies to respond. ● identify when someone doesn't want to send an image and how a partner should respond to this. ● describe how someone might feel if they are being pressured to send an image, and what actions they could take.
		33	Nudes	Pupils will be able to: ● evaluate my own perceptions around nude image sharing in groups. ● describe the impact non-consensual nude image sharing might have on a young person. ● identify how to support a young person who is worried about images being shared or who has had their images shared non-consensually.

Fifth Form

5th Form	Module	Week	Topic	In this unit, pupils will learn
Autumn 1	Substance Misuse and Addiction	1	Substance Misuse- Types of Drugs and Drug Class	Pupils will be able to: ● Explain the difference between prescription, over the country and recreational drugs ● Understand the dangers from different types of drugs, including mixing drugs ● Explain how drugs are classified and what their classification means
		2	New Psychoactive Substances	Pupils will be able to: ● Describe what new psychoactive substances are ● Explain ways to stay safe in situations involved NPSs ● Explore the range of external support available
		3	Alcohol; Risks and the Law	Pupils will be able to: ● Explain the physical, emotional and social risks of excessive alcohol use ● Understand the legal context around the consumption of alcohol ● Consider how portrayals of alcohol use in the media can be potentially harmful

			4	Alcohol; Helping a Drunk Friend and Spiking	Pupils will be able to: ● Explore how alcohol consumption can become problematic and/or addictive ● Understand practical strategies for supporting a friend who has had too much to drink ● Understand 'drink' spiking and strategies to stay safe
			5	Smoking, Vaping, Caffeine and Study Drugs	Pupils will be able to: ● Explore why some people choose to smoke and the risks/dangers associated with this decision ● Understand the specific risk of e-cigarettes and vaping ● Consider how caffeine and associated study drugs can pose dangers for health
			6		
			7	Supplements and Steroids	Pupils will be able to: ● Explain the main risks and side effects of common types of supplements ● Explain different types of steroids ● Discuss how steroids and other supplements link to broader debates about physical and mental health, including body image
Autumn 2			8	Addiction	Pupils will be able to: ● Understand the difference between addiction and substance misuse ● Recognise the early warning signs of addiction ● Know where to turn for external and internal support

		9	Peer Pressure	Pupils will be able to: ● Consider how peer pressure might impact people's ability to make good choices regarding substance use ● Explore why it can be difficult to say 'no' in certain situations ● Reflect on their own views and opinions about the use of illegal substances
	Promoting Physical Health	10	The Importance of Sleep	Pupils will be able to: ● explain the importance of sleep for wellbeing and brain function - particularly during adolescence. ● explain how lifestyle choices can affect sleep quality. ● describe a range of strategies for ensuring appropriate sleep patterns and suggest advice for those struggling to sleep.
		11		
		12	Dental Hygiene	Pupils will be able to: ● describe good oral hygiene practices ● explain the impact of diet and substance use on dental health ● describe the differences between dentistry for health and cosmetic purposes ● explain how to access NHS dental services and the importance of having regular check ups
		13	Diet and Exercise	Pupils will be able to: ● identify the benefits of maintaining physical health ● explain how a range of factors can influence the health-related choices a

		14		person can make as they become more independent and how to manage these ● identify potential barriers to making healthier choices and describe a range of strategies to reduce the impact of these
Spring 1	Healthy Intimate Relationships	15	Unhealthy Relationships	Pupils will be able to: ● explain some of the features of healthy and unhealthy relationships; ● explain how I might identify when these features are present; ● know where to go if I feel I need to talk to someone about an unhealthy relationship.
		16	Friends in Relationships	Pupils will be able to: ● develop my ability to identify the warning signs of an unhealthy relationship; ● have an understanding of the patterns of behaviour that can occur in unhealthy relationships; ● have considered the different ways I can intervene or get help for a friend.
		17	Sex, Sexual Rights and Sexual Relationships	Pupils will be able to: ● articulate some of the different ways people define and reasons why people engage in sex; ● critically reflect on the sexual rights of all people; ● articulate why trust, honesty, respect and care are important to healthy sexual relationships.

		18	Pleasure	Pupils will be able to: ● think about the language that can be used to articulate experiences of pleasure; ● understand that different people will experience different sources and kinds of pleasure; ● have a greater understanding of the relationship between the body and pleasure and know where to find more information.
		19	Consent 1	Pupils will be able to: ● explain what consent is and why it is considered to be of such ethical importance; ● articulate some of the signs that consent has or has not been given; ● have a better understanding of the law in relation to sexual consent.
Spring 2		20	Consent 2	Pupils will be able to: ● reflectively analyse different sexual situations and identify signs that consent has or hasn't been given; ● carefully consider the different things that I or other people might want to know before consenting to sexual activity; ● have a better understanding of the problematic nature of jokes and metaphors that invoke non-consensual sexual activity.
		21	STIs and	Pupils will be able to:

		22	Contraception	● have increased knowledge of what STIs are and how to identify them; ● have increased knowledge of the kinds of contraception available and the different benefits/risks that come with them; ● understand the main ways in which condom use can be unsuccessful.
		23	Pregnancy Choices	Pupils will be able to: ● know the three main options available to someone when they are pregnant; ● describe some of the key facts about emergency contraception, abortion procedures, and abortion laws in the UK; ● have considered what might factor into someone's decision to continue or not continue with a pregnancy.
		24	Roles and Responsibilities of Parents	Pupils will be able to: ● identify and explore some of the qualities, attitudes and values which positively contribute to parenting; ● articulate the reasons some people choose to adopt or foster children; ● describe some of the challenges of becoming a young parent.
Summer 1		25	The Effects of Pornography	Pupils will be able to: ● have learned about the relevant laws surrounding pornography in England; ● have considered the different ways pornography might misrepresent sex and healthy sexual behaviour; ● understand the possible implications of high levels of porn usage.
		26		

		Keeping Safe Online	27	Online Presence	Pupils will be able to: ● Understand the importance of ensuring a positive and respectful presence online ● Identify why it is important to act legally and responsibly online ● Critically assess what we read and see online ● Describe how information is stored and shared online ● Identify online manipulation and know how to report it ● Recognise harmful online behaviours and where to get help ● Challenge unrealistic expectations and behaviours portrayed online
			28	Gambling	Pupils will be able to: ● Identify risks and understand how to make
			29		● good decisions in risky situations, in particular as regards gambling. ● Develop strategies to recognise and manage 'impulsive' behaviour. ● Recognise unhealthy behaviours in others and develop strategies to help them. ● Understand the role and influence of advertising and develop socially responsible messages around gambling.
Summer 2			30		**EXAMS**
		Inclusion and Belonging	31	Valuing Diversity	Pupils will be able to: ● Explain the importance of respecting diversity

				● Assess the impact of media, social media and actions on people's attitudes around diversity
		32	Understanding and Preventing Extremism	Pupils will be able to: ● distinguish violent extremism from legitimate behaviours in a democracy ● demonstrate the ability to advise someone who is worried about another's behaviour ● identify behaviours which contribute to community efforts to reduce the risk of violent extremism
		33	Radicalisation	Pupils will be able to: ● identify and explain techniques used to engage someone with an extremist group ● explain ways to respond if someone may be being radicalised

Sixth Form

6th Form	Module	Week	Topic	In this unit, pupils will learn
Autumn 1	My Financial Future	1	How do I understand payslips and deductions?	● Students will know the important information contained on a payslip ● Students estimate and calculate take-home pay for different jobs and different circumstances ● Students will understand the importance of checking payslips and ensuring deductions are correct
		2	How do I stay in control of my money?	● Students understand some different ways that companies and individuals try to influence spending and saving ● Students suggest ways to resist unwanted pressure to spend or save money ● Students know that being a critical consumer can help people make responsible spending and saving ● choices ● Students understand that someone's spending and saving choices may affect other people
		3	How do I keep my finances secure?	● Students can recognise certain frauds and scams ● Students know how to protect themselves and others from being caught out by frauds and scams
		4	What are my consumer rights?	● Students know some of the rights and responsibilities of consumers when buying goods and services ● Students can describe how to exercise both rights and responsibilities as a consumer of goods and services ● Students understand that people who are selling goods and services do so to make money, and that it is the consumer's responsibility to find out as much as possible before making a choice

			5	How can I plan for my retirement?	• Students will know there are different ways to save for the long term and for their retirement, and the key facts about contributing to and benefiting from a pension, including through National Insurance contributions • Students will use their skills as critical consumers to compare different options for long-term saving, including pensions, that they and other people may need in the future • Students will understand the potential consequences for later in their life if they do not make long-term financial plans when they are young, including the relationship between National Insurance contributions and the State Pension
			6	When might I need insurance?	• Students will know that certain types of insurance are a legal requirement and that others are voluntary • Students will assess different types of insurance they and other people may need in a range of circumstancesStudents will appreciate the role insurance can play in maintaining their financial and emotional security and that of others around them, e.g. car insurance
			7	How can my money choices affect my mental wellbeing?	• Students will understand the effect of their money choices on their own and others' mental wellbeing • Students will understand the possible consequences of gambling and debt • Students know about 'money mule' schemes and how to avoid them
Autumn 2	Healthy Intimate Relationships		8	Family Conflict	Pupils will learn • about the links between emotional wellbeing and relationship conflict, and the implications of this • to further develop the understanding and skills to negotiate relationship conflicts safely and effectively
			9	Long Term Commitments	Pupils will learn: • about different types of commitment and why many people value commitment in relationships

		10	Sexual health, fertility and routes to parenthood	Pupils will learn:
		11		● about ways to promote sexual health and prevent unplanned pregnancy, how fertility changes over time, and the different routes to becoming a parent
		12	Pregnancy Outcomes	Pupils will learn: ● about the possible outcomes in the event of an unplanned pregnancy
		13	Pregnancy Choices: Abortion	Pupils will learn: ● about the laws related to abortion and support available
Spring 1			**MOCKS**	
	Loss and Bereavement	14	Loss and Bereavement - Section 1	Pupils will be able to:
		15		● explore and understand the feelings associated with grief and the impact of bereavement on a young person
		16	Loss and Bereavement	Pupils will be able to: ● explore how to support a bereaved friend
		17	- Section 2	
Spring 2	British Values and Citizenship	18	Critical Thinking and Fake News	Pupils will be able to: ● To understand how to spot fake news ● To explore the damaging consequences of fake news ● To understand why critical thinking is important

		19	What is a cult?	Pupils will be able to: ● To define the word 'Cult' ● To explain why people might be attracted to these groups and some of the dangers of these groups ● To evaluate the difference between a cult and a religion
		20	Exploring Britishness	Pupils will be able to: ● To define the different British values ● To understand the importance of promoting British Values ● To understand where our sense of identity comes from and why it is important to have a sense of belonging
		21	LGBTQ+ Rights	Pupils will be able to: ● To define homophobia and give examples of it in UK society ● To explore how British values can be used to combat homophobia ● To evaluate how far the UK has come in tackling various forms of discrimination
		22	Human Rights	Pupils will be able to: ● To define what Human Rights are ● To explore how Human Rights came about ● To evaluate how we can protect Human Rights in the modern world
Summer 1		23	Exploring Human Rights	Pupils will be able to: ● To explore how Human Rights are protected against in the UK ● To understand the two categories of Human Rights ● To evaluate some of the issues that arise when Human Rights come into conflict

		24	Combating Extremism	Pupils will be able to: ● To define the terms extremism, terrorism and radicalisation ● To understand the different types of extremism ● To understand how extremist views can lead to acts of terrorism
		27	**STUDY LEAVE**	
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Summer 2		30		
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Lower Eighth Form

L8th Form	Module	Week	Topic	Learning Objectives:
Autumn 1	Managing My Mental Health	1	Building Resilience	● I can identify and assess strategies that will support my mental wellbeing to manage any pressures due to current and future study. ● I can set goals to support my mental health alongside my study goals.
		2	Common Mental Health Issues and Strategies to Help	● I am insightful to the range of common mental health issues individuals may encounter and can analyse and evaluate a range of strategies to manage these.
		3	Prioritising my Mental Health	● I am self-aware of my own mental health and can prioritise support strategies as appropriate.
		4	Managing Mental Health at University and Work	● I can articulate my hopes and fears about the changes I am likely to encounter and set goals for managing the changes I am likely to experience. ● I can infer from past changes I've experienced how I might manage these future changes and plan accordingly.
		5	Suicide Prevention	● I can critically reflect on possible reasons and influences why some people choose to take their own life and the intensity of the feelings and emotions involved, so that I can potentially recognise these in myself and others.
		6		

		7	Young Men and Suicide	• I can sensitively discuss the impact of suicide and hypothesise onwhy young men can be a higher-risk group in relation to suicide. • I can suggest appropriate ways for anyone contemplating taking their own life to access support.
Autumn 2	Relationships and Sexual Health	8	Is this love or lust?	• I can discuss healthy and pleasurable intimate relationships and know the difference between love and lust. • I can discuss some issues that make relationships unhealthy/unsafe. • I can explain that intimate relationships move through different stages
				depending on a wide range of factors.
		9	Managing Strong Feelings in a Relationship	• I can understand the strong emotions that can be experienced in relationships and can propose ways to manage them.
		10	Ending a Romantic Relationship Respectfully	• I can assess a range of intimate relationship scenarios and determine if the relationships should be saved or not. • I can evaluate ways to end an intimate relationship safely and respectfully and know which ways I would prefer to use if needed. • I can recommend healthy and safe ways to manage any negative fallout from ending a relationship.
		11	Influence of Faith and Culture in Relationships	• I can challenge myself and others to become more insightful,respectful and supportive of different cultures and faiths. • I can hypothesise on the positive outcomes that could result from strong inter-cultural and inter-faith relationships.
		12	Coming out as LGBTQ+	• I can appraise a range of factors when someone chooses to come out as LGBTQ+. • I can appreciate it's a personal choice to come out and that the coming out process is unique to individuals.

		13	Respectful and Assertive Communication in Relationships	● I am able to manage a range of relationships using tact, diplomacy,negotiation and compromise. ● I can discern which assertive communication techniques are best suited to me and my relationships.
Spring 1		14	Managing Changes in Relationships When Starting University or Work	● I can propose ways that my existing relationships may change when I start Uni or get a job, and can suggest ways to manage this positively. ● I can determine appropriate, safe and healthy ways to develop new relationships at Uni or at work, and can manage pressure to conform when it risks my health or personal safety.
		15	Managing Challenging Relationships at Work	● I can assess different strategies for managing a challenging work relationship and suggest which might be useful to me now or in the future.
		16	Online Dating	● I can evaluate the positives and negatives of online dating and can propose ways to minimise harm and mitigate risk with this form of dating.
		17	Understanding Gender Diversity	● I am developing a sense of my gender and appreciate that it sits somewhere on a spectrum of gender within the population. ● I know about the specific laws that protect and support trans identities. ● I know where to access advice and support about gender issues.
		18	Understanding Sexuality and Sexual Orientation	● I am developing an awareness of my own sexual orientation andappreciate that it sits somewhere within a spectrum of sexuality. ● I know where to access support about sexual orientation or beingLGBTQ+.
Spring 2		19	Pregnancy and Young Parenthood	● I can critically discuss the implications of pregnancy choices, the impact of young parenthood, decisions relating to having children and the support available.

		20	Sexual Health and STIs	● I can confidently take responsibility for my sexual health including minimising the risk of contracting a sexually transmitted infection. ● I am aware of the steps to take and where to get support if I have concerns about my sexual health.	
		21			
		22	Contraception Choices	● I can discuss and negotiate contraceptive choices with understanding and diplomacy. ● I am fully aware of the full range of contraception, appropriateness and effectiveness of each and where to access it.	
		23			
Summer 1	Setting Goals	24	Goal Setting and Contingency Planning	● I can set goals to effectively manage my learning and life in the short to medium term. ● I am able to adapt goals and have strategies in place to help me when things don't go according to plan.	
		25	Staying Motivated	● I appreciate that my level of motivation will vary over time and I have strategies to help maintain my tenacity and motivation to help me reach my goals.	
		26			
		27	Building a Positive Online Profile	● I can effectively appraise my digital footprint and can take action to ensure it reflects an accurate and positive personal profile. ● I can protect my online identity and reputation.	
		28	Preparing to Drive	● I can differentiate between safe and unsafe driving /passenger behaviours. ● I understand some personal, social and legal consequences associated with unsafe driving. ● I understand the responsibilities, benefits, risks, financial and legal	
				implications associated with driving.	
Summer 2		30	**EXAMS**		

		31	Universities and Careers lessons are provided to pupils during their PSHE lessons during 5 consecutive weeks at some point during the year
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		33	
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Upper Eighth Form

U8th Form	Module	Week	Topic	In this unit, pupils will learn
Autumn 1	Becoming Financially Independen	1	When might I need to borrow	• Students understand why it is important to plan ahead and use saving and borrowing carefully to manage money well • Students understand the need to search for the most suitable financial products and that they must always read the small print before signing a
	t		money?	contract

		2	How can I plan for the unexpected?	● Students understand that it is important to plan ahead, managing money in response to key life events both planned and unplanned ● Students understand they must be responsible for managing financial risks and temptations in everyday life
		3	How will my education and job choices affect my finances?	● Students will know the relationship between education, training, jobs and income and their link to life goals ● Students will understand the role financial planning plays in achieving personal goals ● Students create financial plans to help meet current and future goals, including for when they are unable to work
		4	How can I understand financial risks and rewards?	● Students can identify some risks and rewards when saving, investing, borrowing or gambling ● Students know that if someone is taking risks with money, they need to manage the risks carefully and be prepared for any negative consequences ● Students can make informed decisions about financial risks and describe what might happen if things go wrong or get out of hand
		5	Where can I get financial guidance?	● Students will know how, where and when to find guidance around current and future financial circumstances ● Students will demonstrate how to access, assess and evaluate different types of financial guidance, such as banks, Citizens Advice, independent financial advisors ● Students will understand there are important differences between regulated
				and unregulated, free and paid-for sources of financial guidance and information, and can reflect on the advantages and disadvantages of each

			6	How can I avoid identity theft and fraud?	● Students will understand the difference between identity theft and fraud ● Students will know about different types of identity theft and fraud ● Students will stay informed about the changing nature of identity theft and fraud so they can stay one step ahead ● Students will understand it is their responsibility to protect themselves from identity theft and fraud and their financial and emotional impact
			7	How can my money choices affect my mental wellbeing?	● Students will understand the effect of their money choices on their own and others' mental wellbeing ● Students will understand the possible consequences of gambling and debt ● Students know about 'money mule' schemes and how to avoid them
Autumn 2	Living Safely as an Adult		8	Alcohol Misuse; Personal and Social Consequences	● I can explain how alcohol misuse can adversely affect an individual and their community and suggest ways to mitigate this harm.
			9		
			10	Gangs and Organised Crime	● I can evaluate the risks and consequences of being involved in gangs and organised crime. ● I know how to access support if I am concerned about gang culture and wish to exit safely.
			11	The Community Impact of	● I can critically reflect on some of the community impacts that result from gang culture, knife crime and organised crime.
				Organised Crime	
			12	De-escalating Aggressive Situations	● I can evaluate different strategies for de-escalating aggressive situations and can determine which would be appropriate to use in which circumstances
			13		

		14	Managing Emergency Situations	● I can be decisive in emergency situations and take the appropriate steps to mitigate risk to myself and others.
Spring 1		15	Personal Safety in Relationships	● I can assess my relationships and take steps to ensure my safety. ● I recognise a range of situations that indicate lack of safety andam aware of sources of support.
		16		
		17	Travel Safety	● I can effectively appraise a range of travel situations to assess their safety or otherwise. ● I am aware of my responsibilities as a traveller.
		18		
	Preparing for life after School	19	Preparing to Live Independently	● I can demonstrate my understanding of a range of practical skills that will help me live independently in a way that supports my health and wellbeing.
Spring 2			**MOCKS**	
		20.	Managing Exam Stress	● I can assess situations where stress related to study may be more challenging to manage. ● I can appraise strategies that may be useful to me in these situations and can create a mental health plan to help me manage these situations more effectively.
		21	Consumer Rights	● I can exercise my consumer rights, including resolving disputes and accessing appropriate support. ● I can challenge poor customer service respectfully and assertively.
		22	Young Adult Illnesses	● I am aware of the illnesses that can be more prevalent in young adults and can take steps to minimise harm to myself and others.

		23	Staying Healthy on a Budget	● I know the components of a healthy diet and how I can maintain this on a budget.
		24	Keeping Physically Healthy at University	● I can identify ways I can maintain my physical health while balancing my study needs. ● I can set appropriate and manageable health goals.
Summer 1		25	**PRIVATE STUDY/STUDY LEAVE**	
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Summer 2		30		
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		34		