



# *Conisborough College*

## **PSHCE POLICY**

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Date Agreed by Full Governors: \_\_\_\_\_

Chair of Governors Signature: \_\_\_\_\_

Date final version adopted: \_\_\_\_\_

Date to be reviewed: \_\_\_\_\_

## **Personal, Social, Health, Citizenship & Economic (PSHCE) Education**

### **Introduction**

**PSHCE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain."**

– PSHE Association

Conisborough College delivers a PSHCE/SRE program that is taught from Y7 to Y11. We aim to give our pupils clear messages the importance of PSHE/SRE education

Our schemes of learning have been mapped not only to the guidelines below but also to SMSC and British Values

- PSHCE – Personal Well Being - recognising and reducing risk, minimising harm and getting help in emergency and risky situations
- PSHCE – Economic Wellbeing, including the importance of financial well-being and future career aspiration.
- Citizenship Education, including British democracy and British society.
- Health Education which includes how the media portrays young people, body image and health issues
- SRE - Sex and Relationships Education, including coping with relationship breakdown, bereavement, emotional and mental health
- CSE - Child Sexual Exploitation/Grooming, exploitation in relationships, and organisations that support relationships in crisis.
- Drugs and Alcohol Education including "Running County Lines"/Grooming; including how high-risk behaviours, including some sexual activities and substance misuse may affect individuals, families and communities

At Conisborough pupils form open, harmonious and trusting relationships that enable them to express their feelings and opinions. We encourage pupils listen well to each other in PSHCE education lessons, ask thoughtful questions of their teacher and each other and use sound evidence to justify their own views.

We are proud that students are keen to express their own views, are analytical and reflective and ask challenging questions. They have the confidence to discuss and debate sensitive and controversial issues in PSHCE education lessons, socially around the school, and with visitors. They have the self-assurance to disagree, while respecting the differing views of others

## **Y7**

### **1 - My New School**

The purpose of this unit is to help the students settle into their new secondary school. It takes them through finding their way around, as well as introducing them to the study skills needed in secondary school.

### **2 – Puberty and Hygiene**

In this unit, students will be discussing the changes that happen during puberty, both physically and emotionally, and helps the students to identify strategies for coping with these changes and how to help each other. It then goes on to look at the importance of healthy eating and what makes up a healthy diet and exercise.

### **3 – Desert Island Living**

In this unit the students will be pretending that they have been shipwrecked on a desert Island with no chance of rescue and so have to create a community. This includes discussing rules and laws, resources and necessities, and dealing with community problems. It is a group work based unit so helps to develop inter-personal skills and learning about being part of British society and democracy.

### **4 – Friendship and Bullying/SRE**

This is a unit of work is looking at friendship and bullying and the issue of consent. The unit covers the characteristics of healthy friendship and relationships, how to maintain friendship and relationships, types and definitions of bullying and how to deal with bullying both as an individual and the role of a school.

### **5 – Healthy Living**

In this unit of work students will be looking at the importance of exercise and a healthy diet as well as issues such as FGM and Cancers of the testicles, breasts and skin. They will look at how to look after themselves and where to turn for help and support.

## **Y8**

### **1 – Drugs and Alcohol**

In this unit the students are looking at the classification of different drugs as well as the law relating to drugs and the effects they have on the body. This includes looking at legal as well as illegal drugs. There is a specific focus on the use and abuse of alcohol, again looking at the law and effects on the body.

### **2 – Relationships**

This unit comes under the SRE guidelines and focuses on different types of relationships. It begins the discussion surrounding sexuality, consent and the components of a healthy and unhealthy relationship. It also discusses strategies for dealing with and getting out of unhealthy or abusive relationships.

### **3 – Careers and Aspirations**

This unit gets the students to start thinking about their future. In my school students make their GCSE choices in Y9, so we also cover the options process and what sort of questions they need to find answers to before they choose their subjects. The first part of the unit however focuses on the connection

between personality and career choice as well as getting the students to do research into a career that they are interested in.

#### **4 – British Society**

This unit of work falls more under Citizenship than PSHE but also covers the British Values. In it the students will learn about different political systems, different voting systems and how the system in the UK works. This will then lead on to a piece of group project work where the students will create political parties and run for office – the fictional School President.

#### **5 – Human Rights and Discrimination**

In this unit the students will be looking at the history of Human Rights and why we have them. They will also look at cases where human rights may have been violated and discuss them. In the second half of the unit the students will be looking at different types of discrimination and how to identify and combat them.

### **KS4**

#### **1 – E-safety and Digital Citizenship**

In this unit students will revisit ways of keeping themselves safe online and when using social media, but it will also go one to talk about sexting, grooming and long term consequences of online behaviour. It will also look at cyber bullying and its consequences for both victim and perpetrator.

#### **2 – Consent, Conception and Contraception**

In this unit the students will be focusing on intimate relationships and in particular when is the right time to become intimate and how to stay safe when getting intimate. There is particular focus on the concept of and law around consent. This scheme includes the Condom Demonstration as well as use of a placebo Contraception kit, however these are both optional.

#### **3 – Welcome to the Real World**

Welcome to the Real World is a financial literacy unit based on the Real Game program. In it the students look at the link between qualifications, jobs and lifestyle. The students are given a job role from which they construct a lifestyle which includes groceries as well as housing, transport and luxury items. It will develop the students budgeting and numeracy skills.

#### **4 – Moral Thinking**

This unit really gets the students thinking about their own values and decision making skills. It uses thought experiments to challenge the students values and ideas, in particular using the Armageddon thought experiment to consider not just their own values, but the wider community's needs.

## **By the end of each key stage students are expected to be able to:**

### **Key stage 3**

- Reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth.
- Demonstrate respect for differences between people.
- Recognise some strong emotions and identify ways of managing these emotions positively (*for example talking with a friend or teacher about their feelings on divorce or falling in love*).
- Students can plan realistic targets for key stage 4, and start relating career plans to qualifications and skills (*for example in their choice of course options*).
- Demonstrate competency in managing their personal finances (*for example by joining a school saving scheme*).
- Explain how to stay physically and mentally healthy.
- Make informed choices to maintain their health and well-being, and can explain reasons for these choices.
- Assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances.
- State the basic facts and laws about alcohol, tobacco and legal and illegal drugs.
- Demonstrate effective ways of resisting negative pressure, including from their peers (*for example knowing where to get help, knowing that there is an option to delay, showing resilience*).
- Recognise difference and diversity (*for example in culture, lifestyles, sexuality or relationships*), and can demonstrate understanding and empathy towards others who live their lives in different ways.  
Assertively challenge prejudice and discrimination (*for example that related to gender, race, disability, etc.*).
- Recognise and discuss the importance of relationships to marriage, parenthood and family life.
- Discuss ways that relationships change over time, and how to negotiate within relationships (*for example agreeing a curfew time with a parent or carer*).

### **Key stage 4**

- Assess their personal qualities, skills and achievements and use them to set future goals (*for example in public performance, in challenging physical activities*).
- Present themselves confidently and use praise and criticism effectively.
- Identify the range of post-16 options available to them and can use careers advice and support networks to plan and negotiate their career pathways, setting realistic targets.
- Use some of the financial tools and services available to them to manage their personal finances (*for example using bank machines, identifying different types of bank and savings accounts*).
- Describe the short- and long-term consequences of personal health choices, and can make decisions based on this knowledge.
- Identify some of the causes, symptoms and treatments of mental and emotional health disorders such as stress and depression, including the link between eating disorders and self-image, and can identify strategies for preventing and addressing these.
- Assess the risks and benefits associated with lifestyle choices such as sexual activity or using alcohol, tobacco and illegal drugs, and can make safer choices based on this assessment.
- State where to find professional health advice and are confident in seeking it (*for example from their GP or other support services*).
- Compare the diversity of ethnic and cultural groups.
- Take the initiative in challenging and giving support in connection with offensive behaviour (*for example by seeking help from the appropriate authorities*).
- Develop appropriate relationships with a range of adults (*for example during work experience*).
- Discuss relationships, feelings and emotions, and can analyse ways of managing these in connection with family events (*for example the arrival of a new baby or parental separation*).
- Explain the importance of different relationships and associated responsibilities, including those of marriage, parenthood and family life.