



Conisborough College

PSHE policy

Date Agreed by Full Governors: 22nd September 2022

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Chair of Governors Signature:

Date final version adopted: October 2022

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1. Aims

PSHE education is a school curriculum subject in England that helps children and young people stay healthy, safe, and prepared for life – and work – in modern Britain. When taught well, PSHE education also helps pupils to achieve their academic potential.

– PSHE Association

At Conisborough College, the aim of personal, social, health and economic (PSHE) education is to give our pupils clear messages about the importance of PSHE. We do this through mapping our schemes of learning alongside Statutory guidance and linking it to SMSC, British Values and Safeguarding.

The themes below are covered with our spiral curriculum from Year 7 to Year 11:

- Personal Well Being - recognising and reducing risk, minimising harm, and getting help in emergency and risky situations.
- 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
- Relationships and Sex Education (RSE), including coping with relationship breakdown, bereavement, emotional and mental health.
- Child Sexual Exploitation/Grooming (CSE), 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 College pupils form open, harmonious, and trusting relationships that enable them to express their feelings and opinions. We encourage pupils to listen well to each other in PSHE

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 PSHE education lessons, socially around the school, and with visitors. They have the self-assurance to disagree, while respecting the differing views of others.

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 education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

At Conisborough College, we teach RSE as set out in this policy.

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. This policy can be found on our website within our About Us and Policy and Statutory Information tab.

For other aspects of PSHE, including health education, see the attached (appendix 1) curriculum map for more details about what we teach in each year group.

3.2 How we teach it

Conisborough College delivers a PSHE/RSE program that is taught from Y7 to Y11. All pupils have PSHE education for one period a week and this complemented by additional material in pastoral time. Pastoral time material will be provided for tutors by the PSHE lead. Students will also have one assembly a week which will cover a range of topics that are part of the PSHE curriculum. On occasion, there will be whole school, or year group events provided both by internal staff, and external speakers to aid in the delivery of PSHE.

- Staff will be given guidance from the Personal Development Team, about how they can approach controversial topics or difficult questions from pupils, to ensure teachers don't let their personal beliefs and attitudes influence teaching.
- PSHE is not formally assessed across any year group. Students will complete their own RAG rating based on their knowledge. This will take place at the beginning and end of each unit, with a chance for students to self-reflect on their learning.

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.

The governing board has delegated the approval of this policy to the Behaviour and Personal Development Committee.

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 Responsibility/Delivery of RSE

- Will Conn- Assistant Headteacher
- Andrea Phillips- Behaviour/PD Lead
- Lydia Andrew- PSHE/RSE Lead
- Humanities Team- KS3 and KS4 PSHE Delivery
- Science Team- KS3 and KS4 Science Curriculum
- RE Teacher- KS3 and KS4 RE Curriculum
- Form Tutors/HOYS- PSHE/Citizenship/Pastoral Programme/Assemblies

4.4 Pupils

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

5. Monitoring arrangements

The delivery of PSHE is monitored by Assistant Headteacher, PSHE/RSE Lead and Behaviour Lead for Personal Development through:

- Work scrutiny, learning walks and pupil feedback.
- Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by W Conn, Assistant Headteacher annually. At every review, the policy will be approved by the Behaviour and Personal Development Governor.

6. Links with other policies

This policy links to the following policies and procedures:

Relationship and Sex Education (RSE) Policy

Safeguarding Policy

7. Appendix1

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communitises, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	