

# PERSONAL SOCIAL AND HEALTH EDUCATION

<b>APPLICABILITY:</b>	Academic Staff
<b>REVIEW DATE:</b>	August 2022
<b>AUTHOR:</b>	Senior Deputy Head
<b>REGULATORY REQUIREMENTS:</b>	A5 (part)

The aim of PSHE at Tettenhall College is to provide a nurturing environment for the pupils in which they are able to learn about and discuss issues that may affect them, their families or their friends. Specifically, this will include the 9 overarching concepts below (taken from the PSHE Association):

Overarching Concepts
1. <b>Identity</b> (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. <b>Relationships</b> (including different types and in different settings)
3. <b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. <b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)
5. <b>Diversity</b> and <b>equality</b> (in all its forms)
6. <b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)
7. <b>Change</b> (as something to be managed) and <b>resilience</b> (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
8. <b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)
9. <b>Career</b> (including enterprise, employability and economic understanding)

## The Curriculum

### Early Years Foundation Stage

In the EYFS Personal, Social and Emotional Development is a Prime Area and staff plan for children’s development in this area. Personal, Social and Emotional Development encompasses three areas, these are:

1. Building Relationships
2. Managing Self

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### 3. Self-regulation

In planning for children’s personal, social and emotional development we help children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

In addition we also enable children to learn more about the wider world they live in through activities and experiences focusing on the EYFS area ‘Understanding the World’. Children learn about people, cultures and communities. An understanding of British Values is also a fundamental part of the EYFS curriculum.

#### **Key Stage One**

In Years 1 and 2 pupils follow the Twinkle Life PSHE scheme that encompasses Citizenship, which includes six unit of work in each year group, covering the three broader strands of Health and Wellbeing, Relationships and Living in the Wider World.

#### **Year 1**

<p>Autumn Term One – Living in the Wider World</p> <p>Topic: Aiming High</p>	<p>Children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning.</p>
<p>Autumn Term Two -</p> <p>Topic: Safety First</p>	<p>Children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children will also learn rules to keep themselves safe around strangers, both in real life and online. They will be taught about The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their</p>

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	growing responsibility for their own safety.
Spring Term One – Relationships  Topic: Digital Wellbeing	Encourages children to consider how we can use the Internet in a safe and responsible way. Children will discuss how the Internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. Children will consider what risks there are online and how we can make sure we stay safe, including how important it is to not share any personal information over the Internet. This unit will also explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet.
Spring Term Two – Relationships  Topic: TEAM	Enables the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.
Summer Term One – Health and Wellbeing  Topic: Think Positive	Encourages children to recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.
Summer Term Two – Living in the Wider World  Topic: Diverse Britain	Explores the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful

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	of our differences.
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**Year 2**

Autumn Term One - Relationships  Topic: VIPs	Explore very important people in our lives and what makes someone special. Encourage exploration of why families and friendships are important. Focus on building positive relationships, care, how to resolve conflict and cooperation.
Autumn Term Two - Relationships  Topic: Be Yourself	Explore the impact of having confidence to be oneself and the positive impact this has on mental health. Encourages recognition of positive qualities and appreciate individuality. Promotes sharing feelings and emotions.
Spring Term One - Living in the Wider World  Topic: One World	Learning about people living in different places to us and their ways of life. Enables reflection on own family life, homes and school and compare these to children's lives around the world.  Learn about the relationship between people and the environment.
Spring Term Two – Health and Wellbeing  Topic: It's My Body	Explores the choices that we can make to look after our bodies, in areas such as bodies, sleep and exercise, diet, cleanliness and substances. Strategies to manage these will be shared. Choice and consent is an important part of the topic.
Summer Term One – Health and Wellbeing  Topic: Growing Up	Linking to science, an introduction to how we grow and change, learning about our bodies, gender stereotypes and different types of families. Learn about respecting our own and others' bodies, keeping safe.
Summer Term Two – Living in the Wider World  Topic: Money Matters	Encourages us to think about where money comes from and how it can be used. Discuss the idea of spending and saving money. Understand the importance of keeping belongings safe.

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In Years 3-6 pupils follow the Kapow Primary PSHE and RSE Scheme, which includes five units of work in each year group, covering the three broader strands of Health and Wellbeing, Relationships and Living in the wider world. There are also Introductory and Transition Units that enable pupils to think about their next steps at the beginning and end of each academic year. Year 6 also includes a unit specifically exploring identity.

Our College Surgery team are heavily involved in the delivery of our PSHE, particularly regarding work on healthy diet and the changing body. They work alongside Y5 and Y6 PSHE and Science teachers to deliver the puberty curriculum sensitively and about age appropriateness. They are always on hand to offer advice and support to staff and pupils on all aspects of Health and Wellbeing.

### **Year 3**

Introduction	Setting the ground rules and expectations, new beginnings and setting goals.
Family and Relationships	Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist
Health and Wellbeing	Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.
Safety and the changing Body	Learning how to call emergency services; responding to bites and stings; becoming a responsible digital citizen; learning about cyberbullying and identifying unsafe digital content; exploring influences and making independent choices; developing awareness of road safety
Citizenship	Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy
Economic Well-being	Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers
Transition	Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this

### **Year 4**

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Introduction	Setting the ground rules and expectations, new beginnings and setting goals.
Family and Relationships	Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement
Health and Wellbeing	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene
Safety and the changing Body	Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma
Citizenship	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government
Economic Well-being	Exploring: choices associated spending, what makes something good value for money, career aspirations and what influences career choice
Transition	Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings

**Year 5**

Introduction	Setting the ground rules and expectations, new beginnings and setting goals.
Family and Relationships	Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.
Health and Wellbeing	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and

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	embracing failure; understanding the importance of rest and relaxation
Safety and the changing Body	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.
Citizenship	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community
Economic Well-being	Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace
Transition	Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.

**Year 6**

Introduction	Setting the ground rules and expectations, new beginnings and setting goals.
Family and Relationships	Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief
Health and Wellbeing	Learning about diet, oral hygiene, physical activity, and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals
Safety and the changing Body	Learning about the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.
Citizenship	Learning about human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy
Economic Well-being	Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available

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Identity	Exploring the theme of personal identity, gender identity and body image
Transition	Helping pupils prepare for the transition to senior school, including exploring any worries or anxieties they may have

### ***The Curriculum***

In Y7-Y10, the pupils will study 6 modules (5 in Y11), one for each half term. Each module will be a self-contained unit that will cover one of the three main strands in PSHE:

- Health and Wellbeing
- Relationships
- Living in the Wider World

### **Year 7**

Winter term, first half <b><i>A New Start</i></b>	Understanding what PSHE is, dealing with stresses associated with starting senior school, making friends, setting goals, learning how to seek help
Winter term, second half <b><i>Diversity, Prejudice and Bullying</i></b>	Diversity, prejudice, protected characteristics, stereotypes, actions and consequences. Bullying (including cyberbullying) and how to overcome it.
Spring term, first half <b><i>Taking Care of Yourself</i></b>	Healthy eating and exercise, personal hygiene, puberty, and periods, protecting yourself from abuse, pregnancy and birth, basic first aid (lessons delivered by surgery team)
Spring term, second half <b><i>Healthy Relationships</i></b>	Recognising good and bad friendships, keeping secrets, and saying sorry, dealing with family conflict, marriage and divorce, blended families, romantic relationships
Summer term, first half <b><i>Money Matters</i></b>	Factors that affect choices about money, planning and budgeting, how to pay for things, the link between jobs and money
Summer term, second half <b><i>Study skills</i></b>	Revision skills, exam preparation and end of year reflection

### **Year 8**

Winter term, first half <b><i>Healthy body, healthy mind</i></b>	Healthy eating and exercise, obesity, self esteem and body image, emotional health, dealing with aggression, expressing feelings (lessons delivered by surgery team)
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Winter term, second half <b><i>Staying Safe</i></b>	Personal safety, road safety, online safety including keeping personal information private, grooming and cyberbullying
Spring term, first half <b><i>Careers and Savvy Spending</i></b>	Introduction to the world of work, how to stay in control of money, how money can affect mental wellbeing, advertising and consumer rights
Spring term, second half <b><i>The Government and the Law</i></b>	The structure of the UK Government, the House of Commons and House of Lords, how laws are made, the electoral system
Summer term, first half <b><i>Sex and Relationships</i></b>	Healthy relationships, sexual orientation, and gender identity, STIs and contraception, respect and consent, sexting (lessons delivered by surgery team)
Summer term, second half <b><i>Study skills</i></b>	Revision skills, exam preparation and end of year reflection

**Year 9**

Winter term, first half <b><i>Careers and Aspirations</i></b>	Learning to describe yourself, careers information, post 16 and post 18 options, including degree courses, self-employment and setting up a business
Winter term, second half <b><i>Crime</i></b>	The legal definition of crime, the causes of crime, knife crime, gangs, fraud
Spring term, first half <b><i>Sexual Education</i></b>	Peer pressure and sexual relationships, sex and the law, teenage pregnancy, sexually transmitted infections and FGM, contraception, basic first aid (lessons delivered by surgery team)
Spring term, second half <b><i>Mental and Emotional health</i></b>	Understanding mental health, coping with change, depression, sexuality, gender identity and mental health, exam stress
Summer term, first half <b><i>Addiction and health</i></b>	Understanding the legality of different substances, smoking, alcohol and drugs
Summer term, second half <b><i>Money</i></b>	Understanding credit and debit, and how to make a budget

**Year 10**

Winter term, first half <b><i>Study skills/ The Media</i></b>	How to make notes, mind maps and how to use mnemonics / Understanding how the media influences our lives and our body
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	image. Understanding media bias
Winter term, second half <b><i>Healthy Relationships</i></b>	Healthy and toxic friendships, the effect of the media on relationships, spotting abuse in relationships, domestic abuse, being a good parent
Spring term, first half <b><i>Mental health</i></b>	Dispelling myths about mental health, self-harm, sexuality and gender identity, suicide, eating disorders, gambling. (Lessons delivered by surgery team) – also blood, organ, stem cell and other donation
Spring term, second half <b><i>Careers</i></b>	The labour market, post 16 options, apprenticeships, A-Level and degree options, the world of work, carers
Summer term, first half <b><i>The Economy</i></b>	Influences on our financial decisions, credit and debit, managing money
Summer term, second half <b><i>Study skills</i></b>	Revision skills, exam preparation and end of year reflection

**Year 11**

Winter term, first half <b><i>Study skills/ Mental health</i></b>	Revision skills, exam techniques and how to use mnemonics / Emotional and mental health, dealing with exam stress, developing a support network
Winter term, second half <b><i>Sex and consent</i></b>	Respect and consent, sexting, pornography, post 16 choices, A-Level and degree options
Spring term, first half <b><i>Careers</i></b>	CV Writing, the world of work and work experience,
Spring term, second half <b><i>Staying Safe</i></b>	Personal safety, identity theft and fraud, knife crime, abortion, basic first aid, drunkenness
Summer term, first half <b><i>Money Matters</i></b>	How education affects job choices, borrowing money, the effect of money on mental health

**Year 12**

Winter term, first half	Plagiarism, A-Level mindset, study skills, work experience
Winter term, second half	Sexual health, mental wellbeing, making safe choices (lessons delivered by surgery team) healthy and controlling relationships,

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	online behaviour, social media and mental health
Spring term, first half	Equality and diversity, discrimination, Black Lives Matter, Everyone's Invited, Substance abuse
Spring term, second half	UCAS, Physical health, relaxation
Summer term, first half	UCAS, University research, personal statements
Summer term, second half	UCAS, University research, personal statements

### Year 13

Winter term, first half	UCAS, personal statements, careers and employability, job applications
Winter term, second half	Interview preparation, critical thinking and fake news, social justice, cultural appropriation and racism, gender identity and LGBT+ rights
Spring term, first half	Registering with a doctor, health screenings and immunisations, breast and testicle exams (lessons to be delivered by the surgery team) living independently, finance taxes and payslips, money savings and loans
Spring term, second half	Accepting offers on UCAS, radicalisation and intolerance, drugs festivals and parties, feminism, honour violence
Summer term, first half	Organ donation, gambling, study skills

Some of these modules are standalone while others link to previous units of study. This is to build a “spiral curriculum” where knowledge gained in previous modules is refreshed and built upon. This is important in PSHE as due to the nature of some topics (e.g., sex education) the content will need to be delivered in an age-appropriate way.

In Y12 and Y13, the pupils will alternate between PSHE, UCAS/Careers and EPQ. Their PSHE lessons will be more standalone and will deal with issues relevant to that age group, with a particular focus on life beyond school, especially university.

The PSHE curriculum has also been designed to comply with the criteria of Fundamental British Values, and so the following criteria are woven into the curriculum.

- Democracy
- The Rule of Law

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- Individual Liberty
- Mutual Respect and Tolerance

Many of these criteria are also covered cross culturally, particularly in ICT and RS.

The curriculum is designed to be a constantly evolving scheme of work. Topics such as drugs, e-safety and sexual behaviour are constantly in flux, with changing trends and terminology. As such, each topic needs to be reviewed year on year to ensure that the content delivered to the pupils is relevant and contemporary. PSHE can also be a reactive subject, with ad-hoc lessons added in response to world events or in response to an issue that has arisen within a year group. However, such last minute changes to the curriculum need to be the exception rather than the rule as it is important that each module be a self-contained, cohesive unit of study, rather than a series of unrelated topics and lessons. This will aid to improve the perception of PSHE within the school.

Further information about the teaching of sexual behaviour can be found in the Sex and Relationships Education Policy.

### ***Classroom atmosphere***

PSHE lessons will have two main focuses. Firstly, the acquisition of knowledge, such as knowledge about smoking, alcohol, drug misuse and sex and relationships education, as appropriate to pupils' ages. Pupils will be given the tools that they need to be able to make informed choices, and how to find reliable information on the topics that are covered in lessons. Secondly (and maybe more importantly) is the acquisition of new skills, such as resilience, independent thinking, and the ability to be able to reason and discuss their options in order to make good choices. While the first focus will be primarily teacher led, the second will be a collaborative effort between the teacher and the pupils.

Pupils should be made to feel at ease in PSHE lessons. They should be able to freely discuss and ask questions, even about sensitive topics. It is therefore vital that the teacher leading the PSHE lesson is approachable and does not evade uncomfortable questions, nor should the pupils feel that they are being "fobbed off" or that their concerns are dismissed as trivial. The lessons should be positive in tone, rather than relying on shock tactics or guilt. Pupils should feel empowered and informed to make their own decisions.

Pupils may often be wished to share anecdotes about the content covered in class. This can obviously present the potential for embarrassment or an invasion of privacy, especially if the anecdote is about a Tettenhall College pupil. Pupils should be discouraged from talking about specific people or events and make their comments more general and non-specific.

The teacher needs to be enthusiastic and engaged. PSHE can often have a negative perception both from pupils and teachers, and its value is often overlooked. Lessons should be planned that challenge and engage every pupil. Debates, discussions, and group tasks are much more worthwhile activities than worksheets or question answering.

Due to the nature of some of the topics covered in PSHE lessons, it is likely that at some point a teacher will be faced with a disclosure from a pupil. PSHE teachers need to be aware of this possibility and be alert to any comments from pupils that may hint at a deeper issue. Any concerns should be directed to the Safeguarding Officer and the normal procedure followed.

Teachers should periodically assess their own lessons against the teacher checklist provided by the PSHE Association to ensure that they are providing the highest quality PSHE lessons they can.

All pupils should have the PSHE Code of Conduct stuck into their books (Appendix). This should be referred back to in lessons when necessary.

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### ***Assessment***

PSHE does not lend itself readily to formal assessment or examination, nor should it aim to be seen as an academic subject. However, a less formal method of assessment can be used so that progress can be monitored. A semi-formal method of assessment will also hold pupils and teachers accountable and provide evidence that the pupils are being challenged and informed.

Each topic should start with an assessment of prior understanding. This can be done in a number of ways, such as a short quiz, a hypothetical “crunch moment” or an informal class discussion. This is vital for the teacher to be able to gauge the current understanding of the class, and to highlight any misconceptions that the pupils may have that will need to be addressed. This assessment of prior understanding can be implemented in the teacher’s planning, and the lessons modified according to the needs of the pupils.

It is up to the discretion of the teacher as to whether they decide to set homework for PSHE. However, homework should not be set for the sake of it. It should be a task that really consolidates and builds upon the learning from the lesson. PSHE lends itself well to “soft homework”, a task where the pupil must do something that may not necessarily require any writing to be done. For example, they must have a conversation with an adult about peer pressure, they must help someone in need, or they must find a newspaper article about sexism. Such homework can then act as a springboard for valuable discussions in the next lesson. If, however homework is set, it needs to be taken in and marked to the standard expected in any other subject.

In lessons, exercise books should be used and treated in the same way as for any other subject in terms of presentation. They also should be taken in regularly and marked, and formative feedback given. Again however, written work given to pupils in lessons should be done so with a purpose, rather than as a time-filling activity. It is perfectly acceptable for a pupil to not write a single word in a PSHE lessons, providing that the lesson is engaging and worthwhile. Class debates for example are excellent alternatives to worksheet completion.

***The Wider School Community***

PSHE aims to engage with the school community, both by linking with other academic subjects (such as RS and ICT) and with involving parents with the topics that are covered. It is a statutory requirement that the school publishes details of its PSHE curriculum on the school website. This will help keep parents involved. In the future, it would be beneficial to invite parents to the school for one-off evening sessions that tackle various issues, such as how they can keep their children safe online, or how to spot the signs of grooming. This will need to be arranged with the co-operation of the safeguarding officer.

***Accessibility***

PSHE aims to be accessible to all, regardless of sex, gender identity, religion, ethnic group, culture, sexuality, and disability. The diversity of both the school community and Britain needs to be acknowledged and celebrated.

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## Appendix

### **PSHE Code of Conduct**

1. Always come to lessons prepared. This means the correct equipment (pens, glue, scissors etc.) and books if you have taken them home.
2. Put your hand up if you want to ask a question. Do not shout out.
3. Listen to the teacher when they are talking. Listen to and follow all instructions carefully.
4. Be respectful to your classmates. Listen when they are talking, and don't laugh at what they say.
5. There is no such thing as a stupid question. If there is something that you want to ask, then ask it!
6. If you are too shy or embarrassed to ask a question in front of the class, talk to your teacher after the lesson, or write a note in your book for the teacher to see.
7. Be mature and sensible. Don't be silly, particularly when having to use proper terms for body parts or when learning about sex.
8. Don't share personal stories about yourselves or others. In discussions, keep comments general, and don't mention specific names of people.
9. Some of the things that you will learn about in PSHE can be upsetting. If you ever have any concerns about yourself or others, talk to a teacher immediately.
10. While PSHE may be less demanding than your other subjects, and you will rarely if ever have homework, you should treat the subject and your teacher with the same respect as in any other lesson. What you learn in PSHE is valuable, and you need to be as attentive in PSHE as in any other class.