

PERSONAL SOCIAL AND HEALTH EDUCATION

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| APPLICABILITY: | Academic Staff |
| REVIEW DATE: | July 2026 |
| AUTHOR: | Assistant Head (Pastoral) & PSHE Coordinator |
| REGULATORY REQUIREMENTS: | A5 (part) |

The aim of PSHE at Tettenhall College is to provide a nurturing environment for the pupils in which they can 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):

Tettenhall College is currently reviewing the updated government guidance for RSHE (Relationships, Sex and Health Education), published in July 2025. From **1 September 2026**, this guidance becomes statutory, and the College will fully implement it across the curriculum and within school policy. In the meantime, we continue to deliver RSHE in line with current statutory requirements (2019 guidance) while preparing for the transition. Parents and carers will be consulted during this process. For further details, please contact the PSHE Coordinator.

| Overarching Concepts |
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| <ol style="list-style-type: none"> 1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these) 2. Relationships (including different types and in different settings) 3. A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet) 4. Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) 5. Diversity and equality (in all its forms) 6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) 7. Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance) 8. Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes) 9. Career (including enterprise, employability and economic understanding) |

The Curriculum

Early Years Foundation Stage

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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
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

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| Autumn Term One – Living in the Wider World Topic: Aiming High | 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. |
| Autumn Term Two - | Children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children will also learn rules |

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| Topic: Safety First | 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 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. |

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| <p>Summer Term Two – Living in the Wider World</p> <p>Topic: Diverse Britain</p> | <p>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 of our differences.</p> |
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Year 2

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| <p>Autumn Term One - Relationships</p> <p>Topic: VIPs</p> | <p>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.</p> |
| <p>Autumn Term Two - Relationships</p> <p>Topic: Be Yourself</p> | <p>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.</p> |
| <p>Spring Term One - Living in the Wider World</p> <p>Topic: One World</p> | <p>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.</p> <p>Learn about the relationship between people and the environment.</p> |
| <p>Spring Term Two – Health and Wellbeing</p> <p>Topic: It's My Body</p> | <p>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.</p> |
| <p>Summer Term One – Health and Wellbeing</p> | <p>Linking to science, an introduction to how we grow and change, learning about our bodies,</p> |

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| Topic: Growing Up | 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. |

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 the PSHE programme, 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 considering 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

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| 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 |

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| 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

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| 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 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

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| 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 |

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| | 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 |
| 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-Y13, the pupils will study 5 modules (4 in Y11) each academic year. Each module will be a self-contained unit that will cover one or more of the three main strands in PSHE:

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

Year 7

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| <i>A New Start</i> | <ul style="list-style-type: none"> • Intro to PSHE • Starting senior school • Making friends • Setting goals and making plans • Dealing with stress • Seeking help |
| <i>Diversity, Prejudice and Bullying</i> | <ul style="list-style-type: none"> • Diversity – protected characteristics and the law • The impact of prejudice and stereotypes • Types of bullying • How to respond to bullying |

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| | <ul style="list-style-type: none"> • Respectful behaviour online |
| <i>Taking Care of Yourself (partly delivered by the surgery team)</i> | <ul style="list-style-type: none"> • Healthy eating, exercise and oral hygiene • Personal Hygiene • Puberty and periods • Pregnancy and birth • Protecting yourself from abuse (inc. FGM) • Basic first aid |
| <i>Healthy Relationships</i> | <ul style="list-style-type: none"> • Recognising good and bad friendships (including online) • Keeping secrets and saying sorry • Dealing with family conflict • Marriage and divorce • Blended families • Romantic relationships |
| <i>Money Matters</i> | <ul style="list-style-type: none"> • Choices about money, and how to pay for things • Budgeting • The impact of advertising • Links between jobs and money • Careers, skills and aspirations |

Year 8

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| <i>Healthy body, healthy mind (partly delivered by the surgery team)</i> | <ul style="list-style-type: none"> • Healthy eating and exercise • The importance of sleep • The risks of obesity • Self-esteem and body image • Emotional health • Dealing with aggression |
| <i>Staying Safe</i> | <ul style="list-style-type: none"> • Personal safety • Safe and healthy relationships • Online safety – personal information • Online safety: Grooming • Online safety: Radicalisation and extremism • |
| <i>Careers and Savvy Spending</i> | <ul style="list-style-type: none"> • The world of work • Jobs of the future • Managing money • Marketing and advertising • Consumer rights |

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| <i>The Government and the Law</i> | <ul style="list-style-type: none"> • British Values • Parliament • How laws are made • Elections in the UK • Mock election • |
| <i>Sex and Relationships (partly delivered by the surgery team)</i> | <ul style="list-style-type: none"> • Healthy relationships • Sexual orientation and gender identity • STIs and Contraception • Respect and consent • Sexting |

Year 9

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| <i>Careers and Aspirations</i> | <ul style="list-style-type: none"> • Describing yourself • Introduction to careers • Explore careers online • Choosing GCSEs • Options post 16 |
| <i>Crime</i> | <ul style="list-style-type: none"> • Defining crime • Causes and consequences of crime • Knife crime • Gangs and criminal exploitation • Hate crimes • Fraud |
| <i>Sexual Education (partly delivered by the surgery team)</i> | <ul style="list-style-type: none"> • Sex and the law • Relationships and consent • Sexually transmitted Infections & FGM • Contraception and choices • Harmful influences |
| <i>Mental health</i> | <ul style="list-style-type: none"> • Understanding mental health • Coping with changes • Depression • Sexuality, gender identity and mental health • Exam stress • Cultivating wellbeing |
| <i>Addictive Behaviours</i> | <ul style="list-style-type: none"> • Substances and the Law • Smoking and vaping • Alcohol • Drugs |

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| | <ul style="list-style-type: none"> • Gambling • |
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Year 10

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| <i>Media influence and awareness</i> | <ul style="list-style-type: none"> • Critical thinking and fake news • Social media and body image • Your digital footprint • Radicalisation and extremism • Sexism and misogyny |
| <i>Healthy Relationships</i> | <ul style="list-style-type: none"> • Healthy and unhealthy friendships • The media and relationships • Teenage relationship abuse • Domestic abuse • Healthy parenting (inc. forced marriage and FGM) |
| <i>Mental and physical health</i> | <ul style="list-style-type: none"> • Revisiting mental health • Mental illness • Sexuality and gender identity • Change, loss and grief • Promoting mental and emotional wellbeing • |
| <i>Careers</i> | <ul style="list-style-type: none"> • What is work? • Investigating the labour market • Exploring career and study options • Careers past present and future • Employability skills |
| <i>The Economy</i> | <ul style="list-style-type: none"> • What is the economy? • Credit, debit and debt • Marketing and advertising • Managing your money • Consumer rights • |

Year 11

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| <i>Planning for the future</i> | <ul style="list-style-type: none"> • Achieving in Y11 • The world of work • Employability skills |
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| | <ul style="list-style-type: none"> • Educational options • Online career/course search |
| <i>Healthy Relationships</i> | <ul style="list-style-type: none"> • Healthy communication in relationships • Respect and Consent • Technology and relationships Pornography • |
| <i>Healthy Body and mind (partly delivered by the surgery team)</i> | <ul style="list-style-type: none"> • • Sexual health refresher • Fertility and paths into parenthood • Drugs, alcohol and tobacco • Looking after your health • Looking after your mental health |
| <i>Staying Safe</i> | <ul style="list-style-type: none"> • Personal safety • Protecting yourself from crime • Protecting your money • Gangs and criminal exploitation • Grooming and sexual exploitation |

Year 12

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| <i>Studying in the Sixth Form</i> | <ul style="list-style-type: none"> • Expectations and target setting • EPQ, plagiarism and AI software • A-Level mindset (VESPA) • Stress and time management • Post 18 options |
| <i>Staying safe</i> | <ul style="list-style-type: none"> • Sexual health refresher • Mental wellbeing • Making safe choices • Social media and mental health • Online behaviour • Healthy and controlling relationships |
| <i>Planning for the future</i> | <ul style="list-style-type: none"> • Pathways beyond Y13 • Vocational and academic options • The world of work • CV writing • Interview techniques |
| <i>Life in a changing world</i> | <ul style="list-style-type: none"> • Equality and diversity: protected characteristics • Equality and diversity: BLM • Equality and diversity: Misogyny (Everyone's Invited) |

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| <i>Adult Life</i> | <ul style="list-style-type: none"> • Borrowing and saving • Understanding a payslip and budgeting • Avoiding money scams • Managing substance use • Safe travel (UK and abroad) |
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Year 13

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| <i>UCAS</i> | <ul style="list-style-type: none"> • Searching for courses • Finalising choices • Personal statements • Preparing for interview • Alternative routes for those not aiming for university |
| <i>Staying Safe</i> | <ul style="list-style-type: none"> • Registering with a doctor and making appointments • Health screenings, immunisations and self-examinations • Contraception choices • Drugs and alcohol • Online safety |
| <i>Life in a changing world</i> | <ul style="list-style-type: none"> • Critical thinking and fake news • Radicalisation and intolerance • Cultural appropriation and racism • Gender identity and LGBT+ issues |
| <i>Relationships</i> | <ul style="list-style-type: none"> • Navigating relationships during change • Respectful romantic relationships • Building professional relationships • Managing emotions in relationships • Family conflict |
| <i>Life Beyond Sixth Form</i> | <ul style="list-style-type: none"> • Responding to UCAS offers • Applying for student finance • University life • Living independently • Managing exam stress |

The curriculum

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 and UCAS/Careers. Their PSHE lessons 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.

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- Democracy
- The Rule of Law
- 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.

Most units will be taught by PSHE teachers. However, some lessons (usually at least one per year group) will be delivered by the surgery team (school nurses). These are highlighted previously in the curriculum overview.

The PSHE Curriculum adheres to the statutory standards for Sex and Relationships Education (SRE) and Health and Wellbeing. For more details, see policy 59 – Sex and relationships education.

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 tempted 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 needs to be delivered by teachers who can understand its worth and value. Lessons should be planned that challenge and engage every pupil. Debates, discussions, and group tasks are to be encouraged.

When teaching delicate topics (for example sexual abuse, violence etc) teachers need to be sensitive to the personal circumstances of the pupils in their class, some of whom may have had

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direct experience of this issue. How this is done is at the discretion of the teacher, but must be done in a sensitive manner that respects and maintains the privacy of the pupils (e.g. a “quiet word” before a lesson). If showing videos or images that might be confronting, a content warning needs to be given. Students who wish to excuse themselves may be allowed to leave for this section of the lesson. If this would require the student to be absent for a considerable period of time (e.g. the class is watching a 30-minute documentary) it is the responsibility of the teacher to make alternative provisions for the student where they can cover the same course content (e.g. they could be given resources, and can complete the classwork while supervised in the study centre/library).

All PSHE workbooks contain a copy of the PSHE Code of conduct, and each unit will start with a recap of it (See appendix)

Disclosures

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 Designated Safeguarding Lead and the normal procedure followed.

Assessment

PSHE does not require the extensive assessment and monitoring of other academic subjects. However, in line with official guidance, student attainment in the subject is monitored in the following ways:

- Each unit starts with a baseline assessment.
 - For most units at KS3 and KS4, this is a multiple choice quiz
 - For KS5, the assessment will depend upon the nature of the unit
- At the end unit, the baseline assessment is repeated, and progression recorded
- Data from both of these assessments will be stored centrally in iSAMs
- Within each lesson, informal assessment will be done in the following ways:
 - Verbal questioning
 - Completion of individual and group tasks
 - A self-assessment grid completed at the end of each lesson linked with the learning objectives.
- Each unit also ends with a self-assessment.
 - Students identify the skills they have developed
 - They reflect on the importance of the content they have learned, and how it might be applicable to their own lives
 - There is also the opportunity for students to feedback to the teachers and subject leader on their thoughts on the unit, including any requests for further information and suggestions for improvements.

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.

In order to facilitate this, each lesson in every unit in the student workbook has a number of optional extension and challenge tasks embedded to encourage the students to think deeper and go further with the content covered in lessons.

In lessons, workbooks should be used and treated in the same way as for any other subject in terms of presentation. Students are expected to complete the tasks sets to the standard that reflects their ability, and it is up to the classroom teacher to monitor work and provide help when needed (and sanctions when required) for students who do not complete work. Again however, written work given to pupils in lessons should be done so with a purpose, rather than as a time-filling activity. At the end of each unit, the workbooks should be collected in and reviewed, with specific focus on the self-assessment and student feedback which will be fed back to the head of PSHE. It is up to the discretion of the classroom teacher which tasks in the workbook are completed, and/or whether to include any additional tasks. Teachers should not feel bound by the tasks in the workbook, nor is there an expectation that every task needs to be completed. Teachers are expected to use their own judgement, tailoring their lessons to the needs of the class they are teaching.

The Head of PSHE will conduct lesson observation and a scrutiny of the workbooks once a term in order to assess the quality of teaching and learning.

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 policy contains an overview of the content covered and is freely available for download on the school's website.

In order to engage parents/guardians further in PSHE, a termly newsletter will be sent to each year group. This will contain details about the course content that their child is currently learning about, links to websites and organisations where parents and children can get more support, contact information for the Head of PSHE, and a list of suggested questions and discussion topics that parents can have with their children at home, based on the issues covered in lessons.

In advance of covering topics surrounding sex, reproduction, contraception and STIs, parents will be emailed so that they are aware of this content. This is also to allow parents/guardians to exercise their legal right to remove their child from some or all of the sexual education topics. The right to withdraw only applies to sexual education. Pupils cannot be withdrawn from any other part of the PSHE course, including relationships education, which remains a statutory topic.

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.

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.