

WEST DERBY SCHOOL



PSHE POLICY

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|--------------------------|------------------------|
| Policy will be reviewed: | Annually |
| Last reviewed on: | 21/09/2023 |
| Approved on: | 04/09/2024 |
| Next review date: | 04/09/2025 |
| Signed: | S Graham (Headteacher) |

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1. Aims

At West Derby School, PSHE is recognised as a necessary part of a pupil's full educational entitlement. The subject will complement the personal and social development of pupils provided at home. We wish to work in partnership with parents and carers and build positive, supporting relationships with them based on mutual understanding, cooperation and trust.

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.

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. The RSE policy can be found on the school website.

Objectives of PSHE Education

- To develop a whole-school approach to the teaching of the subject, making connections with other areas including careers enterprise and the work-related aspects of the curriculum
- To work in an inclusive way which reflects and values the needs of all pupils regardless of their ability and social or ethnic group
- To promote a wide variety of learning opportunities with an emphasis on 'real-life'. This will include giving all pupils the opportunity to become actively involved in the life of the school and its community
- To work flexibly, using a wide range of teaching styles
- To develop a range of methods to assess, monitor and evaluate the learning of pupils
- To make pupils aware of the dangers of radicalism and extremism and to encourage an understanding of life in modern Britain (e.g. fairness, justice for all and respect for rules)

For other aspects of PSHE, including health education, see curriculum map below for more details about what we teach in each year.

Important Information about Statutory Updates to Relationship, Sex and Health Education (within the PSHE Curriculum)

In May 2024 the then Conservative government undertook a review of the RSHE curriculum and how it is being delivered in schools. The draft statutory guidance for schools was made available for an eight-week consultation period in May 2024. Upon the close of the consultation period in July, the PSHE Association along with one hundred other agencies have rejected the draft statutory guidance and called upon the new Labour government to undertake a new review. Like all other schools in the country, we are waiting for further guidance from the government before we continue to develop our RSHE materials to ensure that they are robust and meet the needs of our students. All materials for our teachers, students and parents will be available to view at least four weeks advance of when the contents are planned to be delivered. The statement from the PSHE Association and the other signatories can be read here: <https://rshe.uk/#text51>

PSHE Curriculum Map for Years 7 and 8:

| Year 7 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
|---------------|--------------------------------|----------------------------|------------------------------------|-----------------------------|----------------------------|---------------------------------|----------------------------|---------------------------|----------------------------------|---------------------------|---|------------------------------|----------------------|
| Autumn | Health and Well-Being Intro | Mental Health Intro | Building Resilience | Kindness and Empathy | Safer Internet | Dangers of Vaping | Drugs Intro | Drugs Intro | Personal Hygiene and Oral Health | Boys' Puberty | Boys' Puberty | Periods and Menstruation | Gratefulness |
| Spring | Personal Development | Personal Development | Importance of Respect | Wants, Needs and Priorities | Self-Esteem | Self-Esteem | Media Literacy | Racism Intro | Stereotyping | Protected Characteristics | Careers Skills and Qualities | Careers Skills and Qualities | Budgeting Your Money |
| Summer | Healthy Relationships | Healthy Relationships | Importance of Trust | Maintaining Friendships | Maintaining Friendships | Anti-Bullying | Peer Pressure | Peer Pressure | Online Grooming | Online Grooming | Different Families | Falling in Love | Marriage |
| | | | | | | | | | | | | | |
| | Half term 1 | | | | | | | Half Term 2 | | | | | |
| Year 8 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
| Autumn | Balanced Diet and Healthy Food | The Importance of Exercise | Lifestyle Diseases and Cancer | Eating Disorders | Social Media Stress | Social Media Stress | Group Messaging and Chats | Group Messaging and Chats | Self-Harm | Knife Crime | Knife Crime | Exploring Identity | Exploring Identity |
| Spring | Attendance and Punctuality | Attendance and Punctuality | Ambitious, Aspirational, Realistic | Employability Skills Intro | Employability Skills Intro | Entrepreneurs | Saving and Investing Money | Teamwork | Sexism in Society | Sexism in Society | Ableism: Visible and Invisible Disabilities | County Lines | County Lines |
| Summer | Tolerance and Mutual Respect | Being a Great Man | Being a Great Man | Gender Equality | Gender Stereotypes | Cyberbullying and Online Trolls | Consent, Law, Boundaries | Consent, Law, Boundaries | Contraception | Contraception | Intro to STIs | Intro to STIs | Condoms |

PSHE Curriculum Map for Year 9 (currently in the process of being updated):

| | Half term 1 | | | | | | | Half Term 2 | | | | | | |
|--------|------------------------------------|-----------------------------|--------------------------|--------------------------------|--------|--------|--------|----------------------------|----------------------------|------------------------------------|-------------------|-------------------|----------------|--|
| Year 9 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | |
| Autumn | Mental Health: Stigma and Language | Managing Anxiety | Happiness and Positivity | Happiness and Positivity | FGM | Sleep | Sleep | Healthy Eating on a Budget | Health Advice and Services | Prescription Drugs and Antibiotics | First Aid and CPR | First Aid and CPR | Gambling Risks | |
| Spring | The Economy | The Importance of Community | | | | | | | | | | | | |
| Summer | Misogyny | Mysogyny | Pornography Brains | Sexual Harrassment and the Law | | | | | | | | | | |
| KEY | | | | | | | | | | | | | | |
| | Health and Well-Being | | | | | | | | | | | | | |
| | Wider World / Careers | | | | | | | | | | | | | |
| | Relationships and Sex | | | | | | | | | | | | | |

PSHE Curriculum Map for Years 10 and 11 (Year 11 is currently in the process of being updated):

| | Half term 1 | | | | | | | Half Term 2 | | | | | | |
|---------|------------------------------------|-----------------------------|-------------------|---------------------------------|-------------------------------|--|-----------------------------|-----------------------------|------------------------------|------------------------|------------------|-------------------------|-------------------------------|--|
| Year 10 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | |
| Autumn | Social Media and Resilience | Social Media and Loneliness | Digital Footprint | Deep Fakes and Malicious AI | Body Image Positivity Too Far | Managing Social Anxiety | Stress and Exam performance | Stress and Exam Performance | Cancer and Self Examinations | Unplanned Pregnancy | Nitrous Oxide | Homelessness | Homelessness | |
| Spring | Careers | Employability Skills: CV | Careers in STEM | Preparing for Job Interviews | Preparing for Work Experience | Employment Rights and Responsibilities | Equity and Equality | Cost of Living Crisis | Criminal Justice System | Identity and Diversity | Hate Crime | Overt and Covert Racism | Language and Microaggressions | |
| Summer | Parenting Costs and Considerations | Abortion | Adoption | Gaslighting and Emotional Abuse | Relationships and Break-ups | Consent and Rape | Sexism | Revenge Porn | Types of Relationship | Online Dating | Role of Pleasure | Same Sex Relationships | LGBT Rights | |
| KEY | | | | | | | | | | | | | | |
| | Health and Well-Being | | | | | | | | | | | | | |
| | Wider World / Careers | | | | | | | | | | | | | |
| | Relationships and Sex | | | | | | | | | | | | | |

| | Half term 1 | | | | | | | Half Term 2 | | | | | | |
|---------|--|----------------------------|----------------------------|-----------------------------------|---|--------------------------------|---------------------------|------------------------------|----------------|-------------------|--------------------|--|------------------------------|--|
| Year 11 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | |
| Autumn | Compulsive and Unwanted Fixed Behaviours | Criminal and Mob Behaviour | Criminal and Mob Behaviour | Fertility and Reproductive Health | Gender Roles and Transgender People in the UK | Personal Safety on the Streets | Suicide Prevention | Extremism and Radicalisation | Job Interviews | Health and Safety | Independent Living | Personal Safety and Independent Travel | Pronouns and the Wider World | |
| Spring | Revision and Study Skills | Revision and Study Skills | Revision and Study Skills | Revision and Study Skills | Revision and Study Skills | Revision and Study Skills | Revision and Study Skills | | | | | | | |
| Summer | | | | | | | | | | | | | | |
| KEY | | | | | | | | | | | | | | |
| | Health and Well-Being | | | | | | | | | | | | | |
| | Wider World / Careers | | | | | | | | | | | | | |
| | Relationships and Sex | | | | | | | | | | | | | |

PSHE Curriculum Map for Years 12 and 13:

| | Half term 1 | | | | | | | Half Term 2 | | | | | |
|---------|--------------------------------|--------------------------------|------------------------------|------------------------------|------------------------|------------------------|------------------------|-----------------------------|-----------------------------|-----------------------------|------------------------|------------------------|------------------------|
| Year 12 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
| Autumn | Positive and toxic masculinity | Positive and toxic masculinity | Cosmetic and Plastic Surgery | Cosmetic and Plastic Surgery | Sex and the media | Sex and the media | Sex and the media | Emotional Wellbeing | Emotional Wellbeing | Emotional Wellbeing | Tolerating Intolerance | Tolerating Intolerance | Tolerating Intolerance |
| Spring | Sex Readiness | Sex Readiness | Sex Readiness | Sex Readiness | STI Clinics and advice | STI Clinics and advice | STI Clinics and advice | Drugs and Festivals | Drugs and Festivals | Drugs and Festivals | Date Rape | Date Rape | Date Rape |
| Summer | Critical Thinking | Critical Thinking | Critical Thinking | Exam Revision | Exam Revision | Exam Revision | Exam Revision | Free Speech and Hate Speech | Free Speech and Hate Speech | Free Speech and Hate Speech | Critical Debating | Critical Debating | Critical Debating |

| | Half term 1 | | | | | | | Half Term 2 | | | | | |
|---------|--|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------|---------------------------|---------------------------|--------------------|--------------------|--------------------|
| Year 13 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
| Autumn | Culture Wars and Media Influence | Culture Wars and Media Influence | Culture Wars and Media Influence | Culture Wars and Media Influence | Social Media and Call out culture | Social Media and Call out culture | Social Media and Call out culture | Controlling relationships | Controlling relationships | Controlling relationships | Online Subcultures | Online Subcultures | Online Subcultures |
| Spring | Gender and Identity | Gender and Identity | Gender and Identity | Feminism | Feminism | Feminism | Social Justice | Social Justice | Social Justice | Ageism | Ageism | Ageism | PSHE Review |
| Summer | Exam preparation, private study, coursework completion | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Health and Well-Being | | | | | | | | | | | | | |
| Wider World / Careers | | | | | | | | | | | | | |
| Relationships and Sex | | | | | | | | | | | | | |

3.2 How we teach it

PHSE lessons take place each Thursday and Friday morning in form groups for Years 7 to 11, and each Tuesday and Wednesday for Years 12 and 13.

PHSE/RSE curriculum is embedded and identified in all other subjects taught at West Derby School. Aspects of the PHSE/RSE curriculum are consolidated through form period discussions, year group assemblies, external visitor special assemblies and workshops and Personal Development days held termly.

PHSE/RSE curriculum is taught by form tutors and subject teachers when it arises in the specific subject. We also work with a number of outside agencies such as The Brook to deliver more sensitive topics such as sex education. Learning support assistants work closely with SEND pupils to ensure that the needs of individual SEND pupils are met when delivering PHSE/RSE content.

The inclusion team at West Derby School will work closely with staff and pupils to ensure the PSHE/RSE curriculum is inclusive to all.

All staff members have taken part in PHSE/RSE training to ensure that staff have the ability to teach even the most difficult/sensitive topic and have the ability answer difficult questions in a professional manner without letting their personal beliefs and attitudes affect them.

The teaching of PSHE will:

- Involve pupils in discussion, investigation and problem-solving activities
- Include a variety of media to present issues

- Involve outside agencies
- Include individual, group and whole class teaching and activities
- Include an agreed set of ground rules for involvement and participation in discussion and debate
- Involve pupils in opportunities to reflect on their learning through evaluation
- Involve pupils in opportunities to take responsibility for their own learning and record progress through self-assessment

Teaching and learning styles are planned to include:

- Pooling ideas
- Discussion and debate
- Drama and role-play
- ICT
- Problem-solving activities
- The production and appreciation of artwork such as posters
- Film clips

Resources

- PSHE Association
- Crossing the line PSHE Tool kit
- WDS PSHE resources

PSHE teachers use a range of methods to assess, monitor and evaluate pupil learning. These include:

- Teachers assessing pupil's work by making informal judgments as they observe them during lessons
- Pupil self-assessment in the form of evaluation sheets and peer assessment.
- Completion mind-maps at the start and end of every unit of work so knowledge and progress can be assessed from beginning to end. These are retained in pupil progress files which are maintained throughout each pupil's school career
- Pupils are also encouraged to keep records of their contributions to the life of the school and community.

4. Roles and responsibilities

4.1 The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.2 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

4.3 Pupils

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

Junior Leadership Team:

- Ensure that all students have a voice, where appropriate, in the development of the school
- Involve students in the concept of Rights and Responsibilities
- Become involved in suitable projects to enhance the quality of life for the students and the wider community

5. Monitoring arrangements

The delivery of PSHE is monitored by Ms C Jones through:

- Evaluation will measure whether the PHSE/RSE curriculum is effective and identify whether any changes need to be made.
- SLT and PPLs are responsible for monitoring teaching and learning in accordance with the school's policy and guidelines through learning walks / drop-ins.
- Ms Jones will ensure the vision and ambition for this curriculum area develops and constantly adapts to meet the changing needs and priorities of our pupils, community and society.

This policy will be reviewed annually by Ms Jones and approved by the Headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

RSE policy

Peer-to-Peer Abuse Policy

Behaviour policy

Careers policy