



St. John Vianney School

Steps to Independence & Education for Life

Document Control	
Title	PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY
Supersedes	PSHCE Policy 2016
Author	J Whiting
Owner	J Whiting/A Moloney
Area of Governance	Pupil Progress
Date	May 2020
Related Documents	Complaints Procedures Policy Child Protection and Safeguarding Policy RSE Policy
Circulation	All Staff, GB
Status	Ratified
View by Staff	23 rd June 2020
Date of ratification by Governors	23 rd June 2020
Review	May 2022
Distribution	SJV server, Main Office, Trust Governor Portal



SAINT JOHN VIANNEY R C SCHOOL



**THE MISSION STATEMENT OF
SAINT JOHN VIANNEY R C SCHOOL**

**Saint John Vianney School recognises and accepts that
each individual is unique and of equal value in God's eyes.**

**We set out to provide a friendly and encouraging
environment in which all are expected to give their best.**

**We promote the dignity and wholeness of all our children
and young people.**

**Responding to the examples of Jesus Christ, we
are a community of joy and sharing, encouraging everybody to
learn and achieve.**

Contents:

Statement of intent

1. Legal framework
2. Key roles and responsibilities
3. Aims of the PSHE curriculum
4. Teaching methods and learning style
5. Timetabling and cross-faculty involvement
6. Safeguarding, reports of abuse and confidentiality
7. Tailoring PSHE
8. KS1 and 2 programmes of study
9. KS3 and 4 programmes of study
10. Assessment
11. Monitoring and review

Context

St. John Vianney RC School is a Special Educational Needs school for children and young people ages 5-19 with additional learning needs, communication difficulties and, those on the Autistic spectrum. Our school recognises and values the individuality of each pupil and the unique place which they hold in the world. The Catholic ethos of the school helps provide a nurturing and respecting community in which pupils have a strong sense of belonging.

Statement of Intent

"PSHCE education equips and prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHCE education has a rich body of knowledge taught through topics. Learners need to 'know about...', 'know how to...' and also 'be able to...' All of the chosen topics provide a context to progressively expand and enrich overarching concepts and transferable skills." (PSHCE Association June 2016).

St John Vianney School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

The vision for pupils, staff and others linked to St John Vianney School is to always look to achieve our personal best in every aspect of school life.

- Our School is committed to the pupils and staff dedicate themselves to ensure that there is a distinct Catholic learning environment that nurtures everyone to develop their 'talents to the full'.
- Our School is determined to provide a highly positive school ethos built on Gospel values and high-quality relationships between pupils and staff which results in a strong sense of togetherness.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, are promoted through an inclusive and varied PSHE/RSE curriculum at our school.

- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.

Parents will be informed about the PSHE policy via the school's website where it, and the PSHE/RSE curriculum, will be available to read and download.

Within our SEND School, the delivery of the PSHE curriculum will be adapted at the appropriate level for the learning needs of each individual child and what they are able to access/understand. Adaptions to the curriculum will be undertaken in the planning of the Programmes of Study by the Class teacher and their teams.

1. Legal framework

- 1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:
 - Education Act 1996
 - Education Act 2002
 - Children and Social Work Act 2017
 - DfE (2019) 'Keeping children safe in education' (KCSIE)
 - DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
 - DfE (2019) 'School and college security'
- 1.2. This policy will be followed in conjunction with the following school policies and procedures:
 - Complaints Procedures Policy
 - Child Protection and Safeguarding Policy
 - RSE Policy

2. Key roles and responsibilities

- 2.1. At St John Vianney School the Governing Body has overall responsibility for the implementation of the school's PSHE Policy.
- 2.2. The Governing Body has overall responsibility for ensuring that the PSHE/RSE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.3. The Headteacher has overall responsibility for reviewing the PSHE Policy annually.
- 2.4. The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 2.5. The Headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.
- 2.6. The PSHE/RSE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work, to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

- 2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- 2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
- 2.9. The school ensures that pupils are also involved in the creation of this policy through feedback, suggestion forms and/or class discussions.

3. Aims of the PSHE curriculum

3.1. Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop positive and safe relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

4. Teaching methods and learning style

- 4.1. A range of teaching and learning styles are used to teach PSHE.
- 4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

- 4.3. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
- No offensive language.
 - No raised voices/shouting.
 - No talking over people.
 - Show respect for another's views, even when disagreeing with them.
 - Keeping comments subject-specific, as opposed to personal.
- 4.4. Pupils learn research and study techniques and can engage in investigations and problem-solving activities.
- 4.5. All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.
- 4.6. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of St John Vianney School.
- 4.7. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 4.8. The School consults with the Diocese of Salford lead RSE teachers in relation to the delivery of RSE.
- 4.9. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

5. Timetabling and wider staff involvement

- 5.1. The school uses direct teaching via timetabled lessons.
- 5.2. PSHE is taught in discrete curriculum time, delivered by class teachers, specialist teachers and other staff.
- 5.3. The school ensures cross-curricular learning is developed through discussion between staff, for example, through Key Stage coordinator meetings of staff working in different areas across the school. Staff CPD opportunities for PSHE are built into our training and meeting cycle.
- 5.4. There is an element of PSHE in pastoral care and the school will ensure that PSHE and Class teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

6. Safeguarding, reports of abuse and confidentiality

6.1. All staff are aware of what constitutes peer-on-peer abuse through their safeguarding training. (See further the Child Protection and Safeguarding Policy). This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).
- Physical abuse, e.g. hitting, kicking, hair pulling.
- Sexual violence, e.g. rape, assault by penetration and sexual assault.
- Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
- Sexting
- Initiation/hazing type violence and rituals.

6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

6.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.

6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy DSL). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers will personally report this to the police.

- 6.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff will never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
- 6.6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- 6.7. Every PSHE lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
- 6.8. St John Vianney School invites external agencies to support the teaching of safeguarding-related subjects –and agree in advance of the session how the external visitor will deal with safeguarding reports.
- 6.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid any material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

7. Tailoring PSHE for our SEND cohort

- 7.1. All pupils at St John Vianney School receive PSHE education, with content and delivery tailored to meet their individual needs. The school will deliver RSE and health education as part of its timetabled PSHE programme
- 7.2. At St John Vianney School we use discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- 7.3. Teaching at St John Vianney School always considers the needs, ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 7.4. Adaptations are made for any child for whom English is a second language or who have communicative needs to ensure that all pupils can fully access PSHE educational provision.

8. The KS1 and 2 programmes of study

The PSHE programme of study will cover the following topics:

8.1 Key Stage 1:

Pupils engage in activities that promote 3 core themes that underpin their knowledge in:

- Core Theme 1: **Health and wellbeing**
- Core Theme 2: **Relationships**
- Core Theme 3: **Living in the wider world – Economic wellbeing and being a responsible citizen.**

Through these themes the pupils learn to;

- Develop self-awareness to recognise and communicate their likes and dislikes.
- To join in and contribute to the life of the class through regular routines and shared experiences.
- Develop motivation
- Develop awareness of their bodies/themselves and identify ways of keeping healthy and safe
- Recognise that there are differences and similarities between people and that each person has a different identity,
- Understanding emotion

8.2 Key Stage 2:

Pupils engage in activities that secure previous learning and develop the promotion of our 3 core themes that underpin and further enhance their knowledge:

- Core Theme 1: **Health and wellbeing**
- Core Theme 2: **Relationships**
- Core Theme 3: **Living in the wider world – Economic wellbeing and being a responsible citizen.**

Through these themes the pupils will build upon previous knowledge and learn to;

- Recognise that there are views other than their own which are often based on different beliefs and experiences.
- Promoting social skills, understanding safe touch and identifying rules.
- Understanding/ developing empathy, managing transition and loss.
- Further develop awareness of their bodies and themselves and identify ways of keeping healthy
- Recognise that they are growing and changing and to learn about how the body changes in preparation for puberty.
- Understand how to respond to an emergency

- Identify risk and understand safety implications when using ICT and the internet

During Key Stages 1 and 2, it is the expectation that learners will gradually build on the skills, attitudes, values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage accessing the EYFS framework. Pupils are encouraged to develop/further develop the skills to forge effective relationships, assume greater personal responsibility and keep themselves safe as outlined within our RSE curriculum.

Through such means we are able for instance, to assist pupils to cope with the changes at puberty through our Science curriculum. Through our Independent Learning, Enrichment and SMSC offer we are encouraging our learners to develop the skills, knowledge and understanding to further enable them to make an active contribution to their communities.

At the end of Key Stage 2 pupils will gain knowledge in the following subject areas in accordance with guidelines set out by PSHE Association:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs alcohol and tobacco
- Basic First-Aid
- Changing adolescent body

Pupils will be taught these subjects through our curriculum developed under the headings of the 3 overarching PSHE themes as outlined below:

Key Stage 1 & 2 Programmes of Study

Relationships	Health and Wellbeing	Living in a wider world
<p>New Beginnings and Friendships <i>Knowledge and understanding of skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation.</i></p>	<p>How do I feel today? <i>Recognising emotions Exploring emotions beyond 'happy and sad'. Naming feelings. How do we express feelings appropriately?</i></p>	<p>Our community <i>Facilities in our local community, road safety, and different roles people have.</i></p> <p>Caring for our environment <i>Looking after plants, putting rubbish away, identifying things</i></p>

<p><i>Relationships with family and friends</i></p> <p>Ourselves <i>Making choices, likes and dislikes, similarities and differences between one another. Challenging stereotypes. Understanding ourselves through "A Self Portrait".</i></p> <p>E-Safety <i>An introduction to using the internet safely and communicating with others</i></p> <p>My Family <i>Family relationships and the importance of being loved/cared for. Different types of families and positive relationships</i></p> <p>Friendship <i>What is a good friend? Making and keeping our friends. Who to talk to when there are problems.</i></p> <p>What Is Bullying? <i>Respectful relationships and identifying different forms of bullying</i></p> <p>Getting On and Falling Out <i>Managing feelings of anger and upset. Conflict management and resolution.</i></p> <p>Protection Laws <i>Relationship problems: bullying, domestic violence etc and the laws we have to protect us.</i></p>	<p>Healthy Eating <i>Food groups and what a healthy diet looks like.</i></p> <p>People Who Help Us <i>In school, at home and in the community; how we help one another?</i></p> <p>Medicines and Drugs <i>'good and bad' drugs, tobacco alcohol, household chemicals, peer pressure to take drugs.</i></p> <p>Making healthy choices <i>Healthy food, exercise, playing outside and personal hygiene and dental hygiene. The people who help us to stay healthy.</i></p> <p>Keeping safe and responding to emergencies <i>Road safety, avoiding accidents in the home and community, how to deal with an emergency, safeguarding, FGM and First Aid</i></p> <p>Scoring Goals! <i>Motivation and resilience, knowing yourself and setting targets for yourself. Developing our own identity.</i></p> <p>Growing And Changing (including Puberty) <i>Baby to now. Body parts, development and hygiene.</i></p> <p>Play-Rest-Work <i>Different types of play, independent play both off and online. Dangers of excess time online. Being ready for working in class</i></p>	<p><i>we like and don't like in our local environment, special places.</i></p> <p>In The News <i>Discussing topical issues and feelings towards world events, understanding empathy, tolerance.</i></p> <p>Money Money Money <i>Pocket money, saving money, earning money, spending money, looking after our money and jobs.</i></p> <p>Recycling <i>Why we recycle, what can we recycle, how we recycle, looking after our world.</i></p> <p>The Online World Community <i>E-safety – Finding information safely and IT learning protocols</i></p> <p>One World <i>Diversity – different groups we belong to. Our communities' similarities and differences.</i></p> <p>British Values <i>Rules and laws. Why we need them and the laws which apply to children.</i></p>
--	--	---

9. KS3 and 4 programmes of study

The PSHE programme of study will cover the following topics:

9.1 Key Stage 3:

Pupils in KS3 further develop understanding of the 3 PSHE core themes and develop a greater understanding of the world of work.

- Core Theme 1: **Health and wellbeing.**
- Core Theme 2: **Relationships**
- Core Theme 3: **Living in the wider world – Economic wellbeing, careers and the world of work.**

This programme of study will develop pupils' knowledge skills and understanding in;

- The nature of friendships and relationships including consent and appropriate sexual relationships
- Recognising risks in situations, making safe choices and communicating the need for or refusal of help.
- Appreciate what makes a healthy lifestyle for each individual, identifying risks with drugs and alcohol.
- Risk taking, internet law and safety and consent
- The world of work, British Values, employment, Work Related Learning and money management,
- First Aid, CPR and emergency care

At Key Stage 3, it is the expectation that pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase.

The continuation of PSHE education delivered through a cross curricular approach acknowledges and addresses the changes that learners are experiencing, the challenges of adolescence and their increasing skills of independence. Pupils are encouraged to develop/further develop the skills to manage relationships, the increasing influence of peers and potential impact of the media on them. Through our curriculum offer PSHE education encourages our learners to be more confident in making a full and active contribution to our communities and to wider society.

At the end of Key Stage 3 pupils will gain knowledge in the following subject areas in accordance with guidelines set out by the PSHE Association:

- Respectful relationships and friendships
- Online safety and the internet
- Intimate and Sexual Relationships Education
- Sexual Health
- The Media
- Physical Health And Fitness

Pupils will be taught these subjects through our themed curriculum building on learning from Key Stage 2 under the headings of the 3 overarching themes as outlined below:

Key Stage 3 Programme of Study

Relationships	Health and Wellbeing	Living in a wider world
<p>Feelings and opinions <i>Understanding and respecting similarities and differences in our needs in relationships. Universal needs of the individual</i> <i>E Safety – online respect</i></p> <p>Bullying and E Safety <i>How to protect ourselves against bullying, who can help us, being a good friend, E-safety, mobile phones and Stranger Danger.</i></p> <p>Feelings and actions <i>Developing skills to develop and maintain healthy relationships. Conflict management.</i></p> <p>Sexual relationships and puberty <i>How our bodies are changing, sexual relationships, consent, protection, pregnancy, Sexual Health. Media portrayals of body image.</i></p> <p>Helping others <i>Caring for people, treating others with respect and kindness, challenging stereotypes. How to recognise negative relationships and protecting others (and ourselves).</i></p> <p>Changing relationships <i>bereavement, separation, divorce, family break ups.</i></p> <p>What Jobs Do People Do? <i>What jobs do we know about? What skills do you need? My own ideas, interests and strengths.</i></p>	<p>Healthy lifestyles <i>Making choices about food, our eating habits, exercise and lifestyle. What is good and bad for us</i></p> <p>Exercise and Leisure <i>Identify different types of exercise and leisure, making choices, trying new activities.</i></p> <p>Changes (incl. Sex Ed) <i>How our bodies and feelings are changing, emotions relating to love and physical desire, private and public behaviour and awareness and how to protect ourselves. FGM.</i></p> <p>Personal Hygiene and taking care of myself <i>Personal hygiene, appearance, beauty, fashion, making choices, valuing ourselves, fostering the development of self-esteem</i></p> <p>Recognising my needs (including RSE) <i>Physical and emotional needs, sex and relationships, protection and family planning.</i></p> <p>Taking risks & staying safe <i>Protecting ourselves, identifying and learning how to assess the risk, what to do if we are in a situation where we don't feel safe, peer pressure and saying 'no'</i></p>	<p>Communities and cultures <i>Identifying similarities and differences between different cultures in our local community. Learning about tolerance and respect.</i></p> <p>Our world - what improves and harms our environment <i>How to look after our environment; litter, recycling, caring for nature and improving our environment.</i></p> <p>Responsibilities, rules and laws <i>At home, school and within the wider community. Recognising the difference between doing 'the right thing' and obeying laws.</i></p> <p>Economic wellbeing (enterprise) <i>The working world, work ethics, earning money, looking after money, leadership and relationship skills.</i></p> <p>Topical issues <i>Find out about key stories in the world or local news. Discuss feelings towards world events e.g. terrorism, war, natural disasters. How to protect ourselves against 'grooming'.</i></p> <p>Charities <i>Research different charities; how do they support others,</i></p>

		<i>what work they do, how do they raise money (organise a fund raising event?)</i>
--	--	--

		Hope and Dreams <i>College, Apprenticeship Or Job. Planning a career route</i>
--	--	--

9.2 Key Stage 4

During KS4 pupils continue to further develop their understanding through the 3 themes and develop a greater understanding of Careers and The World of Work. Progression of appropriate accreditation is also developed through the use of AQA units, Functional Skills and Work Experience Programmes.

- Core Theme 1: **Health and wellbeing.**
- Core Theme 2: **Relationships**
- Core Theme 3: **Living in the wider world – Economic wellbeing, careers and the world of work**

This programme of study will develop pupils' knowledge skills and understanding in

- Preparing for adult life by preparing for Post 16 choices available.
- Awareness of their own personal qualities, skills and achievements.
- Healthy relationships and how to deal with changing relationships.

At Key Stage 4, pupils extend and rehearse their skills aimed at deepening knowledge and understanding acquired during Key Stage 3, generalising such skills accordingly. Our cross curricular approach acknowledges that learners are moving towards adult life and encourages them to develop/further develop the skills, knowledge and understanding of responsibility for themselves and others.

By Key Stage 4 increasing numbers of pupils may be gaining more direct experience of issues taught through PSHE education via their community links. The PSHE Association acknowledges that schools should not feel constrained by the overarching concepts/themes identified by encouraging schools to adapt their planning to reflect our pupils' SEND needs.

At the end of Key Stage 4, pupils will gain further knowledge in subjects studied in Key Stage 3 in accordance with guidelines set out by the PSHE Association:

- Respectful relationships and friendships
- Online safety and the internet
- Intimate and Sexual Relationships Education
- Sexual Health
- The Media
- Physical Health And Fitness

Pupils will be taught these subjects through our themed PSHE curriculum under the headings of the 3 overarching themes as outlined below:

Key Stage 4 Programme of Study

Relationships	Health and Wellbeing	Living in a wider world
<p>Diversity and Discrimination <i>Differences and similarities, the Respect Agenda, Racism in Football</i> <i>Today's diverse Britain</i></p> <p>Ourselves <i>Different types of long term relationships, marriage, Civil Partnerships. The benefits of a committed relationship. Recognising unhealthy relationships. Bullying. Media Myths</i></p> <p>Sexual Health <i>Emotional and physical safety in a sexual relationship, consent and trust.</i> <i>Loving Relationships and Self-Care</i> <i>What constitutes a happy and unhappy relationship? Sexuality and consent.</i></p> <p>Work Relations <i>Rights as an employee, union laws for protection. Code of conduct for working.</i></p> <p>Relationships Identity <i>Gender identity, sexual orientation, consent, 'sexting'</i> <i>Appropriate behaviour.</i></p>	<p>Healthy Eating and Fitness <i>What our bodies need to be healthy, Planning Healthy Menus and Exercise in different forms</i></p> <p>How do I feel today? <i>Recognising emotions</i> <i>Exploring emotions beyond 'happy and sad'. How do we express feelings appropriately? Where to seek help?</i></p> <p>Tobacco, Drugs and Alcohol <i>Advertising, peer pressure and the facts on Medicines and Drugs</i> <i>The Law on drugs, Safe and unsafe medication. Street drugs and being aware of risks/dangers</i></p> <p>Making healthy choices <i>Healthy food, exercise, playing outside, personal hygiene</i></p> <p>Healthy Minds <i>Good mental health, stigma, guarding against ill-health during transitions.</i></p> <p>Peer Influence <i>Risky behaviours, substance misuse, gangs and exploitation.</i></p>	<p>Our Country and Being A British Citizen- British Values <i>The government and democracy, voting. The role of Local government and councils.</i></p> <p>What Can I Offer? <i>Identifying strengths and attributes for college and world of work. Career planning ahead.</i> <i>Being streetwise. Safety in public. Managing yourself, journey planning</i></p> <p>Your Skills Your Career <i>Careers and route to employment/college course</i> <i>Application forms, Personal information. Target setting.</i></p> <p>In the news <i>Discussing topical issues and feelings towards world events, understanding empathy, tolerance.</i></p> <p>Real Jobs <i>Local and national jobs. What is on offer and where to look for information</i></p>

9.4 Key Stage 5 programme of study

At Post 16, pupils develop, rehearse and apply their skills in preparation for adulthood, as they gain increasing independence and begin to personally experience the topics or issues they have been taught. At Post-16, students will be taught through a dedicated AQA, Careers and Functional Skills curriculum that covers PSHE and work-related learning. This enables young individuals to develop/further develop and then apply the knowledge, understanding and skills they have learnt, within a wider environment. The topics are set as follows; with clear defined progression for each year through a rolling programme of study. This key stage represents our final opportunity to ensure that young people have real competence in the skills, language and strategies, and extend the knowledge and understanding they have been developing throughout their PSHE education.

At the end of Key Stage 5 pupils will gain knowledge in the following subjects in accordance with guidelines set out by the PSHE Association:

- Respectful relationships and friendships
- Online safety and the internet
- Intimate and sexual relationships education
- Sexual Health
- The Media
- Physical health and fitness
- Mental wellbeing
- Pathways, Further Education and careers
- Independent living

Key Stage 5 Programme of Study

Relationships	Health and Wellbeing	Living in a Wider World
<p>Diversity and Discrimination To recognise prejudice and discrimination and know how to manage and/or challenge with regards to respect and inclusion. Managing disability.</p> <p>New relationships and friendships Making new friends in different settings. Knowing personal boundaries. Managing challenges, negotiation skills. Online relationships and safety. Emotional intimacy and trust.</p> <p>Parenthood Responsibilities involved. Importance of a committed relationship and marriage. Making the right choices. Family planning choices.</p> <p>Loving Relationships and Self-Care What constitutes a happy and unhappy relationship. Sexuality and consent.</p> <p>Work Relations Rights as an employee, union laws for protection. Code of conduct for work. Bullying and mistreatment in the workplace Advocacy and support</p> <p>Unacceptable and Anti-Social Behaviours Recognising negative influence and manipulation. Stalking, grooming, gangs, harassment, FGM, knife-crime. Knowing how to remain safe.</p>	<p>Managing Transition Planning for and managing changes. Independent lifestyles. Self-identity and body image, understanding idealised images. Pros and cons of body alterations</p> <p>Emotional Wellbeing For All Recognising changes in wellbeing. Knowing strategies to help. Common mental health/EWB problem and strategies to support. Recognising when others need help How to access support.</p> <p>Sexual Health Taking responsibility for sexual health. Self-respect and dignity. Where to seek advice and help.</p> <p>Managing Safety Safe independent travel, risks in public environment and First-Aid</p> <p>Drugs, Alcohol and Tobacco Drugs and Alcohol the facts; the risks and how they can affect lives.</p> <p>Making healthy choices Taking responsibility for monitoring health and wellbeing. Sun-care, self-examination, dental care. Accessing reliable sources for information in the media.</p>	<p>Our Country and Being A British Citizen The government, democracy, voting. Local government and council services. Visiting Other Places And Holidays, Planning a holiday, Customs from different cultures home and abroad.</p> <p>Caring For Your Environment Your duties as a citizen both statutory and non-statutory. Compassion and Respect. 'The Common Good' and understanding the importance of caring for people and our community/society</p> <p>Your Skills Your Career Careers and route to employment/college course Application forms, Personal information. CV writing.</p> <p>The World Of Work Pathways and next steps college or work. Expectations.</p> <p>Online Success How to use online services safely and to be able to access services for economic and personal use</p> <p>My Money Money, what we need it for. Bank accounts, saving and budgeting wisely. Pensions and NI.</p> <p>Employment Rights Confidentiality and Security; understanding protocols. Cyber security and data protection.</p>

10. Assessment

- 10.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 10.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- 10.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, practical tasks, discussion groups and quizzes, in order to monitor progress. Progress is recorded through our Assessment platform 'SOLAR', where evidence of learning successes is stored.

11. Monitoring and review

- 11.1. This policy will be reviewed by the Headteacher every 2 years.
- 11.2. Any changes to this policy will be communicated to all staff and other interested parties.
- 11.3. The next scheduled review date for this policy is July 2022.