



School Tier: College

Related Policies: Anti-Bullying Policy; Drugs & Substances Policy (pupils); ICT Policy; Policy for Pupils on Confidentiality Issues; Policy on dealing with Self Harm; Safeguarding and Child Protection Policy; RSE Policy

POLICY AIMS

Through the operation of this policy we aim to: promote the spiritual, moral, social, cultural, mental, and physical development of each pupil. We do this by providing opportunities, responsibilities, facilities, and experience in an atmosphere of support, guidance, and partnership with parents and pupils. Thus we prepare the individual for a fulfilling and responsible role in society as an adult, by providing them with the opportunity to reflect on personal and social wellbeing.

It is crucial to an effective PSHE strategy that the content of lessons promotes good models of health rather than just warning against unhealthy things: the PSHE policy seeks to inculcate good practice for young people's conduct in the world. In addition, good PSHE is both proactive and adaptive: where possible it sets the agenda by dealing with issues in an open fashion, but it can also shift and change to meet the needs of specific events as they unfold in either the world or the school community.

SECTION 1.

Preface

These aims are consistent with, and thus reinforce, the ethos of the School. The PSHE programme does not merely support the academic curriculum, but has its own educational purpose achieved by a structured scheme of work. Personal, social, health, careers, citizenship, emotional wellbeing, and financial capability are all closely linked through schemes of work delivered each year, which are themselves internally coherent but together build to a whole-school educational framework of PSHE.

SECTION 2.

PURPOSE

The PSHE programme works towards achieving the following:

1. To empower pupils with the basic skills, experiences, knowledge, and attitudes required to function well in a rapidly changing world. 'Functioning well' is understood to include (but by no means be limited to): the capacity for emotional self-reflection, an awareness of the importance of helping others, and the ability to work towards self-actualisation. Pupils should be prepared to be active, confident, and responsible members of wider society, both now and in the future.

2. To promote pupils' wellbeing and to equip them with the ability to critically reflect upon their choices, explore their options, and manage the risks that they may face in a complex contemporary world.
3. To ensure our pupils can develop a sense of self-worth and identity.
4. To develop several **Key Skills**:
 - i. The skills of enquiry, communication, responsible participation, active listening, and reflection; all of which will allow them to gain in confidence and self-discipline.
 - ii. To develop skills of working effectively with others.
 - iii. To develop the skills of problem solving.
 - iv. To develop the skills of critical reflection.
5. To learn **Social and Moral Responsibility** in order to:-
 - i. To foster a sense of moral fairness and social justice, including tolerance and respect for the rights of others.
 - ii. To respect different ways of life, beliefs, opinions and ideas.
6. To enable pupils to become progressively responsible for their aspects of their own lives which will encourage them to be resilient and independent, namely:
 - i. Personal development.
 - ii. Social development
 - iii. Health development
 - iv. Academic development
7. To ensure that pupils are proactively supported in order to create **an educational culture that prioritises safeguarding** (especially as outlined in KCSIE). In addition to complement national strategic goals surrounding the wellbeing of children within education, which might include:
 - i. Be healthy
 - ii. Stay safe
 - iii. Enjoy and achieve
 - iv. Make a positive contribution
 - v. Achieve economic well-being
8. To contribute towards the maintenance of good behaviour and an orderly atmosphere in the School, one that runs parallel to the School's underlying Christian ethos. This is conducive to achieving the broader aims of the School and more specifically to ensuring that the pupils reach their true academic potential.

SECTION 3.

OBJECTIVES

These objectives relate directly to the eight aims of the PSHE Policy at Worksop College and are intended to show how the aims are actually put into practice:

1. The PSHE scheme of work is one that introduces topics to the pupils at the appropriate time, and is thus progressive.
2. The scheme of work includes personal, social and health education, work-related learning, careers and financial capability.
3. Material is presented in an objective, balanced, and sensitive matter.
4. Lessons are conducted using as much in way of participatory learning and interactive exercises as is practicable.
5. Opportunities are frequently given for pupils to voice opinions, to work in groups, and to engage in discursive and independent peer-learning.
6. Pupils are encouraged to think for themselves so that they can manage their choices in a safe environment.
7. Effective INSET and training programmes for PSHE teachers is to be provided.
8. The Head of PSHE should liaise with external agencies, including The PSHE Association, and seek advice, information and support from them.
9. Outside speakers will be invited to speak to pupils about key issues wherever beneficial.

10. The PSHE coordinator will liaise with Ranby to ensure continuity of learning.

Section 4

Management

1. The Head of PSHE is responsible for developing the scheme of work, managing resources, and ensuring the above aims are being met.
2. The Head of PSHE should liaise with the Chaplain, the Head of Science and the Head of Futures to ensure cross referencing of subject matter.
3. Training will be provided as appropriate.
4. The team of PHSE teachers may be composed of a variety of teachers from different subject areas and of different ages. Pupils may change teachers every year.
5. All staff in the PHSE team will have access to a copy of the PHSE policy, the RSE policy, the scheme of work and a list of useful resources. These will be discussed at meetings as necessary.

Section 5

Cross-Curricular skills

It is the teacher's responsibility to show pupils how to learn (i.e. the skills) rather than just assimilate factual information. It is widely accepted that skills, together with flexibility and adaptability will be a major attribute for an individual. Basic skills are defined as those that are used widely across subjects and curricular areas, i.e.

1. Communication (language);
2. Numeracy;
3. Problem solving;
4. Personal and social skills;
5. Information technology capability.

Good use of language and numeracy are essential skills to develop and PHSE is an ideal forum for this to happen. In addition to the more formal methods of teaching, basic skills should be taught within a variety of curricular contexts by meaningful and relevant activities. Activities should:

- contain tasks which develop knowledge and understanding of others which develop problem solving skills;
- try and use pupils' own prior knowledge, experiences, interests or questions as starting points or as further lines of development;
- have a balance between independent and group work;
- consist of a variety of experiences, e.g. doing, observing, talking, listening, discussing with teachers and other pupils, reflecting, drafting, reading and writing;
- allow pupils to use different methods to present information, e.g. written work, word processing and oral presentation;
- ensure pupils use the conventions of effective discussion and conversation, e.g. taking turns and talking for an appropriate length of time;
- involve the use of ICT and interactive work.

Section 6

Programme Content

For a detailed description please refer to the scheme of work. It is essential that the curriculum includes information about the following:

- sexual education
- contraception

- sexually transmitted diseases
- abortion
- relationships
- sexting
- body image
- eating disorders
- self harm
- bullying
- grooming
- homophobia/biphobia/transphobia
- alcohol education
- drug education
- financial capability
- human rights
- racism
- poverty
- mental health
- bereavement
- life skills
- study skills
- work experience
- applying for jobs and interviews
- decision making
- the legal system
- the government
- crime and punishment
- global issues & warfare
- environmental issues
- wellbeing

	Health and well-being	Relationships	Living in the wider world	Health and well-being	Relationships	Living in the wider world
Workshop College PSHE EDUCATION: Key Stage 3-4 OVERVIEW — THEMATIC MODEL						
	Health & wellbeing	Living in the wider world	Relationships	Health & wellbeing	Relationships	Living in the wider world
Year 7	Transition and safety Transition to secondary school, Personal safety in school, Internet safety, Personal safety outside school including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM, Wellbeing programme	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies, Wellbeing programme	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid, Wellbeing programme	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography, Gender Identity	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change, Wellbeing programme	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities, Wellbeing programme	Next steps Application processes, and skills for further education, employment and career progression	Communication in Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

Workshop College PSHE EDUCATION: Key Stage 3-4 OVERVIEW RSE (Relationship Sex Education) Programme of Study/Overview				
Year 7	Year 8	Year 9	Year 10	Year 11
<p>Growing up</p> <p>Changes emotionally and physically (puberty). Inc awareness of changes in girls physically and emotionally</p> <p>Personal hygiene</p> <p>Getting along with parents/carers inc break up/divorce/separation</p> <p>Feelings and emotions</p> <p>Types of relationships between boys/girls, older/younger/ same sex couples. Sexual orientation</p> <p>Healthy/unhealthy relationships</p>	<p>What is a relationship (inc marriage, characteristics of other long term relationships, different types or committed stable relationships)?</p> <p>What is a positive relationship? Features of a positive relationship (inc sexual and non-sexual)</p> <p>What contributes to a negative relationship?</p> <p>Roles and responsibility of parents inc successful parenting</p> <p>How to deal with a breakdown in a relationship</p> <p>Appropriate/inappropriate relationships</p> <p>Sharing indecent images of children and the law</p>	<p>Child Sexual exploitation</p> <p>Trafficking (human and child)</p> <p>Role of sex in the media inc pornography. The impact of viewing harmful content.</p> <p>Use of social media and images</p> <p>Review of positive relationships. (follow up from year 8) criminal, violent, coercive control</p> <p>Types of contraception and how to access. Safe sex and choices</p> <p>Pregnancy (inc abortion – legal position, faith and miscarriage) and the pathways available for an unwanted pregnancy</p>	<p>Violent/unhealthy relationships (domestic abuse). What help is there?</p> <p>FGM</p> <p>Take an increased responsibility for monitoring own health/body. Checks. Testicular cancer</p> <p>STIs/STDs (inc sexual health clinics)</p> <p>Review of contraception for men and women</p> <p>How do you know when the time is right?</p>	<p>Meaning of 'consent'. How/ways to seek consent and to respect others' right to give, not give or withdraw consent to engage in different</p> <p>How the use of alcohol and drugs can lead to risky behaviour.</p> <p>To recognise the impact of drugs inc. alcohol in a relationship and sexual behaviour.</p> <p>Expectations concerning relationships and sexual activity</p>

Health and well-being

Living in the wider world

Relationships

Worksop College PSHE EDUCATION: Key Stage 3 OVERVIEW — THEMATIC MODEL

Topics

	Health & wellbeing	Living in the wider world	Relationships
Year 7	Transition and safety Transition to secondary school, Personal safety in school, Personal safety outside school including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying
	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Financial decision making Saving, borrowing, budgeting and making financial choices	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries

Lessons

Year 7	New beginnings, new school, our school community and Introduction to PSHE at Worksop College	Fairtrade	Friendships
	ABC (appropriateness, behaviour, consequences)	Knife crime	Anti-bullying
	Wants and needs	The media (inc fake news)	Cyber bullying
	Resilience	British Values and identity	E-safety
	Assertiveness	Anti-racism	Forgiveness
	Self esteem	Radicalisation and extremism	Conflict and resolution
	Personal hygiene	Refugees, asylum seekers and immigrants meaning	Discrimination, Gender equality, Growing up Changes emotionally and physically (puberty). Inc awareness of changes in girls physically and emotionally
	Mindfulness, Attention, Emotions, Recognising worry, Being here now, Moving Mindfully, Stepping back - watching thoughts, Befriending the difficult, Taking in the good, Pulling it all together	Money Budgeting and spending	Getting along with parents/carers (inc dealing with divorce/break ups) Appropriate relationships Types of relationships between boys/girls, older/younger/ same sex couples. Sexuality

Health and well-being

Living in the wider world

Relationships

Worksop College PSHE EDUCATION: Key Stage 3 OVERVIEW — THEMATIC MODEL

Topics

	Health & wellbeing	Living in the wider world	Relationships
Year 8	<p>Drugs and alcohol</p> <p>Alcohol and drug misuse and pressures relating to drug use</p>	<p>Community and careers</p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<p>Discrimination</p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>
	<p>Emotional wellbeing</p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p>	<p>Digital literacy</p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p>	<p>Identity and relationships</p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>

Lessons

Year 8	Healthy lifestyles, Mindfulness, Attention, Emotions, Recognising worry, Being here now, Moving Mindfully, Stepping back - watching thoughts, Befriending the difficult, Taking in the good, Pulling it all together	Communities	What is a relationship (inc marriage, characteristics of other long term relationships, different types or committed stable relationships)?
	Healthy living inc energy drinks	Pressure groups and campaigning	What is a positive relationship? Features of a positive relationship (inc sexual and non-sexual). Appropriate/inappropriate relationships (inc KS3 peer on peer abuse, sexual harassment)
	Hygiene inc vaccinations	Global organisations	What contributes to a negative relationship?
	Smoking/Vaping	Age responsibility	Roles and responsibility of parents inc successful parenting
	Drugs – part 1	Law and order	How to deal with a breakdown in a relationship
	Drugs – part 2	Young Legal Eagles	Sexting and sharing indecent images of children and the law
	First Aid	Growth/fixe d mindset	Anti-racism

Health and well-being

Living in the wider world

Relationships

Worksop College PSHE EDUCATION: Key Stage 3 OVERVIEW — THEMATIC MODEL

Topics

	Health & wellbeing	Living in the wider world	Relationships
Year 9	<p>Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p>Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p>Setting goals Learning strengths, career options and goal setting as part of the GCSE options process</p> <p>Employability skills Employability and online presence</p>	<p>Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>

Lessons

Year 9	Sleep and screen time	Peer pressure	Child Sexual Exploitation (CSE)
	Bereavement	Animal rights	Exploitation
	Eating disorders	Careers	Human trafficking
	Self-harm	Skills and qualities	Role of sex in the media inc pornography. The impact of viewing harmful content
	Alcohol	Government and politics	Use of social media and images
	Drugs	Consumerism	Review of positive relationships. (follow up from year 8) criminal, violent, coercive control
	Mindfulness, Attention, Emotions, Recognising worry, Being here now, Moving Mindfully, Stepping back - watching thoughts, Befriending the difficult, Taking in the good, Pulling it all together	Business and enterprise Business structure and organisation Global business Profit/loss Entrepreneurship	

Health and well-being

Living in the wider world

Relationships

Workshop College PSHE EDUCATION: Key Stage 4 OVERVIEW — THEMATIC MODEL

Topics

	Health & wellbeing	Living in the wider world	Relationships
Year 10	<p>Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>
	<p>Exploring influence The influence and impact of drugs, gangs, role models and the media</p>	<p>Work experience Preparation for and evaluation of work experience and readiness for work</p>	<p>Addressing extremism and radicalisation Communities, belonging and challenging extremism</p>

Lessons

Year 10	Mental Health (stress, depression, anxiety etc..) 2 lessons inc mindfulness	Crime and responsibility, inc county lines and knife crime (3 lessons)	Harassment and stalking (inc peer on peer abuse)
	The cult of celebrity	Crime and punishment	LGBTQ+
	Drugs awareness	Justice system inc young/youth offenders	Sexting, catfishing, upskirting and revenge porn
	FGM	Careers and post 16 education	Equality
	Take an increased responsibility for monitoring own health/body. Checks. Testicular cancer		Gender equality
	STIs/STDs (inc sexual health clinics)		Anti-racism
	Review of contraception for men and women		Predjudice and Stereotypes
	How do you know when the time is right?		Extremism
Mindfulness, Attention, Emotions, Recognising worry, Being here now, Moving Mindfully, Stepping back - watching thoughts, Befriending the difficult, Taking in the good, Pulling it all together		Violent/unhealthy relationships (domestic abuse). What help is there?	

Health and well-being

Living in the wider world

Relationships

Workshop College PSHE EDUCATION: Key Stage 4 OVERVIEW — THEMATIC MODEL

Topics

	Health & wellbeing	Living in the wider world	Relationships
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse
	Independence Responsible health choices, and safety in independent contexts	Life skills Understanding money, how to budget, how to save, buying a house, global issues	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships

Lessons

Year 11	Study Skills (inc managing stress and anxiety)	Money and finance	Abortion
	First Aid sessions	Spending, payments,	Euthanasia
	Addiction	Banking Mortgages Buying v renting Savings & pensions	Meaning of 'consent'. Howways to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of
	Mindfulness, Attention, Emotions, Recognising worry, Being here now, Moving Mindfully, Stepping back - watching thoughts, Befriending the difficult, Taking in the good,	Tax, NI, pay slips, Loans and de	How the use of alcohol and drugs can lead to risky behaviour
		Global issues Post 16 preparation Knife crime	To recognise the impact of drugs Inc. alcohol in a relationship and sexual
		Expectations concerning relationships and sexual activity	

Section 7

Accommodation and resources

Most lessons are timetabled within the teacher's own classroom and all teachers will have access to an interactive whiteboard. Computer rooms are available for whole class activities and can be booked weekly.

PHSE resources can be obtained from the PSHE Coordinator. We have at our disposal:

- Classroom worksheet resources
- DVDs
- Workbooks and activity books
- Online video clips
- Power points on the T drive

References:

Legal Framework:

General Guidance:

Technological:

Boarding Schools: