

PSHCE Policy



The Cottesloe School

Policy Type:	Non Statutory
Reviewed by:	Kelly Woodburn (PSHCE Leader), Elise West (PSHCE Governor) and Carolyn Stirk (Policies Governor) - 14 June 2023
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1. Introduction

Personal, Social, Health, and Citizenship Education is the school subject where students are able to develop key skills and attributes for lifelong learning and success in our ever-changing world. It not only affords opportunities to educate about risk taking behaviours but also self-management, resilience, empathy, critical thinking and to become informed consumers, who can take advantage of future opportunities, responsibilities and experiences as they move into adulthood. We believe that good PSHCE has the power to transform the life opportunities of our children.

2. Ethos & Intent

At The Cottesloe School PSHCE is a broad and balanced curriculum which is similar in its breadth and ambition as other subjects within the school. Our Curriculum takes into account the statutory requirements and local context of our students whilst affording space for students to acquire the knowledge and cultural capacity that they need to succeed in life. We have a strong desire to recognise and respond to the needs of our students and educate them to become fulfilled, successful and safe members of society. The PSHCE curriculum is designed with this ethos at the very heart of it. Each year students are invited to input their thoughts into the curriculum structure, along with the use of CHIMAT data from local health authorities, guidance from the Thames Valley Police newsletter for schools, and the statutory requirements for both PSHCE and RSE (Relationships and Sex Education – please refer to the RSE Policy). All of this aids us to write an age and maturity level appropriate curriculum, with suitable coverage of statutory content that suits the educational needs of our students at that specific time.

3. Curriculum Structure & Implementation

At The Cottesloe School students are taught PSHCE each week in a one-hour lesson predominantly within their tutor groups and with their form tutor. The aim of this structure is derived from the strong belief that the relationships between these groups of students and teachers will facilitate a safe and supportive learning environment for such high stakes conversations and content. Tutors although not specialists with this subject, are specialists of their tutor groups, and can tailor the resources and intended outcomes provided to the specific needs of their group.

Staff are given a written scheme of work with learning objectives, outcomes, key questions to ask, guidance notes, curriculum objectives to be met each lesson and links to accredited, age related resources. All of this can be found on the school's google drive. There is also a section for training materials and guidance documents for tutors who are unsure about the content that they are teaching.

We have a spiral curriculum which aims to build upon concepts covered throughout the years, and scaffolds the learning of students as they become more aware and engaged with the world around them. We reflect the local context of the students' experiences and developmental requirements as previously mentioned, by using CHIMAT data, the TVP newsletter and canvassing the student's opinion through surveys and questionnaires each year in the summer term. Resources used enable teachers to take a positive approach to teaching PSHCE which does not use shock or guilt but provides information which is realistic, relevant and reinforces social norms. All resources used are age and maturity level appropriate and accredited by the PSHE Association.

The curriculum is divided into three core themes. Over a whole academic year, each year group visits each key theme twice, covering different aspects of the theme as detailed in the table found on the school's website. The concepts covered fall under three main themes:

- *Health & Wellbeing – The focus of this core theme is to develop students' own identity in terms of their physical, emotional and mental health. There is also an element of RSE within this unit as students understand their body changes and the transitions into adulthood with managing risky situations and making informed choices about their health and wellbeing.*
- *Wider World - The focus of this core theme is to facilitate students in making informed real decisions about their lives through structured sessions focusing on careers, option choices, study skills, enterprise activities, managing personal finances.*
- *Relationships - The focus of this core theme is to develop skills in maintaining a variety of healthy relationships, within a range of social and cultural contexts. There is a focus on informing students how to seek support in negative relationships including bullying and abusive situations. There is a link here to RSE.*

4. Knowledge and skills to be gained at each Key Stage

Please see each appendix document for the intended outcomes for each core theme of the PSHCE curriculum:

- Appendix 1 – KS3 PSHCE Intended outcomes for Health and Wellbeing
- Appendix 2 - KS3 PSHCE Intended outcomes for Wider World
- Appendix 3 - KS3 PSHCE Intended outcomes for Relationships
- Appendix 4 – KS4 PSHCE Intended outcomes for Health and Wellbeing
- Appendix 5 – KS4 PSHCE Intended outcomes for Wider World
- Appendix 6 – KS4 PSHCE Intended outcomes for Relationships

5. Monitoring Impact

Lesson drop-ins are primarily used to gather evidence that there is a consistency in the quality of PSHCE education that our students receive. The most valuable measure of impact for our curriculum is the level of engagement from students and the recorded information about student's attitudes to learning in this key area of our schools' curriculum. This is triangulated with evidence from discussions with staff, evidence on Go4Schools and through the student questionnaires.

Assessment is used as a basis to promote new learning opportunities and to reflect upon what a student brings with them, in terms of attitude and understanding when approaching new content.

A "good" lesson will demonstrate the use of learning intentions for that lesson or sequence of lessons. The teacher will be able to demonstrate opportunities for baseline assessments and planned activities which build upon current thinking to reach intended outcomes. Lessons will provide students with opportunities to develop their capacity for pivotal progression, enabling them to reflect on what the learning means for their own lives and see the importance of why they are doing that concept at that time. Success in this area of our student's education is not results based but rather about sustaining learning and demonstrating students' understanding about themselves and the world around them. It is about the learning progress that they have made and recognising the journey of learning that is yet to come.

6. Marking and Feedback

Teachers will review students' work in order to assess whether they "can do" or "know more" and will use a variety of baseline assessments throughout the curriculum journey. Students are encouraged to reflect upon their own learning and the progress that they have made, and to transfer what this means to their lives in the wider community.

7. Training and responsibility from staff

Teachers use the published resources to engage students and promote effective and appropriate discussions about the key areas of learning. They are supported to become fluent in this subject area through CPD sessions and online learning platforms. A wealth of guidance documents are provided for staff within each Scheme of Work, to ensure that they have the most up to date information and are able to signpost students to both in school and out of school sources of support.

We will at times use external contributors for performances and presentations through assemblies and performances, for example the use of the Solomon Theatre company during 2023 for their Skin Deep knife crime performances and workshops.

8. Assemblies

PSHCE is taught in timetabled lessons each week however, our core values and healthy relationships agenda is also promoted and embedded with students and staff through our assembly programme. Tutors are given resources to be used during tutor time in follow up to the assembly theme enabling students to question and discuss the content of the week. With this we aim to link together our PSHCE curriculum with our pastoral support and whole school approaches, fostering a palpable community culture.

9. Links to Other Policies and Guidance

Anti-Bullying Policy.

Careers Education, Information, Advice and Guidance Policy.

Safeguarding and Child Protection Policy.

Collective Worship Policy.

Curriculum Policy.

Drug Education and Incident Management Policy.

E-Safety Policy.

Equality, Diversity and Community Cohesion Policy.

Keeping Children Safe in Education 2022.

Relationships and Sex Education Policy.

10. Review

This policy will be reviewed in two years (earlier if there are any legislative changes). However, the content of the curriculum will be reviewed each academic year in line with the intent and ethos set out within this policy. It is important to understand that in order to respond to the requirements of the students in the context of our school, resources and content must be regularly reviewed and updated.



KS3 PSHCE Health & Wellbeing Intended Outcomes
H1. To recognise their personal strengths and how this affects their self-confidence and self-esteem
H2. To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
H3. To be able to accept helpful feedback or reject unhelpful criticism
H4. To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
H5. To demonstrate an understanding of the characteristics of mental and emotional health and a range of healthy coping strategies for strategies for managing them both
H6. The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it
H7. To manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
H8. The risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM
H9. The importance of and ways of taking increased responsibility for their own physical health and personal hygiene
H10. The purpose and importance of immunisation and vaccination
H11. About the use of contraception, including the condom and pill; to negotiate condom use (see also Relationships)
H12. That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs
H13. The benefits of physical activity and exercise and the importance of sleep
H14. To recognise and manage what influences their choices about exercise
H15. The importance of, and strategies for, maintaining a balance between work, leisure and exercise
H16. What constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)

H17. What might influence their decisions about eating a balanced diet
H18. How the media portrays young people; to recognise its possible impact on body image and health issues
H19. That identity is affected by a range of factors, including the media and a positive sense of self
H20. Ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations
H21. To understand how the inappropriate use of mobile phones can contribute to accidents
H22. To perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)
H23. To understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety
H24. The positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)
H25. Factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis
H26. The law relating to the supply, use and misuse of legal and illegal substances
H27. To recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)
H28. The personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke
H29. The safe use of prescribed and over the counter medicines
H30. The risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'
H31. How to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use
H32. About cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices

KS3 PSHCE Wider World Intended Outcomes

W1. To recognise, clarify and if necessary challenge their own core values and how their values influence their choices
W2. The knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)
W3. The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities
W4. Strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives
W5. About the potential tensions between human rights, British law and cultural and religious expectations and practices
W6. About the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored
W7. To recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations
W8. About their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills
W9. To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
W10. Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work
W11. About the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
W12. About different work roles and career pathways, including clarifying their own early aspirations
W13. About the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes
W14. About the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process

W15. The benefits of being ambitious and enterprising in all aspects of life
W16. The skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit
W17. The importance of protecting their own and others' reputations; protecting their 'online presence': the concept of having a personal 'brand' that can be enhanced or damaged
W18. To assess and manage risk in relation to financial decisions that young people might make
W19. About gambling (including online) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others
W20. To explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)

**KS3 PSHCE Relationships
Intended Outcomes**

R1. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
R2. To further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise
R3. To further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
R4. To explore the range of positive qualities people bring to a variety of relationships
R5. That relationships can cause strong feelings and emotions (including sexual attraction)
R6. The features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)
R7. That the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships
R8. Different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
R9. The nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
R10. That marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable
R11. The roles and responsibilities of parents, carers and children in families
R12. How to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
R13. To understand the importance of friendship and to begin to consider love and sexual relationships in this context
R14. To understand what expectations might be of having a girl/boyfriend
R15. To consider different levels of intimacy and their consequences

R16. To acknowledge and respect the right not to have intimate relationships until ready
R17. About readiness for sex and the benefits of delaying sexual activity
R18. That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected
R19. About the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
R20. How to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent
R21. About contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships
R22. About the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances
R23. to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)
R24. About the difference between assigned/biological sex, gender identity and sexual orientation
R25. To recognise that there is diversity in sexual attraction and developing sexuality
R26. The terms associated with sex, gender identity and sexual orientation and to understand accepted terminology
R27. About the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so
R28. To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
R29. The support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them
R30. To recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it
R31. To understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours

R32. To understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns
R33. Laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon
R34. About the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support
R35. The safe and responsible use of information communication technology (including safe management of own and others' personal data including images)
R36. To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy
R37. How to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns
R38. When the sharing of explicit images may constitute a serious criminal offence

KS4 PSHCE Health & Wellbeing Intended Outcomes
H1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this
H2. To make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism
H3. Strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing
H4. The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)
H5. (reinforcing and building on key stage 3 learning) To recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it
H6. To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)
H7. How to take increased responsibility for maintaining and monitoring their own health
H8. How lifestyle choices affect a developing foetus
H9. About STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk
H10. To recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes
H11. To assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons
H12. How to recognise and follow health and safety procedures
H13. How to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)
H14. About personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)

H15. The short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke
H16. Understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns
H17. The wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle
H18. About checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS

KS4 PSHCE Wider World Intended Outcomes
W1. To evaluate their own personal strengths and areas for development and to use this to inform goal setting
W2. About the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace
W3. To think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)
W4. To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
W5. How to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others
W6. How social media can offer opportunities to engage with a wide variety of views on different issues
W7. To recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views
W8. The legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks
W9. About harassment and how to manage this (including in the workplace); the legal consequences of harassment
W10. How their strengths, interests, skills and qualities are changing and how these relate to future employability
W11. About the information, advice and guidance available to them and how to access the most appropriate support
W12. To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
W13. About the range of opportunities available to them for career progression, including in education, training and employment
W14. About changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed
W15. To research, secure and take full advantage of any opportunities for work experience that are available
W16. About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)

W17. Attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
W18. About confidentiality in the workplace, when it should be kept and when it might need to be broken
W19. To develop their career identity, including how to maximise their chances when applying for education or employment opportunities
W20. To recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.
W21. To be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
W22. Their consumer rights and how to seek redress

KS4 PSHCE Relationships Intended Outcomes
R1. Strategies to manage strong emotions and feelings
R2. The characteristics and benefits of positive, strong, supportive, equal relationships
R3. That living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
R4. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)
R5. To recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
R6. Managing changes in personal relationships including the ending of relationships
R7. To develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support
R8. About the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
R9. About the impact of domestic abuse (including sources of help and support)
R10. The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
R11. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
R12. How to access such organisations and other sources of information, advice and support
R13. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
R14. To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)
R15. How to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity

R16. To recognise when others are using manipulation, persuasion or coercion and how to respond
R17. To understand the pernicious influence of gender double standards and victim-blaming
R18. To recognise the impact of drugs and alcohol on choices and sexual behaviour
R19. To manage unwanted attention in a variety of contexts (including harassment and stalking)
R20. To understand and respect others' faith and cultural expectations concerning relationships and sexual activity
R21. To assess readiness for sex
R22. About accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3
R23. To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
R24. The reasons why parents choose to adopt/foster or to place children for adoption/fostering
R25. About abortion, including the current legal position and the range of beliefs and opinions about it
R26. The pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support
R27. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age
R28. About the options open to people who are not able to conceive
R29. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)