



PERSONAL SOCIAL HEALTH EDUCATION (PSHE) & **CITIZENSHIP **POLICY****

**Approved by
PHGS Senior
Leadership:** **May 2023**

**Last
reviewed:** **May 2023**

**Next review
due by:** **May 2025**

**Prince
Henry's
Grammar
School:** **Personal Social Health Education (PSHE) &
Citizenship Policy**

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PSHE and Citizenship Programme of Study for Key Stages 3 and 4

Statement of intent

Prince Henry's Grammar School believes that a strong PSHE and Citizenship education is important to help our students develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE and Citizenship curriculum is intrinsically linked to our RSE, health education and pastoral care programme.

The vision for students, staff and others linked to our school is exemplified by our core school values. These are especially important in the planning, delivery and reputation of PSHE and Citizenship in school.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our students and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and students are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our students and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all students, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE and Citizenship 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 policy via the school website where it, and the PSHE curriculum, will be available to read and download.

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
 - RSE and Health Education Policy
 - Child Protection and Safeguarding Policy

2. Key roles and responsibilities

- 2.1. The governing board has overall responsibility for the implementation of the school's PSHE Policy.
- 2.2. The governing board has overall responsibility for ensuring that the PSHE 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 Assistant Headteacher for Learner Support and DSL has overall responsibility for reviewing the PSHE Policy annually.
- 2.4. The Assistant Headteacher for Learner Support and DSL has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.5. The Assistant Headteacher for Learner Support and DSL in collaboration with the PSHE and Citizenship Curriculum Leader will be responsible for the day-to-day implementation and management of the PSHE Policy.
- 2.6. The PSHE and Citizenship Curriculum Leader is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work at KS3 and 4 to ensure a comprehensive education that achieves the aims laid out in this policy.

- 2.7. The school will consult with parents to ensure that the RSE and health education elements, as well as the broader 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 students are also involved in the creation of this policy through regular student feedback, and/or class discussions.

3. Aims of the PSHE and Citizenship curriculum

- 3.1. Students will learn to do the following, as part of a spiral curriculum that revisits and builds upon these topics in an age/stage appropriate way:
 - 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 good 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 and Citizenship.
- 4.2. Teaching is student-centred with an emphasis on active learning techniques such as discussion and collaborative group work.

- 4.3. Clear ground rules for PSHE and Citizenship are in place and regularly revisited to ensure a safe, supportive and positive learning environment for all students. These include:
- Everyone has the right to be heard and respected.
 - Appropriate and accurate language must be used; ask if unsure.
 - Comment on what was said, not the person who said it.
 - No sharing of our own, or anyone else's, personal experiences.
 - You can choose to speak or not; you're welcome to just listen.
 - All genuine questions are welcome and free from judgement.
- 4.4. Students learn research and study techniques and can engage in investigations and problem-solving activities.
- 4.5. All students 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 to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by teaching staff 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 our school.
- 4.7. The school consults with the local community on matters related to PSHE and Citizenship to ensure that local issues are covered in lessons.
- 4.8. Students' questions, unless inappropriate, are answered respectfully by teachers in a timely manner; this may be within the lesson or followed up later to ensure an accurate and pertinent response.

5. Timetabling and cross-faculty involvement

- 5.1. The school uses direct teaching via fortnightly sessions where the usual timetable is suspended for a 1-hour teaching slot for PSHE and Citizenship content. In addition, there are two calendared days where all five periods are dedicated to PSHE and Citizenship Education, as well as a global citizenship day: Timanyane Day in July.
- 5.2. *PSHE and Citizenship is taught within distinct themes: Health and Well-Being, Personal and Social Relationships, Life in the Wider World and Preparing for the Future.* During each of the three terms, plus two calendared drop-down days, each year group will have a topic within one of these over-arching themes in a spiral curriculum that revisits and develops key concepts throughout KS3 and KS4.
- 5.3. PSHE and Citizenship is delivered predominantly by form tutors, utilising the existing relationship between staff and students, as well as other teaching staff. Additionally, there are some external guest speakers and workshops, where appropriate.

- 5.4. This learning is also supported by the pastoral programme, including tutor periods, the assembly programme and other curriculum subjects.
- 5.5. The school ensures cross-curricular learning through discussion between faculties, tutors and other relevant areas.
- 5.6. The PSHE planned curriculum is enhanced by subject areas taking the opportunity to highlight PSHE topics as part of their curriculum.
- 5.7. The PSHE and Citizenship Curriculum Leader works with the pastoral team to ensure that students feel comfortable both with their learning and in indicating that they may be vulnerable and at risk.

6. Safeguarding, reports of abuse and confidentiality

- 6.1. All staff are aware of the sensitive and challenging nature of some PSHE and Citizenship content, as well as the likelihood for it to prompt safeguarding concerns or disclosures.
- 6.2. 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.
- 6.3. Every lesson reinforces that, if students 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.
- 6.4. All staff are aware of what constitutes peer-on-peer abuse. 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.
- 6.5. 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.
- 6.6. All staff are aware of the associated risks surrounding students' involvement in serious crime, and understand measures in place to manage these.
- 6.7. 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). 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 must personally report this to the police.
- 6.8. Staff are aware of KCSIE advice concerning what to do if a student 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 must 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.
- 6.9. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- 6.10. The school is aware that, when teaching these subjects, topics including self-harm and suicide may be raised by students. Teachers recognise the risks of encouraging or making suicide seem a more viable options for students, and avoid 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

- 7.1. The school uses questioning, discussion and other methods during initial PSHE lessons and starter activities to ascertain 'where students are' in terms of their knowledge and understanding of various subjects. The delivery and content can be adjusted to reflect this.
- 7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 7.3. Adaptations are made for those for whom English is an additional language to ensure that all students can fully access PSHE educational provision.

- 7.4. Teaching and planning of PSHE and Citizenship considers the sensitive nature of some content; to alleviate negative impact upon specifically vulnerable students, the pastoral teams are involved in advance to flag potential issues and to ensure students are appropriately provided for.
- 7.5. All students with SEND receive PSHE education, with content and delivery tailored to meet their individual needs. This is done in collaboration with the SENCO and SEND team where necessary to ensure students are appropriately provided for.
- 7.6. The school will deliver RSE and health education as part of its timetabled PSHE programme, having due regard to the school's Secondary School RSE and Health Education Policy.

8. KS3 and 4: Programmes of Study

- 8.1. The full structure and curriculum plan for PSHE and Citizenship provision is available in Appendix 1.

9. Assessment

- 9.1. The school sets the same high expectations of the quality of students' work in PSHE and Citizenship as for other areas of the curriculum. A strong curriculum builds on knowledge students have previously acquired, including from other subjects, with regular feedback on their progress.
- 9.2. Lessons are planned and delivered to ensure students of differing abilities are suitably challenged. Learning is monitored, identifying where students need extra support or intervention.
- 9.3. Students' knowledge and understanding is assessed through formative assessment methods such as questioning, written tasks, discussion groups and quizzes, in order to monitor progress.
- 9.4. The spiral nature of the curriculum means prior learning is routinely revisited, developed and built upon to allow them to engage with the material and draw links between their learning, which should prepare them well for synthesising new information in school, as well as in their lives beyond.

10. Monitoring and review

- 10.1. This policy will be reviewed by the Assistant Headteacher for Learner Support and DSL on an annual basis.
- 10.2. Any changes to this policy will be communicated to all staff and other interested parties.
- 10.3. This policy will be reviewed every two years or sooner where appropriate.
- 10.4. The next scheduled review date for this policy is May 2025.

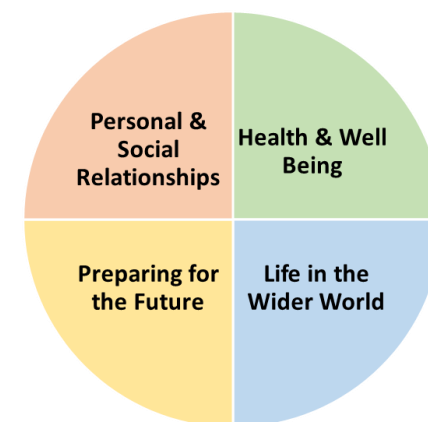
**Appendix 1:
PSHE and Citizenship Programmes of Study
Key Stages 3 and 4**

PHGS 2023 onwards

PSHE and Citizenship Provision

For each year group, the following key areas will be covered across the academic year:

- Personal and social relationships
- Health and well-being
- Preparing for the future
- Life in the wider world



PSHE and Citizenship will be delivered in fortnightly sessions where students will be taken off their usual timetable for a 1-hour teaching slot, each fortnight. In addition, there will be two full days where the normal timetable is suspended and the five periods are dedicated to PSHE. Each of the three terms, plus two calendared drop-down days, will have one of these as an over-arching theme to ensure continuity and meaningful learning for our students in a spiral curriculum; this allows them to engage with the material and draw links between their learning, which should prepare them well for synthesising new information in school, as well as in their lives beyond.

Each term or day will typically include a range of different sessions, including external speakers, taught lessons and practical workshops that allow students to approach each of the key themes from a range of different perspectives and learning styles.

Students will have a designated PSHE and Citizenship exercise book kept by their tutors, where all relevant work will be completed; this includes all termly sessions, drop-down days, connected tutor sessions and some other activities/speakers/assemblies. While this will stay in school, there may be opportunities at Parents' Evenings or other face-to-face meetings for parents to see this, as requested.

Staff also receive a number of professional development opportunities to enable them to offer confident and high-quality education across the PSHE and Citizenship curriculum.

<i>PSHE Delivery</i>	<i>DATES</i>	<i>Year Group Theme</i>		<i>Topic and Sessions</i>	<i>Key Learning and Statutory Content</i>
Term 1	<i>September - December</i>	7	Personal and Social Relationships	<u>Transition to Secondary School</u> <ul style="list-style-type: none"> <input type="checkbox"/> Getting to know each other <input type="checkbox"/> Library Induction <input type="checkbox"/> Letter writing to future self <input type="checkbox"/> Learning in a safe environment <input type="checkbox"/> Positive Relationships <input type="checkbox"/> We all have Mental Health 	Exploring new personal and social relationships that Year 7 students are likely to be making in their early days of secondary school, including forming positive relationships, understanding expectations , and looking to their future at Prince Henry's .
			Health and Well Being	<u>Ways of Coping</u> <ul style="list-style-type: none"> <input type="checkbox"/> Drinking Alcohol <input type="checkbox"/> Sleeping Habits <input type="checkbox"/> Dealing with Change <input type="checkbox"/> Online stress and FOMO <input type="checkbox"/> Body image <input type="checkbox"/> All About Drugs (illegal) 	Exploring ways of coping with some of the common challenges in young people's lives, including alcohol consumption, drugs, sleep habits, body image and online stress .
		9	Personal and Social Relationships	<u>Intimate Relationships</u> <ul style="list-style-type: none"> <input type="checkbox"/> The Basics of Consent <input type="checkbox"/> Preventing STIs <input type="checkbox"/> Contraception <input type="checkbox"/> Unplanned Pregnancy <input type="checkbox"/> Sex in the Media <input type="checkbox"/> Vaginal and Vulval Health 	Exploring the realities of intimate relationships, particularly focusing on the importance of consent, making sense of relationships, contraception, unplanned pregnancy, sexual health and the portrayal of sex in the media .
			Preparing for the Future	<u>Being Financially Informed</u> <ul style="list-style-type: none"> <input type="checkbox"/> Money Choices <input type="checkbox"/> Understanding Debt <input type="checkbox"/> Work, Money and Taxation <input type="checkbox"/> Financial Risk and Security <input type="checkbox"/> Impact of Advertising <input type="checkbox"/> Tackling Homelessness 	Recognising and evaluating different financial concepts and choices, including managing debt, employment, income, taxation, risk, security and independence , as well as the impact of spending and advertising .
		11 (x5)	Life in the Wider World	<u>Families and the Future</u> <ul style="list-style-type: none"> <input type="checkbox"/> Legal Status of Marriage <input type="checkbox"/> Long-Term Commitments 	Considering some of the personal and family realities young people may face now and in the future, specifically exploring experiences

				<input type="checkbox"/> Parenting <input type="checkbox"/> Pregnancy and Childbirth <input type="checkbox"/> Fertility and Loss	surrounding family diversity, marriage, pregnancy, fertility, loss and parenthood.
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<i>PSHE Delivery</i>	<i>DATES</i>	<i>Year Group Theme</i>		<i>Topic and Sessions</i>	<i>Key Learning and Statutory Content</i>
Drop Down DAY 1	Mid- November	7	Health and Well Being	<u>Healthy Lives</u> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Safety <input type="checkbox"/> Puberty <input type="checkbox"/> Smoking <input type="checkbox"/> The Eatwell Guide <input type="checkbox"/> Dental Health 	Focusing on staying both physically and mentally well, during a period of significant change in young people's lives, including conversations on puberty, personal hygiene, developing healthy habits and awareness of personal safety.
		8	Life in the Wider World	<u>Introducing Digital Literacy</u> <ul style="list-style-type: none"> <input type="checkbox"/> Causes of Cybercrime (#1) <input type="checkbox"/> Effects of Cybercrime (#2) <input type="checkbox"/> Exploring Social Media <input type="checkbox"/> Spotting Fake News <input type="checkbox"/> The Reality of Life Online 	Examining the realities of living in a digital age and the importance of being technologically literate; sessions will explore life online, including age restrictions and accessibility, social media use, news and media outlets, and security online.
		9	Health and Well Being	<u>Choices and Influences</u> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding the Law <input type="checkbox"/> Gang Culture <input type="checkbox"/> No Knives, Better Lives <input type="checkbox"/> Being Assertive <input type="checkbox"/> Drugs: The Law and Managing Risk 	Examining the choices and influences of young people that may impact their physical and mental wellbeing; sessions will explore gang culture, carrying weapons, types of behaviour and the implications of drugs and alcohol.
		10	Personal and Social Relationships	<u>21st Century Relationship Realities</u> <ul style="list-style-type: none"> <input type="checkbox"/> Consent Continued <input type="checkbox"/> Pornography <input type="checkbox"/> Relationship Abuse <input type="checkbox"/> Sharing Sexual Images <input type="checkbox"/> Understanding Sex and Gender 	Exploring and revisiting the realities of romantic and sexual relationships for young people today; sessions will include societal concepts of sex and gender, consent, coercion and exploitation, conducting relationships online, pornography.

		11	Preparing for the Future (inc.Sixth Form tasters)	<u>Post-16 Pathways</u> <ul style="list-style-type: none"> <input type="checkbox"/> Unifrog Careers Research <input type="checkbox"/> Sixth Form TASTERS (x3) <input type="checkbox"/> Non-Academic Pathways <input type="checkbox"/> Setting SMART goals 	Focusing on students' imminent post-16 pathways choices, there will be the opportunity to select and attend taster sessions in various Sixth Form subjects, as well as time for SMART goal setting, study skills and college and apprenticeships pathways .
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PSHE Delivery	DATES	Year Group Theme		Topic and Sessions	Key Learning and Statutory Content
Term 2	January-March	7	Preparing for the Future	<u>Developing Skills and Aspirations (+Unifrog)</u> <ul style="list-style-type: none"> <input type="checkbox"/> Careers Library Treasure Hunt <input type="checkbox"/> What are skills? <input type="checkbox"/> Recording activities <input type="checkbox"/> Interest profile <input type="checkbox"/> The dream job <input type="checkbox"/> Study Skills 	Working on developing students' personal goals and academic targets , with identification of needs and wants, skills and attributes , early career aspirations and positive, productive study skills .
		8	Personal and Social Relationships	<u>Building Identity and Relationships</u> <ul style="list-style-type: none"> <input type="checkbox"/> British Values <input type="checkbox"/> Gender and Sexual Identities <input type="checkbox"/> ImWithSam- Learning diversity <input type="checkbox"/> Influencer Marketing <input type="checkbox"/> Understanding Autism <input type="checkbox"/> Loss and Bereavement 	Exploring young people's personal identities and interpersonal relationships, with session content including students' sense of identity, self-confidence and influences, awareness of learning disabilities and the variety of gender identity and sexual orientation .
		9 (x5)	Life in the Wider World	<u>Employability and Managing Money</u> <ul style="list-style-type: none"> <input type="checkbox"/> Money Personalities <input type="checkbox"/> Online Reputation <input type="checkbox"/> The Future of Work <input type="checkbox"/> Value for Money <input type="checkbox"/> Your Financial Journey 	Revisiting the employment market and student awareness of budgeting and financial management; sessions cover spending and personality types, getting value for money, bank accounts and transactions, positive personal image and considering the world of work .
		10	Life in the Wider World	<u>Addressing Extremism</u> <ul style="list-style-type: none"> <input type="checkbox"/> L1- Valuing Diversity 	Examining life in an increasingly globalised and politicised world, including addressing diversity, extremism and radicalisation , as well as

				<input type="checkbox"/> L2- Understanding and Preventing Extremism <input type="checkbox"/> L3- Radicalisation <input type="checkbox"/> Black Lives Matter- Red Cross <input type="checkbox"/> NewsWise- Media Bias <input type="checkbox"/> Serious and Organised Crime	understanding the politics and bias of the media, and challenging inequality and discrimination.
		11	Health and Well Being (inc. exam prep/revision strategy)	<u>Managing Life in Exam Season</u> <input type="checkbox"/> Revision strategies <input type="checkbox"/> Lifestyles and wellbeing <input type="checkbox"/> Influences on lifestyle decisions <input type="checkbox"/> Goals and Growth <input type="checkbox"/> Revision workshops	Exploring the challenges of life during exam season; sessions focusing on managing stress, revision strategies, benefits of healthy eating and exercise, work-life balance and opportunities for subject specific revision workshops.

<i>PSHE Delivery</i>	<i>DATES</i>	<i>Year Group Theme</i>		<i>Topic and Sessions</i>	<i>Key Learning and Statutory Content</i>
Drop Down DAY 2	Late January	7	Life in the Wider World	<u>Diversity and Justice</u> <input type="checkbox"/> Introduction to Human Rights <input type="checkbox"/> Balancing Human Rights <input type="checkbox"/> Purpose of Charity <input type="checkbox"/> Charity Planning <input type="checkbox"/> Prejudice and Discrimination	Identifying and evaluating core values in young people's lives to ensure everyone can co-exist fairly and equally within society; sessions will explore prejudice and discrimination, action and charity groups, human rights and diversity.
		8	Life in the Wider World	<u>Exploring our Experiences</u> <input type="checkbox"/> FGM <input type="checkbox"/> The Belonging Toolkit <input type="checkbox"/> Changing Faces <input type="checkbox"/> The Adoptables <input type="checkbox"/> Transphobia: Anne Frank Trust	Discovering the realities of students' own and alternative lived experiences, encouraging insight and empathy for different identity, sense, cultural, socio-economic and other life experiences.
		9	Preparing for the Future (inc. GCSE options tasters)	<u>Preparing for GCSEs and Beyond</u> <input type="checkbox"/> Taster sessions x3 <input type="checkbox"/> GCSE: Choices, choices <input type="checkbox"/> Developing KS4 Learning Skills	Focusing on students' forthcoming GCSE/KS4 options choices, there will be the opportunity to select and attend taster sessions in various subjects, as well as time for goal setting, study skills and future pathways discussions.

		10	Health and Well Being	<u>Fostering Independence</u> <ul style="list-style-type: none"> <input type="checkbox"/> Breast Cancer Awareness <input type="checkbox"/> Testicular Cancer Awareness <input type="checkbox"/> Organ and Blood Donation <input type="checkbox"/> Vaccinations <input type="checkbox"/> Pressure for Perfection 	Encouraging students to take an active and independent role in their own well-being and health decisions, introducing self-examination, health risks, vaccinations, cosmetic alterations and blood, organ and stem cell donation .
		11	Personal and Social Relationships	<u>Communicating Your Needs</u> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> My Values in Relationships <input type="checkbox"/> Solving Problems <input type="checkbox"/> Stress Management <input type="checkbox"/> Unhealthy Relationships 	Identifying and evaluating the need for communication in various types of relationships , including intimate and sexual relationships, warning signs of unhealthy relationships , as well as assessing other needs as a young adult .

<i>PSHE Delivery</i>	<i>DATES</i>	<i>Year Group Theme</i>		<i>Topic and Sessions</i>	<i>Key Learning and Statutory Content</i>
Term 3	April- July	7	Personal and Social Relationships	<u>Moving Friendships Forward</u> <ul style="list-style-type: none"> <input type="checkbox"/> Coercive Friendships <input type="checkbox"/> Bullying <input type="checkbox"/> Forgiveness <input type="checkbox"/> Importance of Kindness <input type="checkbox"/> Developing Independence <input type="checkbox"/> Reflections of Year 7 	Revisiting some of the personal and social aspects of life as a Year 7 student first introduced in September, focusing on reflections on the first year, student self-worth, maintaining positive and healthy relationships with peers , including identifying and avoiding bullying .
		8	Preparing for the Future	<u>Employment and Earnings</u> <ul style="list-style-type: none"> <input type="checkbox"/> Enterprise Adventures <input type="checkbox"/> Work and Money <input type="checkbox"/> Changing Payments <input type="checkbox"/> Budgeting <input type="checkbox"/> Careers Research <input type="checkbox"/> End of Year Review 	Investigating the employment market from the perspective of under 16s, with part-time work and volunteering as a minor; students will also revisit their relevant skills and attributes , explore pocket money, budgeting , and possible careers research .
		9	Health and Well Being	<u>Healthy Mind, Healthy Body</u> <ul style="list-style-type: none"> <input type="checkbox"/> First Aid- Red Cross <input type="checkbox"/> Physical and Mental Wellbeing 	Identifying and engaging with how to keep a balance of good physical and mental health, including exploration of mental health triggers, assessing

				<input type="checkbox"/> Teenage Cancer Trust <input type="checkbox"/> The Sleep Factor <input type="checkbox"/> Equal Health Opportunities <input type="checkbox"/> End of Year Review	support and treatment, the importance of sleep, as well as focus on first aid, cancer and keeping physically well.
		10 (x5)	Preparing for the Future	<u>Life Online and Digital Literacy</u> <input type="checkbox"/> Fact Vs. Fiction <input type="checkbox"/> Three Sides to the Story <input type="checkbox"/> Us Vs. Them <input type="checkbox"/> Speaking Up, Speaking Out <input type="checkbox"/> Becoming an Internet Citizen	Considering the way that young people’s lives have been shaped and influenced by the living in the internet age; sessions will explore social media, personal and professional reputation, assessing bias, reliability and accuracy, self-worth and resilience.
		11	REVISION and Exam Prep	<input type="checkbox"/> End of Year Review	
		11	Study Leave		

Timanyane Day

The final drop-down day in July hosts PHGS’s global citizenship focus, with a wide range of PSHE and Citizenship themes addressed by speakers, workshops and activities that differs each year.