

# **Welcome to the Personal, Social, Health and Education Department – PSHE**

Subject Leader                      Mrs G Young

Teachers                                Miss M Bruce, Mr T Fitton, Mr D Hebden, Mrs T King,  
Mrs T Lester, Mr A Vickers, Mr S Oliver

## **Subject Overview**

Personal, Social and Health Education (PSHE) is a planned programme of learning through which children and young people acquire the knowledge, attitudes and skills they need to manage their lives in a range of contexts. Supporting the whole school through discrete lessons and schemes of work, PSHE develops the qualities and attributes students need to thrive as individuals, family members and members of society. The subject has the overarching concept of “Life in Modern Britain” and based on three core themes: Health and Wellbeing; Relationships; Living in the Wider World. There is broad overlap and flexibility across these themes.

## **Teaching Aims and Objectives**

The department aims to engage and inspire students to be passionate about the world in which they live and inquisitive about their place within it. Students will be taught about the values and attitudes consistent with “Life in Modern Britain” (LIMB).

Students learn to be effective problem solvers and risk managers in the context of sex and relationships, alcohol and drug use, financial risk management and future career aspirations. Students are encouraged to question, think, reflect, not pre-judge and be confident in their opinions but not be afraid to have their opinion challenged by others.

Students will cover topics as wide ranging as online safety, child sexual exploitation (grooming and coercion, online risks), female genital mutilation, extremism, domestic and relationship abuse, body image in order to make sure they are aware of the consequences of risky behaviour and know what to do if they become involved in any risky behaviours.

## **Course Information**

### **Key Stage 3**

In Year 7, all students have one hour per week of PSHE teaching time and one hour per fortnight in Year 8.

Year 7                      Transitions, personal protective behaviours (including road safety), staying safe online (including social media, sexting, webcamming and grooming), puberty, making a positive contribution, peer pressure (including smoking, alcohol and drugs) and respecting diversity within society (sexual, racial, LGBTQ+, hate crime, immigration).

Year 8 Self-awareness, body image, diet & eating disorders, first aid, healthy relationships (including how online behaviour affects social groups and how pressure can affect personal relationships), healthy lifestyle planning and dental care.

### **Key Stage 4**

During key stage 4, all students follow PSHE on a rotation with RS (changing approximately every 6 weeks).

Year 9 Relationships sex, law and consequences (including contraception) the effects of easy to access pornography, forced marriage, FGM, honour based violence, mental health (self-harm linked to FOMO, Social Media, Sleep, Drugs), 'Gateway Drugs' (smoking, alcohol and drugs).

Year 10 Sexual health & reproduction (pregnancy, abortion, adoption, miscarriage, fertility, the impact of alcohol/smoking/drugs on pregnancy, contraception, STIs, including HIV/AIDS menopause), stress management and emotional intelligence (exam stress and pressure, emotional well-being, stigma), health & prevention (cancer, bereavement & loss, immunisation & vaccination, blood, organ & stem cell donation).

Year 11 Drugs – 'county lines' & criminal exploitation gangs, child exploitation, modern day slavery).

### **Homework Expectations (Including ICT resources and websites)**

Students in Year 7 are not set PSHE homework until after October half-term. Year 8 are set homework every other week. Year 9 are set homework during their rotations. There is no homework set in Year 10 and 11 rotations.

### **Marking and Assessment**

Marking is done in line with the school policy and each module contains a specific assessment point. Ipsative assessment is used where possible through the modules – a student acknowledges what they know at the start of a module, and then adds to this at key points as to show progress towards outcomes. Students use this as a way of assessing whether they are working towards, at, or beyond their key stage target. Students are set a 'reflective' piece of work as part of each module studied (years 7 – 9) to gauge their understanding of the topic.

### **Examinations**

This is a non-examined course.