



**PERSONAL, SOCIAL, HEALTH
AND ECONOMIC EDUCATION
POLICY (PSHE)**

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To be read in conjunction with:

Safeguarding and Child Protection Policy
Relationships and Sex Education Policy
British Values Statement
Careers Education and Guidance Policy
Anti-Bullying and Anti-Discrimination Policy
Teaching and Learning Policy
Behaviour for Learning Policy
Equality Policy

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1. Introduction

Personal, Social, Health and Economic Education (PSHE) is a planned programme of study through which young people develop the knowledge, skills and understanding that they need to manage their lives now and in their futures. PSHE is part of the whole College approach, which gives every child an equal opportunity to develop the skills, and knowledge they need to thrive now and in the future.

Within PSHE we study a wide range of concepts which help to develop pupils into well-rounded individuals who are ready for life in 21st century. Students will have the opportunity to develop their moral compass through the study of a range of challenging topics. Students will discuss a range of ways to keep themselves safe in the 21st century with a clear focus on internet safety and online bullying. Students will develop a deep knowledge of how to deal with difficult situations and where to look if they ever need help and support throughout life. A range of topics such as contraception, abortion and consent will encourage pupils to develop an understanding and level of empathy for difficulties faced in modern day society. Students will develop an understanding of the right to freedom of speech within the rule of law; students will debate on topics such as asylum, migration and democracy. All the topics, which are studied within PSHE, are to help guide students into becoming global citizens in a world full of uncertainty with hope.

DFE Requirements: From 2020, Personal, Social, Health and Economic Education are compulsory in applicable schools in England. This subject will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British Society (Dfe 2021).

This policy covers our College's approach to Personal, Social, Health and Economic Education. It was produced by the College through consultation with the DfE statutory guidance September 2021, alongside guidance from the PSHE Association suggested programme of study.

Students have been involved in the creation of this policy through the use of student voice questionnaires which have been conducted within their PSHE lessons. Key needs identified by pupils were the need for more focus on the study of economics and finance.

Parents and carers will be informed about the policy through the College website. Parents and carers who require this policy in hard copy should contact the College.

2. Statement of Intent

At Helston Community College our PSHE aim is to prepare students for adulthood; to help them make critical decisions and to make informed choices about how to live a healthy and fulfilling life.

Our students will have the opportunity to develop their moral compass through the study of a range of challenging topics. Students will discuss a range of ways to keep themselves safe in the 21st century with a clear focus on internet safety and online bullying. Students will develop a deep knowledge of how to deal with difficult situations and where to look if they ever need help and support throughout life.

Our teachers will encourage pupils to develop an understanding and level of empathy for difficulties faced in modern day society. All of the topics, which are studied within PSHE, are to help guide students into becoming global citizens with a rich level of cultural capital.

3. Whole College Approach

PSHE provision across the College is provided in a number of ways:

Provision	Intent
PSHE Programme in tutor time and assemblies.	This aims to promote positive relationships and develop aspects of Careers Education Information and Guidance (CEIAG) and British Values. Tutor time and assemblies are also used to celebrate events throughout the year as well as Cultural Capital.
Pastoral Programme.	Through carefully planned progress monitoring sessions, students will have the ability to discuss future aspirations and set SMART targets.
Other Subjects.	Within many other subjects and departments aspects of PSHE are delivered e.g. radicalisation, extremism, and stereotyping in Drama.
Extra-Curricular Activities/Enrichment	Through a range of clubs and wider opportunities students are encouraged to develop personally and socially.
Wider Community	Links have been made with the direct and the wider community to enable students to learn through the wider world beyond a College setting, e.g., competitions, trips and visits to museums and galleries as well other countries. CEIAG also provides well-developed links with employers and local businesses.
Pastoral	Intervention, drop in sessions and projects such as Young Minds, HYP, Police College liaison.

3. Key Processes

Identification of needs:

- Consultation with students and staff (observations, learning walks and student voice).
- Staff subject knowledge reviews of personal strengths and weaknesses.
- Advice from drugs education advisors, local social issues and reports that include local health data for the area.
- Opportunities from local agencies, e.g., Brook and Addaction.
- College nurse visits.
- Pastoral meetings.
- Tutor meetings.
- Headstart (or equivalent) surveys.

4. Responsibility

The programme will be led by teacher who has responsibility for PSHE and CEIAG.

A range of outside agencies such as Brook and Cornwall Health Promotion Service will support PSHE. Teachers responsible for teaching PSHE will receive training through the PSHE Association, Police, Teaching Colleges Southwest and Life Lessons.

There are some occasions when the delivery of PSHE can be supported and will benefit from the use of external speakers. When using external speakers, the College will ensure that they are recommended by the appropriate agency or authorities and that providers have received relevant safeguarding training.

5. Evaluation of Provision

Regular monitoring includes evaluation of:

- College ethos, atmosphere and behaviour around College.
- Feedback from tutors and teachers.
- Feedback from classroom-based non-teaching staff.
- Parent/carer, student and staff surveys.
- College and subject curriculum and development plans.
- Lesson visits and work sampling.
- Learning walks.

Feedback from the Pastoral, Safeguarding and Student Support teams will also contribute to and inform planning and teaching enabling the College to respond to individual student needs.

6. Assessment

Assessment in PSHE takes place in a variety of ways:

- Student self-assessment.
- Student peer assessment.
- Monitoring and assessment of student progress and learning by teachers.
- In built assessment through planning and teaching e.g., questioning and quizzes.

7. Safeguarding

We will ensure that where student responses indicate that they may be vulnerable or at risk, they will get appropriate support through the Safeguarding team who have the skills to provide support to students in these circumstances.

This policy is informed by the College's Safeguarding and Child Protection Policy which states that:

'In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children'

'All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people.
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate'.

We promote the needs and interests of all students, irrespective of gender, sexuality, culture, ability or personal circumstance by studying a variety of topics in line with the DfE statutory guidance on PSHE education.

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children including those with English as an additional language to ensure that all can fully access PSHE education provision.

We promote diversity and inclusion and will consider all students' needs by applying the College Accessibility Plan and the promotion of British Values throughout the College and the curriculum. We expect our students to consider others' needs by upholding the British Value of Tolerance and Mutual Respect.

8. Curriculum

During Years 7-11, students follow a spiralled curriculum following the 3 key foundations of PSHE education:

- Relationships and Sexual Education.
- Health and Wellbeing.
- Living in the Wider World.

We ensure the curriculum is broad and balanced by keeping up to date with the relevant laws and examples of modern day case studies as well as responding to the needs of students, which may change year on year. The PSHE curriculum is based on the PSHE guidance from the DFE as well as the specific guidance published by the PSHE Association.

Our full PSHE programme of study is outlined in Appendix A.

9. Staff Development

Maintaining a positive culture of PSHE is a priority for the College. We create safe and supportive learning environments by supporting teachers to deliver high quality lessons, where students are encouraged to discuss and share ideas. Staff are trained to answer difficult questions and to deal with subjects in a sensitive manner, which respond to the needs of individual students. All teachers will be supported with appropriate CPD relating to the subject matter.

10. Student Development

Student voice is an integral part of our planning. Students have a lead role in identifying their needs and suggesting ways to meet these needs. Student voice surveys are also conducted in PSHE; these allow students to express ideas and opinions about topics that they would like to study.

11. Inclusion

We recognise the right for all students to have access to PSHE education and learning which meets their needs. We will ensure that students with SEND receive access to PSHE through a carefully tailored learning experience which may be delivered by a trusted adult on an individual or small group basis. Where available, members of the SEND team participate in specific CPD around this subject area.

PSHE also contributes to our College's ethos of upholding British Values and providing education for students so they understand and model these values in their College lives and within the wider community in which they live.

12. Parents/Carers

We are committed to working with parents and carers and will offer support as appropriate by providing parent/carer training and information events to complement the learning and development of their child.

We will communicate with parents and carers by email to notify parents/carers of the work of external agencies with our students and any other events which students may be involved in.

Parents/carers have the right to withdraw their child(ren) from some elements of the Relationships and Sexual Education of PSHE. Please refer to the RSE policy for further guidance on this. We expect that only in rare and exceptional circumstances parents/carers withdraw their child from our RSE programme. Parents/carers can access the PSHE programme of study for each term and for each year group via the College website.

APPENDIX A: Helston Community College PSHE Curriculum

<h2 style="margin: 0;">PSHE/RSE Long Term Overview</h2>	Health and Wellbeing	Relationships and Sex Education (RSE)	Living in the wider world
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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Topic: Transition</p> <p>Focus: Managing emotions around transition</p> <p>Outcome: Manage the challenges of moving to a new school</p> <p>Lesson 1: Starting secondary school</p> <p>Lesson 2: Making new friends</p> <p>Lesson 3: Healthy phone use</p> <p>Lesson 4: Respectful behaviours</p>	<p>Topic: Independence</p> <p>Focus: To make healthy choices and to develop basic CPR training</p> <p>Outcome: To understand the importance of personal hygiene</p> <p>Lesson 1: Personal hygiene</p> <p>Lesson 2: Eating and sleeping</p> <p>Lesson 3: Evaluating influences</p> <p>Lesson 4: CPR Training (External agency)</p>	<p>Topic: Community</p> <p>Focus: To identify what communities you are apart of and how the feeling of belonging contributes to your wellbeing</p> <p>Outcome: To demonstrate respectful behaviours in school</p> <p>Lesson 1: What is community?</p> <p>Lesson 2: Identifying and understanding bullying</p> <p>Lesson 3: Challenging bullying</p>	<p>Topic: Relationships</p> <p>Focus: To be introduced to relationships by looking into your reproductive systems, sex and puberty.</p> <p>Outcome: To be able to describe the body parts involved in sexual health.</p> <p>Lesson 1: Knowing your body - reproductive system</p> <p>Lesson 2: Knowing your body - Sex</p> <p>Lesson 3: Body image and self care</p> <p>Lesson 4: Bodily changes through puberty</p> <p>Lesson 5: Developing sexual awareness</p> <p>Lesson 6: Privacy and consent</p> <p>Lesson 7: Introduction to periods</p>	<p>Topic: Skills</p> <p>Focus: To reflect upon their own listening and communicating skills</p> <p>Outcome: To understand how speaking respectfully can achieve better outcomes.</p> <p>Lesson 1: An introduction to active listening</p> <p>Lesson 2: Listening in action</p> <p>Lesson 3: Managing distractions</p> <p>Lesson 4: Listening and respectful conversations</p>	

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	<p>Topic: Mental and Physical health</p> <p>Focus: To understand the link between mental and physical health</p> <p>Outcome: To develop ways into making to maintain positive mental health and wellbeing. Including discussions about drugs and alcohol.</p> <p>Lesson 1: Physical and mental health</p> <p>Lesson 2: Attitudes to mental health</p> <p>Lesson 3: Alcohol and smoking/vaping</p> <p>Lesson 4: Drugs</p>	<p>Topic: Online Wellbeing</p> <p>Focus: To know that information online can be manipulated, misrepresented or fake</p> <p>Outcome: To learn strategies to deal with seeing unwanted content online, in particular on social media</p> <p>Lesson 1: Fake news and echo chambers</p> <p>Lesson 2: Online safety, grooming and self-esteem</p> <p>Lesson 3: Media influence</p> <p>Lesson 4: Media influence on body image</p>	<p>Topic: Family relationships</p> <p>Focus: To learn about different types of family relationships.</p> <p>Outcome: To understand that families have different values and perspectives on issues.</p> <p>Lesson 1: Introduction to relationships</p> <p>Lesson 2: Introduction to family relationships</p> <p>Lesson 3: Maintaining healthy family relationships</p>	<p>Topic: Healthy and unhealthy relationships</p> <p>Focus: To identify the characteristics of a unhealthy and healthy relationship.</p> <p>Outcome: Learn how to safely navigate relationships in person and online, including strategies to stay safe.</p> <p>Lesson 1: Unhealthy relationships, boundaries and consent</p> <p>Lesson 2: Relationships and intimacy online</p> <p>Lesson 3: Healthy friendships</p>	<p>Topic: Intimate relationships</p> <p>Focus: Understand what a romantic relationship is and that it can come in different forms and shapes.</p> <p>Outcome: Understand that sexuality involves emotional and physical attraction to others and there are types of contraception methods to support safe sex.</p> <p>Lesson 1: Romantic relationships</p> <p>Lesson 2: Physical intimacy</p> <p>Lesson 3: Introduction to contraception</p> <p>Lesson 4: Consent</p>	<p>Topic: Finance</p> <p>Focus: To understand how to manage your money</p> <p>Outcome: To explore and understand payslips, including tax and deductions</p> <p>Lesson 1: Understanding payslips</p> <p>Lesson 2: Understanding credit and debt</p> <p>Lesson 3: Securing my money</p> <p>Lesson 4: How can money affect my mental health?</p>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	<p>Topic: Mental Health</p> <p>Focus: Understand that having a mental health concern is common and we should build confidence in discussing mental health in the same way as physical</p> <p>Outcome: To manage your feelings through different coping mechanisms</p> <p>Lesson 1: Dealing with change</p> <p>Lesson 2: Manage stress</p> <p>Lesson 3: Basics of mental health</p> <p>Lesson 4: Manage mental health including self-harm</p>	<p>Topic: Appreciating diversity</p> <p>Focus: To know what discrimination and prejudice is</p> <p>Outcome: To acknowledge that everyone has a responsibility to defend people who are being stigmatized or discriminate against</p> <p>Lesson 1: Discrimination and prejudice</p> <p>Lesson 2: Understanding racism</p> <p>Lesson 3: Anti-Racism</p> <p>Lesson 4: Forms of discrimination and allyship</p>	<p>Topic: Positive relationships with your body</p> <p>Focus: Develop tools to connect to the body in order to develop a positive relationship with it.</p> <p>Outcome: To describe differences in what people find attractive when it comes to physical appearance.</p> <p>Lesson 1: Cultivating a positive relationship with your body</p> <p>Lesson 2: Depictions of relationships and sexuality</p> <p>Lesson 3: Beauty standards</p>	<p>Topic: Sexual Health</p> <p>Focus: identify and normalise consent-seeking behaviour.</p> <p>Outcome: To identify spaces where sexual violence may occur and how sexual transmitted illnesses can be transferred.</p> <p>Lesson 1: Sexual violence and harassment</p> <p>Lesson 2: Consent</p> <p>Lesson 3: Sexual health and STI's</p>	<p>Topic: Body awareness</p> <p>Focus: Feel empowered by the knowledge of hormones affecting their brains and bodies during puberty</p> <p>Outcome: Reflect on your relationship with your changing body parts and contraception.</p> <p>Lesson 1: Body changes through puberty</p> <p>Lesson 2: Period poverty</p> <p>Lesson 3: Developing readiness for sex</p> <p>Lesson 4: Contraception</p>	<p>Topic: Independence</p> <p>Focus: know exit strategies in risky situations and how to access support</p> <p>Outcome: know strategies to make responsible decisions and manage situations in relation to drugs, alcohol, tobacco, vaping, gambling and peer pressure.</p> <p>Lesson 1: Managing peer pressure</p> <p>Lesson 2: Drugs and drugs related emergencies</p> <p>Lesson 3: Alcohol and alcohol related emergencies</p> <p>Lesson 4: Gambling</p>
10	<p>Topic: Health and wellbeing</p> <p>Focus: To discuss mental and physical health by exploring drugs and alcohol, diet and sleep to build resilience.</p> <p>Outcome: To make informed lifestyle choices</p>		<p>Topic: Relationships</p> <p>Focus: To explore the concept of safe sex in a mutual relationship.</p> <p>Outcome: Strategies to access reliable, accurate and appropriate advice</p>		<p>Topic: Living in the wider world</p> <p>Focus: To evaluate and further develop their future options and explore how to be safe online</p> <p>Outcome: To receive information and advice about their next steps and online safety</p>	

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	<p>Topic: Transition and online wellbeing</p> <p>Focus: To learn about the challenges and opportunities transition to adulthood brings</p> <p>Outcome: To explore options for the future and to know how to behave legally, ethically and responsibly online.</p> <p>Lesson 1: Adulthood, self worth and celebrating success</p> <p>Lesson 2: What's next? Thinking about leaving home and the future.</p> <p>Lesson 3: Connecting with the mind - stress</p> <p>Lesson 4: Connecting with the mind - motivation</p> <p>Lesson 5: Online wellbeing</p> <p>Lesson 6: Media influences and gangs</p> <p>Lesson 7: Media influences, radicalisation and extremism</p> <p>Lesson 8: Conversations about mental health</p>	<p>Topic: Sexual Choices</p> <p>Focus: Recognize that understanding their body's sexual response can help them understand their body</p> <p>Outcome: Evaluate different degrees of emotional intimacy in relationships, the role of pleasure and how they understand the different between love and lust.</p> <p>Lesson 1: Developing sexuality and readiness for sex</p> <p>Lesson 2: Consent</p> <p>Lesson 3: STI's and symptoms</p> <p>Lesson 4: Parenthood and fertility - routes to parenthood, infertility and miscarriages</p> <p>Lesson 5: Managing intimate relationships</p> <p>Lesson 6: Ending and improving relationships</p> <p>Lesson 7: Body image in the media - pornography</p>	<p>Topic: Independence</p> <p>Focus: To make healthy choices</p> <p>Outcome: To explore cosmetic, plastic surgery, cancer, illnesses, vaccinations and first aid.</p> <p>Lesson 1 : Cosmetic and plastic surgery</p> <p>Lesson 2: Organ donations, vaccinations and health clinics</p> <p>Lesson 3: Cancer and heart diseases</p> <p>Lesson 4: Preventing illness</p> <p>Lesson 5: Know your rights</p> <p>Lesson 6: First aid</p>	<p>Topic: Community</p> <p>Focus: To identify how societal norms shape identity, desires, practices and behaviour. Recognize that beliefs about gender norm are created by society.</p> <p>Outcome: To analyse how stigma and discrimination impact negatively upon individuals, communities and societies. To talk about grief and how different people deal with loss.</p> <p>Lesson 1: Identities and mental health</p> <p>Lesson 2: Gender norms</p> <p>Lesson 3: Gender identities</p> <p>Lesson 4: Appreciating diversity</p> <p>Lesson 5: Exploring privilege</p> <p>Lesson 6: Grief</p>	<p>Topic: Health and Wellbeing</p> <p>Focus: Know exit strategies for pressurised or dangerous situations</p> <p>Outcome: Recognize what substance abuse is and the signs of addiction and spiking.</p> <p>Lesson 1: FGM</p> <p>Lesson 2: Mental wellbeing</p> <p>Lesson 3: Alcohol and drug misuse</p> <p>Lesson 4: Alcohol and drug abuse</p>	<p>Topic: Finance</p> <p>Focus: To help students manage different aspects of finances safely, successfully and independently, including credit cards, debt, current accounts, renting, insurance and fraud,</p> <p>Outcome: To understand how to choose a current account, credit cards, renting accommodation, credit scores and types of frauds.</p> <p>Lesson 1: Financial survival skills (Part 1)</p> <p>Lesson 2: Financial survival skills (Part 2)</p>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12	Mental health and wellbeing	Mental health and wellbeing	Mental health and wellbeing	Mental health and wellbeing	Relationships and Sex Education	
13	Mental health and wellbeing	Mental health and wellbeing	Mental health and wellbeing	Exam Preparation	Exam Preparation	Exam Preparation