
PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

Person(s) Responsible:	Mrs C Charman
Governors' Committee:	Curriculum Development Committee
Last Review Date:	Summer 2026
Next Review Date:	Summer 2027
Status:	Recommended

Vision

Our students will know how to keep themselves safe, have rewarding and healthy relationships and have the tools to maintain their physical and mental health. Our students will leave lessons with a core body of knowledge about relevant Personal, Social, Health and Economic Education (PSHE) issues, and the skills to use that knowledge to have positive and healthy lives.

Aims

The aims of personal, social, health and economic (PSHE) education in our College are to:

- Foster self-esteem, independence and responsibility
- Prepare students to deal with key aspects of everyday life.

This is taught through the following strands:

- Living in the wider world
- Relationships and sex education
- Health education and wellbeing

Statutory requirement

PSHE is a non-statutory subject. However, there are aspects which we are required to teach.

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).
- We must teach health education under the same statutory guidance.

Parents can request to see PSHE teaching materials used by the College. Requests can be made via email to the PSHE Lead Mrs C Charman at tc@collingwood.surrey.sch.uk

Content and delivery

What we teach

As stated above, we are required to cover the content for relationships and sex education and health education, as set out in the statutory guidance. Our Relationships and Sex Education Policy gives details about what we teach, and how we decide what to teach in this subject.

- Other aspects of PSHE, including the statutory health education, are taught to all year groups through the living in the wider world and health and wellbeing strands. Financial exploitation, scams, and fraud are highlighted as risks, especially online. This is taught as part of personal safety and safeguarding. As part of the health and wellbeing content, students also learn about risk awareness, decision-making skills and understanding the consequences of choices in financial contexts.

Details of content and scheduling can be found at Appendix 1

How we teach it

Personal, Social, Health and Economic education (PSHE) is taught within one 60-minute lesson per cycle at Key Stage 3 and Key Stage 4. Lessons are planned by the Subject Lead for PSHE. Teachers will report on their students' Attitude to Learning in PSHE lessons in Progress Reports.

Some aspects of PSHE will be delivered to the whole year group in assembly format. This may be led by Year Managers, Progress Leaders, Head of Departments (HODs) or by representatives of various external agencies, such as Surrey Police, Surrey Fire and Rescue, and local theatre groups where planned.

All subjects across the curriculum incorporate Spiritual, Moral, Social and Cultural Education (SMSC). The College has a 'Thought of the week' programme that promotes a whole College ethos and highlights the wider relevance of issues and topics covered. This is delivered by Form Tutors.

There is an updated Wellbeing notice board in Barossa G block corridor, with advice and guidance and contact numbers of support organisations. This is supplemented by information provided to students on Edulink.

Roles and responsibilities

The Governing Board

The Governing Board will hold the Principal to account for the implementation of this policy.

The Governing Board has delegated the approval of this policy to Curriculum Development Committee.

The Principal

The Principal is responsible for ensuring that PSHE is taught consistently across the College.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual students

Students

Students are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Monitoring arrangements

The delivery of PSHE is monitored by the Subject Lead PSHE through learning walks carried out with the Joint Leadership team. Lessons are also evaluated by students through student voice. This policy will be reviewed by the Subject Lead PSHE annually. At every review, the policy will be approved by the Curriculum Development Committee.

Links with other policies

This policy links to the following policies:

- Relationships and Sex Education and Health Education (RSHE) Policy
- Drugs Policy

APPENDIX 1 (Page 4)

PSHE Curriculum Map

PSHE at Collingwood College

Our highly sequenced curriculum uses applied learning strategies to embed a deep knowledge of the key concepts of each subject and to develop students' understanding of learning.

We are committed to developing responsible, aspirational, independent, happy, and well-rounded young people who are equipped for future education, employment, and participation in their communities.

Throughout curriculum planning and delivery, it is assumed both the Learning and Teaching Policy and the Assessment and Feedback Policy will be followed. This means that the following essential features of effective teaching will be appropriately embedded in and across each subject's curriculum:

We aim to include our 5 adaptive teaching strands within our curriculum. These are:

KNOW YOUR STUDENTS:

Identify students' prior knowledge, needs, and interests, using assessment and observation to guide instruction.

RETRIEVAL PRACTICE:

Incorporate low-stakes quizzes, questioning, and recall tasks to strengthen memory and identify misconceptions.

MODELLING:

Demonstrate thinking, guide learning, and raise expectations for deeper understanding

ACTIVE INDEPENDENT PRACTICE:

Provide structured opportunities for students to apply learning independently with appropriate challenge and support.

RESPONSE TO FEEDBACK:

Use feedback to inform next steps and give students time to reflect and improve.

What are the key aims of the subject Curriculum for all students? How does this fit with the whole College intention?	Our PSHE curriculum aims to embed knowledge through a spiral curriculum. We are committed to developing responsible, aspirational, independent, happy and well-rounded young people who are equipped for future education, employment and participation in their communities.
What key knowledge will students have by the end of study?	Our students will know how to keep themselves safe, have rewarding and healthy relationships and have the tools to maintain their physical and mental health. Our students will leave lessons with a core body of knowledge about relevant subjects, but also know how to use that knowledge to make positive and healthy decisions in their lives.
Literacy	Please use the Literacy Ideas for help if needed.
Numeracy	Please use the Numeracy Topics for help if needed. Also, some examples here Numeracy Examples by dept.docx

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn term	Smart Moves (Eikon) L1: Hobbies and Hello L2: Resilience and creating safe space L3: Safety L4: Sleep and mindfulness L5: Friendship/Lean on me L6: Disagreements and problems L7: Worry and relaxing L8: Would you rather/disagreements	L1: What does the internet know about me? L2: Accepting responsibility L3: Active listening L4: Promoting inclusion L5: Online bullying L6: Managing misunderstandings L7: Misogyny: causes and consequences L8: Extremism (PREVENT)	L1: Study skills L2: Positive use of social media L3: Managing peer approval L4: Connection, loneliness and mental health L5: Influences on physical activity L6: Sleep and relaxation L7: What affects mental health? L8: Support for mental health	L1: Growth mindset L2: Mental health: Little things, big impacts L3: Supporting someone to cope L4: Developing self-esteem and confidence L5: Stress, anxiety and depression L6: Warning signs and triggers L7: Impact of loss and separation in relationships L8: Being LGBTQ+	L1: My study plan L2: Developing resilience L3: Managing my online profile L4: Rights, responsibilities and the law in relationships L5: Managing unwanted attention L6: Impact of substance abuse on family and community L7: Sexual assault Autumn PPE

	Year 7	Year 8	Year 9	Year 10	Year 11
Spring term	Title: Smart Moves (Eikon) L9: Being organised and well done L10: Emotions and hope L11: Having a laugh and review of Smart Moves L12: Tobacco, vaping and cannabis L13: Attitudes towards alcohol L14: Food choices	L9: What influences food choices L10: Science and health (vaccinations) L11: Anxiety and depression L12: Positive self-talk L13: Unhealthy comparisons L14: Mental health benefits of physical activity	L9 Medicine safety L10: Drugs and the law L11: Knife and gang culture L12: Recreational drug use L13: Sexting L14: Am I ready for a sexual relationship?	L9: Stages of romantic relationships L10: Parenting and teenagers L11: Being a young parent L12: Safer sex L13: Pregnancy and choices L14: Being a role model.	L8: Substances and risky sex L9: Preparing for change L10: Safety and body enhancements L11: Finding and using health services L13: Little things, big impacts – the power of words Spring PPE
	Year 7	Year 8	Year 9	Year 10	Year 11
Summer term	L15: Personal hygiene and oral health L16: Physical changes at puberty Title: L17: Emotional and social changes at puberty L18: Peer influence L19: Friendship changes L20: Talking about feelings	L15: Positive romantic relationships L16: Relationships and the media Title: L17: Healthy ways to manage relationship feelings L18: Family disputes L19: Am I ready for a girlfriend or boyfriend? L20: Managing criticism	L15: Communication skills and intimate relationships L16: Contraception Title: L17: Unintended pregnancy L18: Sexually transmitted infections L19: Positive intimate relationships L20: Relationship loss and change	L15: Can you be too reliant on social media? L16: Why do some young people choose crime? L17: Dark web and pornography L18: Advertising, social media and regulation L20: Women's safety	L14: Sleep, rest and study

- Students are encouraged to develop and demonstrate confidence, self-esteem and empathy in PSHE lessons. Communication and consent are core concepts in our programme.
- The Year 7 SMART MOVES programme is provided by Eikon and funded for Surrey Schools. It features tools for transition and includes elements from all three strands.
- Progress is assessed regularly by class teachers. Students are encouraged to regularly reflect on their learning and consider where their own learning gaps are. The key priority is to know that students are as engaged as possible in the learning experience. Effort and Attitude to Learning (ATL) are most important. ATL is reported on.
- Students are encouraged to have and express an opinion. They are encouraged to base that opinion on facts and evidence as they would in any other subject.
- Year 11 have fewer lessons than the rest of the College. They miss a lesson in Autumn 2 and a lesson in Spring 1 due to PPEs. Their PSHE program stops at Easter in preparation for their GCSEs.