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# PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

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Person(s) Responsible:	Mrs C Charman
Governors' Committee:	Curriculum Development Committee
Last Review Date:	Summer 2025
Next Review Date:	Summer 2026
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 subjects, but also know how to use that knowledge to make positive and healthy decisions in their 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](mailto: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. 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 also 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

## Personal, Social, Health and Economic (PSHE) education at Collingwood College

### Curriculum Intent

It is our intention to provide an engaging, broad and ambitious curriculum for students of all abilities and backgrounds.

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:**

- ✓ **Interleaving and spaced practice** so that students' retention of the powerful knowledge of each subject can be retained as effectively as possible so that students' recall of previous learned material can be retrieved more easily and with greater security.
- ✓ **Challenge and differentiation**
- ✓ **Metacognition will be planned for in and across lessons** so that pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.

<p><b>What are the key aims of the subject Curriculum for all students? How does this fit with the whole College intention?</b></p>	<p>To enable every individual, regardless of ability, to achieve their full potential. To prepare our young people for future life by developing their awareness of self and of the choices and risks they face. PSHE lessons will ensure our young people are empowered to make well informed decisions. PSHE is about educating the whole child so that they can live happy lives and make a positive contribution to their communities.</p>
<p><b>What key knowledge will students have by the end of study?</b></p>	<p>Students will know how to keep themselves safe, have rewarding and healthy relationships and have the tools to maintain their physical and mental health. 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.</p>

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Autumn 1 (4 lessons)</b> L1 L2 L3 L4	Title: Smart Moves L1: Hobbies and Hello L2: Resilience and creating safe space L3: Safety L4: Sleep and mindfulness	L1: What does the internet know about me? L2: Accepting responsibility L3: Active listening L4: Promoting inclusion	Title: L1: Study skills L2: Positive use of social media L3: Managing peer approval L4: Connection, loneliness and mental health	Title: L1: Growth mindset L2: Mental health: Little things, big impacts L3: Supporting someone to cope L4: Developing self-esteem and confidence	Title: L1: My study plan L2: Developing resilience L3: Managing my online profile L4: Rights, responsibilities and the law in relationships
<b>Autumn 2 (4 lessons)</b> L5 L6 L7 L8	Title: Smart Moves L5: Friendship/Lean on me L6: Disagreements and problems L7: Worry and relaxing L8: Would you rather/disagreements	Title: L5: Online bullying L6: Managing misunderstandings L7: Misogyny: causes and consequences L8: Extremism	Title: L5: Influences on physical activity L6: Sleep and relaxation L7: What affects mental health? L8: Support for mental health	Title: L5: Stress, anxiety and depression L6: Warning signs and triggers L7: Impact of loss and separation in relationships L8: Being LGBTQ+	Title: L5: Managing unwanted attention L6: <b>PPE week</b> L7: Impact of substance abuse on family and community L8: Sexual assault
<b>Spring 1 (3 lessons)</b> L1 L2 L3	Title: L1: Being organised and well done L2: Emotions and hope L3: Having a laugh and review of Smart Moves	Title: L1: What influences food choices L2: Science and health (vaccinations) L3: Anxiety and depression	Title: L1: Medicine safety L2: Drugs and the law L3: Knife and gang culture	Title: L1: Stages of romantic relationships L2: Parenting and teenagers L3: Being a young parent	Title: L1: Substances and risky sex L2: Preparing for change L3: <b>PPE week</b>

<b>Spring 2 (3 lessons)</b> L4 L5 L6	Title: L4: Tobacco, vaping and cannabis L5: Attitudes towards alcohol L6: Food choices	Title: L4: Positive self-talk L5: Unhealthy comparisons L6: Mental health benefits of physical activity	Title: L4: Recreational drug use L5: Sexting L6: Am I ready for a sexual relationship?	Title: L4: Safer sex L5: Pregnancy and choices L6: Being a role model.	Title: L4: Safety and body enhancements L5: Finding and using health services L6: Little things, big impacts – the power of words
<b>Summer 1 (2 lessons)</b> L1 L2	Title: L1: Personal hygiene and oral health L2: Physical changes at puberty	Title: L1: Positive romantic relationships L2: Relationships and the media	Title: L1: Communication skills and intimate relationships L2: Contraception	Title: L1: Can you be too reliant on social media? L2: Why do some young people choose crime?	Title: L1: Sleep, rest and study EXAMS
<b>Summer 2 (4 lessons)</b> L3 L4 L5 L6	Title: L3: Emotional changes at puberty L4: Peer influence L5: Friendship changes L6: Talking about feelings	Title: L3: Healthy ways to manage relationship feelings L4: Family disputes L5: Am I ready for a girlfriend or boyfriend? L6: Managing criticism	Title: L3: Unintended pregnancy L4: Sexually transmitted infections L5: Positive intimate relationships	Title: L3: Dark web and pornography L4: Advertising, social media and regulation L5: Addiction L6: Women’s safety	N/A

## PSHE Curriculum Map

- 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 termly. 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.
- Students are encouraged to develop confidence, self-esteem and empathy.