



Co-op Academy
Bebington

PSCHE Policy 2019

Agreed/Review by Governors March 2019

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1. Basic Information

1.1 A whole-school approach

At Bebington High Sports College, we recognise that every member of our community is both affected by and contributes to the Personal, Social and Health development of our students. As a result, our approach is 'whole-school.'

1.2 Scope:

This policy covers our school's approach to PSHE. In doing so, it will also outline areas affected by and affecting PSHE: including spiritual, moral, social and cultural (SMSC) development, Citizenship, careers information, education and guidance (CEIAG) and some areas of Religious Education and ICT (online safety)

1.3 Legislation

Under the Education Act 2002/Academies Act 2010 our school must provide 'a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The 2006 Education and Inspections Act places a duty on our school's governing body 'to promote the wellbeing of pupils at the school'. The duty came into effect in September 2007.

Sex and Relationship Education becomes statutory in all schools from 2019.

1.4 Production

This policy was produced by the school's Director of Health and Wellbeing in 2018 following consultation with the school's governing body, senior leadership team, school staff and students. It was reviewed by the PSHE/ SMSC and Prevent Co-ordinator in July 2018. It will be reviewed in September 2019 and every year thereafter.

2 Availability of the policy

Parents and carers can access the policy as a 'public' document readable on our school website at <http://www.bebingtonhigh.com/policies.html>

3 Whole-school vision

At Bebington High Sports College we are committed to 'shaping exceptional futures.' Underpinning this vision, we have the following core principles:

- To provide our students with an aspirational vision for their future and the appropriate learning pathway.

- To embrace healthy living so that all are physically, emotionally and mentally enabled to excel and achieve their dreams.

PSHE plays an important role in the realisation of both core principles.

4 Creating a safe and supportive learning environment

We recognise that PSHE education works within our students' real-life experiences. It is therefore essential that safe learning environments are created and sustained during our key learning opportunities. Our commitment to creating and maintaining this environment is outlined in section 1.2 of the school's Child Protection and Safeguarding Policy; found here:

<http://www.bebingtonhigh.com/policies.html>

We will create a safe and supportive learning environment by:

- Establishing clear ground rules during PSHE lessons, assemblies, 'PSHE Days' and debates during which students may otherwise be at risk.
- Ensuring that where students indicate that they may be vulnerable and at risk, they get appropriate support

5 Equality and Diversity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by delivering PSHE through multiple media and a multi-faceted methodology. At the core of our policy is the role of the form tutor and the facilitation of weekly debates and lessons. This ensures that for the clear majority, if not all of our students, the opportunity to debate, share and grow in terms of PSHE outcomes takes place in an environment in which they feel safe and nurtured, facilitated by a member of staff with whom they have an ongoing, strong relationship.

PSHE teaching takes into account the ability, age, readiness and cultural backgrounds of our young people and those with English as a second language, to ensure that all can fully access PSHE education provision.

We use PSHE education as a vehicle to address diversity issues and to ensure equality for all by following a holistic curriculum provided by 'Votes for Schools.' (V4S). V4S produce resources on a weekly basis ensuring coverage of multiple issues addressing diversity. Weekly lessons, based on PSHE subjects such as: Resilience, Drugs, SRE and Mental Health, cover a range of age appropriate and statutory topics.

The Governing Body of Bebington High Sports College has responsibility under The Equalities Act 2010 to ensure that the school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. As a school, we respect how students choose to identify themselves understanding that depending on their age and maturity their sexual orientation and gender identity may be 'emerging.' Our PSHE programme is sensitive to the different needs of individual students and we recognise that we will need to adapt over time as student population changes.

6 The aims and objectives of our PSHE programme

The Core Themes of our PSHE programme are:

- **Health and Wellbeing**
- **Relationships**
- **Living in the wider world (economic wellbeing, careers and the world of work)**

To this end, at Bebington High Sports College we aim;

- to teach pupils about their rights and responsibilities
- to teach pupils how to analyse and discuss significant issues
- to help understand how society works
- to encourage pupils to play an active part in society
- to inform pupils about human rights
- to teach pupils about diversity in its many forms
- to help pupils comprehend the importance of voting and democracy, parliament and other forms of government

- to teach pupils about the media and the free press
- to teach pupils about conflict resolution, consumers, employers and employees' rights
- to teach pupils about social and moral responsibility
- to teach pupils about community involvement
- to teach pupils about Global citizenship and British values
- to teach political literacy
- to provide opportunities for all pupils to learn and achieve
- to promote pupils' spiritual, moral, social and cultural development to help prepare all pupils for the opportunities, responsibilities and experiences of life
- to support pupils in developing the confidence and responsibility and making the most of their abilities;
- to encourage pupils to develop healthy, active and safer lifestyles;
- to support pupils in developing good relationships and respecting the differences between people
- to encourage pupils to take responsibility for their own learning;
- to ensure that pupils work in groups of different sizes and compositions
- to encourage pupils to explore and discuss issues through informed discussions and debate, simulation activities or role play
- to provide opportunities for pupils to undertake work with adults other than teachers:
- to teach the importance of values and individual conscience and moral considerations
- to teach self-respect and empathy for others
- to learn how to recognise and avoid exploitation and abuse.

7 Key principles and teaching methodology

The programme will be taught through a range of teaching methods, including scheduled and special assemblies (taught in whole or part year groups), form time (through a programme of debates devised and produced by V4S; the curriculum coverage of which is outlined in appendix 1 and weekly lessons, with a whole- school theme) and a series of 'PSHE Days' (specifically designed to ensure coverage of those topics not covered through the first two methods.)

Additionally, some elements of the PSHE programme are taught through Religious Education (multiple aspects of the citizenship elements of the PSHE programme), Physical Education (Mental health, Life skills and Leadership) and ICT lessons (Online safety, including social media)

We ensure that learning 'starts from where pupils are' by basing content as a direct progression from the KS1 and 2 PSHE curriculum and through the on-going practice of the majority of content being taught by form tutors, and specifically trained SRE teachers, who undoubtedly have the most advanced and practical knowledge of the strengths, skills, emotional wellbeing and concerns of their students.

8 The topics covered by our PSHE programme

During Key Stages 3 and 4 (Years 7-11) the students cover the following topics:

8.1 Core Theme 1: Health and Wellbeing *(n.b. a separate but linked whole-school health and wellbeing development plan is also in operation)*

- How to manage transition
- How to maintain physical, mental and emotional health and wellbeing
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health
- About parenthood and the consequences of teenage pregnancy
- How to assess and manage risks to health; and to keep themselves and others safe
- How to identify and access help, advice and support
- How to respond in an emergency, including administering first aid
- The role and influence of the media on lifestyle

8.2 Core Theme 2: Relationships

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- How to recognise and manage emotions within a range of relationships
- How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- About the concept of consent in a variety of contexts (including in sexual relationships)
- About managing loss including bereavement, separation and divorce
- To respect equality and be a productive member of a diverse community

- How to identify and access appropriate advice and support

8.3 Core theme 3: living in the wider world (economic wellbeing, careers and the world of work)

- About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- How to make informed choices and be enterprising and ambitious
- How to develop employability, team working and leadership skills and develop flexibility and resilience
- About the economic and business environment
- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers

8.4 Key Stage 5

At Key Stage 5 (6th form) it is essential that we continue to provide a comprehensive and relevant programme of PSHE education. It is important to revisit and reinforce earlier learning through learning that ‘connects’ it to contexts that are relevant to the students as they approach adulthood. Examples of this include:

- in recognising and rehearsing the language, skills and strategies for managing ‘bullying behaviour.’
- The use of alcohol and drugs within the context of their personal safety, road safety or passenger safety and consent
- Online safety as part of protecting their online presence, personal reputation or avoiding identify theft,
- Personal safety through socialising in new locations.

Increasingly, future employers are asking potential employees not only to describe their key skills and attributes but also to evidence where they have demonstrated competence in applying them, for example describing when they have taken on a variety of roles within a team or led a team to a successful outcome. Bebington High Sports college, through its enrichment and programme and core curriculum provides multiple opportunities to evidence these skills and attributes. 6th form represents our last opportunity to ensure that young people have real competence in the skills, language and strategies, and extend the knowledge and understanding they have been developing throughout their PSHE education, ready for independent living and the next stage in their education or career.

9 Assessing Learning in PSHE

Outcomes from our PSHE programme are assessed through the following methods:

- Structured bespoke evaluation forms administered at the end of PSHE Days, some assemblies and other key interventions
- Teacher assessment undertaken during form time debates and discussions
- The result of votes administered during V4S debates
- Online assessments undertaken during ICT lessons covering PSHE themes
- An annual survey 'Fit to Succeed' administered during PSHE days
- Use of existing school metrics in relation to behaviour and welfare.

10 Involving and Consulting Students

At Bebington High Sports College we attempt in all things to adhere to a policy of 'nothing about us without us.' To that end, all our students take part in a holistic survey each year (Fit to Succeed) which asks for students' opinions on multiple aspects of school life including health, wellbeing, bullying, safety, learning, culture and aspiration. The students are asked specifically about their experiences of PSHE education and responses inform practice across the school. Furthermore, student responses to this and other surveys give clear indication of those aspects of PSHE that require more or less attention at core curriculum level. It is this mechanism that allows for the strategic development of the school's PSHE Days, whole-school campaigns and targeted intervention.

11 Ensuring Inclusion and Differentiated Learning

All our students have access to ALL our PSHE programme. The only exception to this rule is for those elements of PSHE education that need reinforcement with small groups of students or individuals. An example of this would be where we identify a group of students who are behaving in an unsafe manner online. In this case, a whole-school campaign would be inappropriate since the clear majority of students, having received comprehensive instruction as to online safety were behaving well. Additional support and guidance for the identified students, within a bespoke curriculum is a more effective way to deal with the issue.

We recognise and respect that our students have different abilities, levels of maturity, personal circumstances, sexual orientation, gender identity, faith and cultural background. Our practice within PSHE education aligns with our whole-school policy on equality and equal opportunity (<http://www.bebingtonhigh.com/policies.html>). We provide learning that respects our students' different

starting points. Our practice of facilitating inclusive debates ensures that all opinions are heard, challenged and developed safely and inclusively.

12 Parents and carers

PSHE education starts at home. It is vital that our parents and carers are involved in the delivery of holistic PSHE education and that they are fully aware of the topics covered in formal and informal settings within school.

The Votes for Schools weekly debate topic is shared prior to the start of the relevant week via social media (Twitter: @BebingtonHighSC) and by the School Bulletin, published every Friday. Parents are encouraged to engage in the V4S debate via Twitter and whole-school results are shared every Friday in respect of the previous week's debate.

In September 2019, the teaching of Relationships and Sex Education will become compulsory in UK schools. Legislation states that *'parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum.'* Bebington High Sports College will be ready for any changes made either in the statutory elements of this curriculum and the advisory elements through a process of consultation with parents and carers and through the existence of its already 'excellent' (OFSTED Sep 2017) PSHE programme.

13 Ensuring that the PSHE Curriculum is balanced

The purpose of PSHE education is ultimately a balance between a) enabling our students to acquire learning that will allow them to make their own choices and b) teaching our students 'acceptable' choices. We provide a programme that offers a range of viewpoints on important and sometimes 'polarising' issues while ensuring that the school promotes clear, universal values.

Our PSHE form-time activities and debates are sensitive to a range of views. Topics covered will always include access to learning that our students need to stay safe and healthy and protect and enforce their human rights. Clear, impartial information will be shared with the students about topics that are controversial due to the many differences of opinion that exist in society.

14 The Delivery of the PSHE Programme

Our PSHE programme is led and taught by the following people:

- V4S debates and PSHE lessons are led by form tutors, the vast majority of whom are trained teachers. We also have a number of Teaching Assistants who are highly effective form tutors and deliverers of our PSHE programme. The SRE programme is delivered during form time by recently trained teaching staff.
- Our assembly programme is run by a combination of teachers and students from Bebington High Sports College (including SLT, curriculum coordinators, subject teachers and pastoral staff) A sample year-long programme is attached at appendix 2
- Our PSHE Days are delivered by all the above AND many key partners, whose expertise is invaluable in terms of the effective delivery of certain topics: These partners include:
 - The Brook Advisory Service (Relationships and Sex Education, online safety, bullying)
 - Wirral Health Services in Schools (HSIS) (Drug and Alcohol Awareness and some aspects of RSE)
 - Kooth / Xenzone (Online counselling services and mental health awareness)
 - Wirral Road Safety Unit
 - Barclays Life-Skills (growth mindset, study skills and career aspirations)
 - Mindscape Psychology (Mindfulness and Emotional Wellbeing)
 - The Royal Navy and Marines (Physical fitness and healthy eating)
 - Merseyside Youth Association (Mental health and emotional wellbeing)
 - Cascaid / Kudos (Online carers service)
 - Wirral Metropolitan College (Career Aspiration)
 - Liverpool John Moores University (Higher Education and Career Aspiration)

See sample PSHE Day Programme and Evaluation Analysis at appendices 3 and 4

15 Links to other policies:

This policy supports and complements the following school policies:

- Prevent policy (Learning within V4S covers all aspect of Prevent)
- Equalities policy (referenced earlier)
- SEND policy (inclusion of all students in PSHE programme)

- Sex-education policy
- Behaviour policy
- Social media policy
- Student acceptable use policy
- Bullying policy
- Child-protection policy (referenced earlier)
- Online-safety policy (referenced earlier)

All the above policies can be found here: <http://www.bebingtonhigh.com/policies.html>

Appendix 1: Mapping of the PSHE Curriculum against the Votes for Schools Programme. Items marked with purple are covered each year through Votes for Schools

PSHE Curriculum coverage at Keystages 3 & 4:

PSHE Theme: Health & Well Being	
<ul style="list-style-type: none"> Recognising personal strengths and what affects self-confidence and self-esteem. <i>To evaluate how this is affected by the judgements of others</i> 	
<ul style="list-style-type: none"> Understand and recognise how your own qualities, attributes, skills etc are viewed by others 	
<ul style="list-style-type: none"> Being able to accept helpful feedback or reject unhelpful criticism. <i>To learn to make use of the feedback, know what is useful or not</i> 	
<ul style="list-style-type: none"> Understand how self-esteem can change due to personal circumstance linked to family, friends & achievements 	
<ul style="list-style-type: none"> Knowing how to manage mental and emotional health as part of puberty. <i>Know the characteristics of some mental health disorders such as stress and depression</i> 	
<ul style="list-style-type: none"> The risks associated with female genital mutilation (FGM), its status as a criminal act and where to get help for themselves and peers 	
<ul style="list-style-type: none"> The importance of personal hygiene 	
<ul style="list-style-type: none"> The importance of immunisation and vaccination 	
<ul style="list-style-type: none"> Understanding that certain infections can be spread through sexual activity and that barrier contraceptives offer protection to some infections. Learning about STIs including HIV/AIDS & how to respond if at risk 	
<ul style="list-style-type: none"> Learn about condoms and the pill 	
<ul style="list-style-type: none"> The benefits of physical activity, exercise and rest 	
<ul style="list-style-type: none"> To manage their own choices about exercise 	
<ul style="list-style-type: none"> The importance of the balance between work, rest and having fun 	
<ul style="list-style-type: none"> Understanding what constitutes a balanced diet, including the risks of over eating and dieting 	
<ul style="list-style-type: none"> Investigate what might affect their decisions about diet 	
<ul style="list-style-type: none"> How the media portrays young people, body image and health issues and that personal identity is affected by a range of factors, including media. Manage their feelings about the Medias portrayal of idealised and artificial body shapes. Also about the risks associated with these feelings, including cosmetic surgery 	
<ul style="list-style-type: none"> Learn about eating disorders and how to get help, where to go for support 	
<ul style="list-style-type: none"> Ways of reducing risk and managing harm and getting help in emergency situations 	
<ul style="list-style-type: none"> Basic first aid and life saving 	
<ul style="list-style-type: none"> Understand risk in the context of personal safety especially accident prevention and road/cycle safety 	
<ul style="list-style-type: none"> The positive and negative roles drugs play in society 	

<ul style="list-style-type: none"> • Factual information about drugs both legal and illegal including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse 	
<ul style="list-style-type: none"> • Recognising and managing different influences on their decisions about using substances 	
<ul style="list-style-type: none"> • The personal, social risks and consequences of substance use and misuse 	
<ul style="list-style-type: none"> • The safe use of prescribed and over the counter medicines 	
<ul style="list-style-type: none"> • The risks and consequences of experimental and occasional substance use and the terms addiction and dependence 	
<ul style="list-style-type: none"> • How to access local health services 	
<ul style="list-style-type: none"> • About cancer and cancer prevention, including healthy lifestyles. Learning how to check yourself for cancer and signs of other illnesses, how to be an assertive user of the NHS. 	

PSHE Theme: Relationships	
<ul style="list-style-type: none"> • The qualities and behaviours of positive relationships (teams, classes, friendships). 	
<ul style="list-style-type: none"> • Working as a team, setting goals, working together, negotiation, managing setback and conflict 	
<ul style="list-style-type: none"> • Develop skills of active listening, negotiation, offering and receiving feedback and being assertive 	
<ul style="list-style-type: none"> • Explore the range of positive qualities that people bring to relationships. The benefits of strong equal relationships. 	
<ul style="list-style-type: none"> • Understand that relationships can cause strong feelings including sexual attraction 	
<ul style="list-style-type: none"> • The features of positive and stable relationships including trust, mutual understanding. Also understanding the features of unhealthy relationships. Recognising when a relationship is unhealthy or abusive and how to access support. 	
<ul style="list-style-type: none"> • <i>To develop an awareness of exploitation, bullying and harassment in relationships- including online/group settings and how to respond.</i> 	
<ul style="list-style-type: none"> • The media doesn't always portray relationships like they are in real life 	
<ul style="list-style-type: none"> • <i>To understand sex and the media and its impact on sexuality, including pornography, ethical concerns such as consent, boundaries, respect, pleasure, sexism etc.</i> 	
<ul style="list-style-type: none"> • <i>Understand the influence of gender double standards and victim blaming.</i> 	
<ul style="list-style-type: none"> • The different types of relationships that exist families, friendships, romantic. The factors that affect these; age, gender, power etc 	
<ul style="list-style-type: none"> • The nature and importance of marriage, civil partnerships and other stable long term relationships for bringing up children 	
<ul style="list-style-type: none"> • The marriage is a commitment entered into freely, never forced through coercion and how to safely access support for themselves or peers 	
<ul style="list-style-type: none"> • The roles and responsibilities of parents, carers and children in families 	

<ul style="list-style-type: none"> • How to manage breakdowns in a relationship, effects of change, including loss, separation, divorce and bereavement 	
<ul style="list-style-type: none"> • To understand the importance of friendship and to begin to consider love and sexual relationships in this context 	
<ul style="list-style-type: none"> • To understand the what expectations might be of having a boy/girl friend 	
<ul style="list-style-type: none"> • To understand different levels of intimacy and their consequences 	
<ul style="list-style-type: none"> • To acknowledge the right not to have an intimate relationship until you are ready 	
<ul style="list-style-type: none"> • Understanding the reediness for sex and the benefits of delaying sex 	
<ul style="list-style-type: none"> • Consent is freely given and being threatened or coerced isn't consent. Learning to respect someone's decision 	
<ul style="list-style-type: none"> • To understand the law in relation to consent 	
<ul style="list-style-type: none"> • Learn about contraception and the importance of communication and negotiation in contraceptive use 	
<ul style="list-style-type: none"> • The risks of unprotected sex, including exploring unintended pregnancy and the options available. <i>About abortion and the current legal position as well as the range of religious feelings about it.</i> 	
<ul style="list-style-type: none"> • Recognise the portrayal of sex in the media and social media 	
<ul style="list-style-type: none"> • The difference between sex, gender identity, and sexual orientation 	
<ul style="list-style-type: none"> • Recognising there is a difference between sexual attraction and developing sexuality 	
<ul style="list-style-type: none"> • The terms associated with sex, gender, identity and sexual orientation and to accept terminology 	
<ul style="list-style-type: none"> • <i>Accessing contraception, negotiating condom use</i> 	
<ul style="list-style-type: none"> • Learn the unacceptability of sexist, homophobic, transphobic and disability language and behaviour, the need to challenge it and how to do so 	
<ul style="list-style-type: none"> • To recognise bullying and abuse in all its forms and to have the skills and strategies to manage being targeted or witnessing a person being targeted 	
<ul style="list-style-type: none"> • The support available should they feel they are being abused and how to access them 	
<ul style="list-style-type: none"> • To recognise peer pressure and learn to manage it 	
<ul style="list-style-type: none"> • To understand the need to feel approval from peers including in relation to the use of tobacco and alcohol, drugs and other risky behaviour. To think about how alcohol and drugs can affect choices about sexual behaviour. 	
<ul style="list-style-type: none"> • <i>To know how to manage unwanted attention including stalking and harassment.</i> 	
<ul style="list-style-type: none"> • Laws related to carrying an offensive weapon 	
<ul style="list-style-type: none"> • Difference between friendships and gangs including risk on families and communities 	
<ul style="list-style-type: none"> • The safe use of ICT and images/data of themselves 	

PSHE Theme: Living in the wider world: Economic well-being, carers and the world of work	
<ul style="list-style-type: none"> To recognise their own values, challenge them and also see how these values influence decisions 	
<ul style="list-style-type: none"> Knowledge to set realistic and challenge personal goals and targets 	
<ul style="list-style-type: none"> The similarities and differences amongst people of different race, gender, identity, and sexual orientation and the impact of stereotyping, discrimination on individuals and communities. 	
<ul style="list-style-type: none"> Tensions between human rights, British law and cultural and religious expectations and practices 	
<ul style="list-style-type: none"> How human rights developed and how to safely know how to get support if they have concerns about those rights being undermined or ignored 	
<ul style="list-style-type: none"> Discrimination & how to respond when being discriminated against and our responsibilities to those being discriminated against. <i>Knowing how to challenge discrimination in the wider community including the workplace.</i> 	
<ul style="list-style-type: none"> To recognise they have the same rights to opportunities in learning and work as all people to challenge stereotypes and cultural expectations that put a ceiling on their aspirations 	
<ul style="list-style-type: none"> Learn what their own identity is as a learner, develop study skills to enhance learning 	
<ul style="list-style-type: none"> To know own strengths, weaknesses, interests and to think about future employability 	
<ul style="list-style-type: none"> Understand the different types of work including employment, self-employment and voluntary, know that everyone can have a pathway through education and work 	
<ul style="list-style-type: none"> <i>Rights and responsibilities at work. When confidentiality may need to be broken at work</i> 	
<ul style="list-style-type: none"> Learn about the labour market, skills, options and progression routes 	
<ul style="list-style-type: none"> Learn about the choices on offer to them, develop the skills to support this decision making process 	
<ul style="list-style-type: none"> The benefits of being ambitious and enterprising in all aspects of life 	
<ul style="list-style-type: none"> The skills and qualities needed to engage in enterprise, including seeing opportunities, managing risk, marketing, cash flow etc 	
<ul style="list-style-type: none"> Different types of business, how they are organised and financed 	
<ul style="list-style-type: none"> To assess and manage risk in terms of financial decisions that young people might make 	
<ul style="list-style-type: none"> About gambling, including online and the consequences and risks. <i>To understand debt and its impact.</i> 	
<ul style="list-style-type: none"> To explore social and moral dilemmas about the use of money including the choices we make as consumers 	

Please note: Italics demonstrate the specific development needed at keystage 4.

Appendix 2. Assembly Programme demonstrating coverage of PSHE Topics for all students

Assembly Plan: Academic Year 2017 - 2018								
Assemblies to be led by HT / SLT / AMs / PMs / Form groups unless otherwise stipulated								
Week	WC	Year Group Default	Mon - Year 11	Tue - Year 10 / 6th Form	Wed - Year 9	Thu - Year 7	Fri - Year 8	
PSHE / SEMH / SMSC Theme for the week: Based on a mapping of national programmes, campaigns and themes (Citizenship, health and wellbeing, PSHE, PREVENT)								
		Theme	Mon	Tue	Wed	Thu	Fri	
1	04-Sep	No theme since the whole student body doesn't return until Thursday 7th.						
2	11-Sep	Behaviour for Learning (PM / CK)						
3	18-Sep	Staying Safe Online (Fake News: PH)						
4	25-Sep	Nothing About Us Without Us (Developing Leadership Week AT / CCs)			Year 10 RESPECT Day			
5	02-Oct	Student-led assemblies (week 1; see rota; theme; 'Take Notice [mind]		Year 11 Progress Assembly PC / RY	9NP	7CHA	8ABF	
6	09-Oct	Celebrating Diversity (Black History Week: LH)	LLS Intro	Black History Week	Black History Week	Black History Week	Black History Week	
7	16-Oct		6th Form Promo Assembly (DJo)	6th Form Promo Assembly (DJo)		Gideons: Year 7 (MH)		
8	30-Oct	Safeguarding (SENCO)	Safeguarding (SENCO)	Safeguarding (SENCO)	Safeguarding (SENCO)	Safeguarding (SENCO)	Safeguarding (SENCO)	
9	06-Nov	Remembrance: Armistice Week (CK / DC)	Remembrance Day	Remembrance Day	Remembrance Day	Remembrance Day	Remembrance Day	
10	13-Nov	Anti-Bullying Week (Children in Need AMs)	Tootoot Launch	Tootoot Launch	Year 11 RESPECT Day	Tootoot Launch	Tootoot Launch	
11	20-Nov	Student-led assemblies (week 2; see rota; Theme; 'Be Active')	Student-led Y11 (Be Active)	Student-led Y10 (Be Active)	Student-led Y19 (Be Active)	Student-led Y7 (Be Active)	Student-led Y8 (Be Active)	
12	27-Nov	6th Form promotion	6th Form Promo	6th Form Promo	Year 8 RESPECT Day	6th Form Promo	6th Form Promo	
13	04-Dec	Charities Week	Claire House Visit	Claire House Visit	Claire House Visit	Claire House Visit	Claire House Visit	
14	11-Dec	Rewards Week (Attendance, behaviour, attainment and achievement; AMs / PMe)	Rewards (Y11)	Rewards (Y10)	Rewards (Y9)	Rewards (Y7)	Rewards (Y8)	
15	18-Dec	Student-led assemblies (week 3; see rota; Theme; 'Give' [Charity])			Year 7 RESPECT Day			
Form Time Activities	Form time is our principal PSHE delivery opportunity. As such it must be taught, either through Votes for Schools or other mandated resources EACH WEEK.							
			Year 11	Year 10	Year 9	Year 8	Year 7	6th Form
	Monday		Assembly	B4L	B4L	B4L	B4L	B4L
	Tuesday		Behaviour for Learning (B4L)	Assembly	PSHE / V4S	PSHE / V4S	PSHE / V4S	Assembly
	Wednesday		PSHE / Votes for Schools (V4S)	PSHE / V4S	Assembly	Numeracy	Personal Best	PSHE / V4S
	Thursday		Numeracy	Numeracy	Numeracy	Personal Best	Assembly	PSHE / V4S
	Friday		PSHE / V4S	PSHE / V4S	PSHE / V4S	Assembly	Numeracy	PSHE / V4S
RESPECT Day Curriculum; Fit to Succeed Survey, Drugs and Alcohol Educations, Relationships and Sex Education, Road Safety,								
Reducing Risk, Basic 1st Aid, aspiration, employability and careers, managing money								

Assembly Plan: Academic Year 2017 - 2018							
Assemblies to be led by HT / SLT / AMs / PMs / Form groups unless otherwise stipulated							
Week	Year Group Default	Mon - Year 11	Tue - Year 10 / 6th Form	Wed - Year 9	Thu - Year 8	Fri - Year 7	
PSHE / SEMH / SMSC Theme for the week: Based on a mapping of national programmes, campaigns and themes (Citizenship, health and wellbeing, PSHE, PREVENT)							
	Theme	Mon	Tue	Wed	Thu	Fri	
16	08-Jan						
17	15-Jan	Student-led assemblies (week 4; see rota; Theme; 'Connect' [friends and family])	Student Led 'connect' Y11	Student Led 'connect' Y10	Year 9 Respect Day	Student Led 'connect' Y7	Student Led 'connect' Y8
18	22-Jan	Holocaust Memorial Week (VB)	Holocaust Memorial Week (VB)	Holocaust Week	Holocaust Week	Holocaust Week	Holocaust Week
19	29-Jan	Wellbeing Week 1 (5 ways to wellbeing KB)	Wellbeing Week 1 (5 ways to wellbeing KB)	Wellbeing Week 1 (5 ways to wellbeing KB)	Wellbeing Week 1 (5 ways to wellbeing KB)	Wellbeing Week 1 (5 ways to wellbeing KB)	Wellbeing Week 1 (5 ways to wellbeing KB)
20	05-Feb	Youth Mental Health Awareness Week (KB / AD)	NCS Intro: Year 11 Only		Mental Health Intro Y9	Mental Health Intro Y7	Mental Health Intro Y8
21	12-Feb	Student-led assemblies (week 5; see rota; Theme; 'Learn' [Growth Mindset])		Mental Health Intro Y10	Student Led Growth Mindset 9CO	Student Led 'connect' Y7	No assembly
22	26-Feb	World Book Week (Mma)	World Book week (Y7-9)	Year 9 Options	Year 9 Options	Year 9 Options	Year 9 Options
23	05-Mar	Pride and Promises	Tootoot Relaunch (M moore Y 7-9)	Year 9 Options	Pride and Promises (Y9)	Pride and Promises (Y7)	Pride and Promises (Y8)
24	12-Mar		Year 11 Revision Rick Tynan		Hive Update (Kev Burke)	Hive Update (Kev Burke)	Hive Update (Kev Burke)
25	19-Mar	Student-led assemblies (week 7; theme; Sport Relief)	Sport Relief (Y11)	Sport Relief (Y10)	Sport Relief (Y19)	Sport Relief (Y7)	Sport Relief (Y8)
26	26-Mar	Rewards Week (Attendance, behaviour, attainment and achievement)					
Form Time Activities	Form time is our principal PSHE delivery opportunity. As such it must be taught, either through Votes for Schools or other mandated resources EACH WEEK.						
	Year 11	Year 10	Year 9	Year 8	Year 7	6th Form	
Monday	Assembly	B4L	B4L	B4L	B4L	B4L	
Tuesday	Behaviour for Learning (B4L)	Assembly	PSHE / V4S	PSHE / V4S	PSHE / V4S	Assembly	
Wednesday	PSHE / Votes for Schools (V4S)	PSHE / V4S	Assembly	Numeracy	Personal Best	PSHE / V4S	
Thursday	Numeracy	Numeracy	Numeracy	Personal Best	Assembly	PSHE / V4S	
Friday	PSHE / V4S	PSHE / V4S	PSHE / V4S	Assembly	Numeracy	PSHE / V4S	
RESPECT Day Curriculum; Fit to Succeed Survey, Drugs and Alcohol Educations, Relationships and Sex Education, Road Safety,							
Reducing Risk, Basic 1st Aid, aspiration, employability and careers, managing money							

Appendix 3. Sample PSHE Day Programme. A minimum of one PSHE Day is undertaken per year group per year

2019

Session Title	RSE (Sexual Health) (Brook)	Introduction to Cascaid (Online Careers) (SCV)	Anti-Bullying (Brook)	Life-Skills Barclays Team (Rob Pickersgill)	RSE (Drugs Education) (J Seggie)	Intro to Mental Health (E Burke / M Kelly)	Fit to Succeed (Health and Wellbeing Survey) (KB)	Higher Education Choices (LJMU)
Session Venue	T1	T4	6 th Form Common Rm (F13 until break)	T5	SP5 (Room F10 during Periods 3 and 4)	L6	SP4	F18
08:40	All year 9 assemble in canteen for introductory assembly							
09:10	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
09:50	Group 8	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
10:30	Group 7	Group 8	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
11:10	1 st Lunch							
11:30	Group 6	Group 7	Group 8	Group 1	Group 2	Group 3	Group 4	Group 5
12:10	Group 5	Group 6	Group 7	Group 8	Group 1	Group 2	Group 3	Group 4
12:50	Group 4	Group 5	Group 6	Group 7	Group 8	Group 1	Group 2	Group 3
13:30	2 nd lunch							
14:00	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 1	Group 2
14:30	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 1
15:00	Groups can be dismissed from their final session at 3 p.m.							

Appendix 4. Sample Analysis of Respect Day Evaluations. All students take the questionnaire



PSHE Day Student Questionnaire
Evaluation of PSHE Year 9 RESPECT Day 17th January 2017

To be completed by all students in year 9

Please complete the questionnaire as honestly as possible and ANSWER ALL QUESTIONS.

Tick the box which best describes your feelings about each of the statements in the first column

<i>All of the statements below are about what you experienced yesterday</i>	Definitely	To some extent	Not sure	Not really	Definitely not
Section 1: Thinking about your experiences overall yesterday					
1) I enjoyed taking part in RESPECT Day yesterday	50%	44%	4%	2%	0%
2) I feel that I know a lot more now about the topics covered in the workshops	46%	43%	10%	1%	0%
3) I think the school should have more days like these	77%	14%	9%	0%	0%
Section 2: Thinking about the session delivered by Rob Pickersgill (Barclays Life-Skills; T5)					
4) I found this session enjoyable	20%	41%	16%	16%	5%
5) I feel more inspired to learn and progress in school	21%	41%	19%	16%	3%
6) I feel I can be more creative in problem solving and challenges.	24%	31%	25%	16%	4%
Section 3: Thinking about the relationships and sex education (RSE) workshop with the Brook Advisory Service (T1)					
7) I found this session enjoyable	46%	37%	12%	3%	2%
8) Based on what I have learnt today I will look after my sexual health now or in the future.	55%	34%	9%	1%	0%
9) After today's session, I feel I could go to Brook if I needed more help or support.	36%	26%	21%	13%	4%
Section 4: Thinking about the workshop with Miss Cavanagh (Cascaid / Kudos) in room T4					
10) I found this session enjoyable	48%	26%	16%	7%	4%
11) I now know how to use the Cascaid / Kudos website	39%	28%	19%	9%	5%
12) This session has helped me to think about my future career when I leave school	39%	27%	20%	10%	4%