

## **PSHE Policy 2020/2021**

### **Introduction**

'Young people need the opportunity to receive high-quality PSHE and RSE at school. They have a right to information that will help keep them healthy and safe. PSHE also has a role to play in developing character and resilience, and has a positive effect on academic outcomes. (House of Commons Education Committee, Life lessons: PSHE and RSE in schools 2015)

Personal, social, health and economic (PSHE) education is an important and necessary part of all students' education. All schools should teach PSHE, drawing on good practice.

Teachers are best placed to understand the needs of their students and do not need additional central prescription. The Government continue to believe that it is for schools to tailor their local PSHE programme to reflect the needs of their students, and expect schools to use their PSHE education programme to equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

### **Aim**

At LVS Hassocks, we ensure that the wellbeing, happiness and safety of students is a priority. PSHE forms an important part of the curriculum and we endeavour that our students will be provided with a PSHE provision that gives them:

- Knowledge and understanding to make informed choices and decisions
- An opportunity to develop self – awareness, confidence and self- esteem
- Responsible attitudes towards physical and mental health, supported by a healthy and safe lifestyle.
- Skills and positive attitude towards building effect relationships and respect for others
- Ability to manage and express feelings appropriately, using tools such as the Zones of Regulation
- Understanding of a diverse society and our rights and responsibilities
- Preparing them for adulthood and independent living
- Supports the outcomes identified in EHCP's
- Enables them to understanding their diagnosis of Autism

- Further develop their social and communication skills

We actively promote diversity and inclusion and will consider all students' needs by encouraging the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising houses, the planning of school special events such as Christmas / Summer sharing or involvement in an activity to help other individuals or groups less fortunate than themselves.

### **Implementation**

At LVS Hassocks, students will have a one period timetable session of PSHE delivery and delivered by their class tutor. In addition, there will be drop down days throughout the academic year, outside speakers, weekly assembly, School Council, off site trips and sessions within the Oast Café.

## Delivery of PSHE

	Year	Term	Subject	Topics	FBV	Study skills
7		Autumn	<b>Health and wellbeing.</b>  <b>Living in the wider world.</b>	Informed decisions about health.  Healthy lifestyle. Healthy diet.  Recognizing signs of physical illness.  Community. Rules and laws.  Human rights. Environment.  Roles and responsibilities in the community.  Diversity.  Social media. Being safe online.	Mutual respect Democracy The rule of law. Individual liberty	Talking and listening. Reading Writing Reasoning. Completing sentences. Diamond activities. Card sort.

		Spring	<p><b>Mental health.</b></p> <p><b>Ourselves, growing and changing</b></p>	<p>That mental health like physical health is part of very day life.</p> <p>About strategies and behaviours that support mental health.</p> <p>To recognize that feelings can change over time and range in intensity.</p> <p>About personal identity.</p> <p>What contributes to who we are, ethnicity, gender, faith, culture, hobbies.</p> <p>Gender and biological sex.</p> <p>Puberty.</p> <p>Menstruation.</p>	<p>Mutual respect</p> <p>Democracy</p> <p>The rule of law.</p> <p>Individual liberty.</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Completing sentences.</p> <p>Diamond activities.</p> <p>Card sort.</p>

		Summer	<p><b>Relationships.</b></p> <p><b>Safe relationships.</b></p>	<p>To recognize that there are different types of relationships.</p> <p>That people may be attracted to someone emotionally, romantically and sexually.</p> <p>Marriage.</p> <p>Civil partnerships.</p> <p>Caring relationships.</p> <p>Families.</p> <p>Different types of families.</p> <p>Privacy and personal boundaries.</p> <p>Safety online.</p> <p>Safety in adult relationships.</p>	<p>The rule of law</p> <p>Democracy</p> <p>Mutual respect</p> <p>Tolerance of those with different faiths and beliefs</p> <p>Individual liberty</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Completing sentences.</p> <p>Diamond activities.</p> <p>Card sort.</p>

				Consent and unwanted physical contact.		
∞		Autumn	<b>Health and wellbeing.</b>	<p>Self-esteem.</p> <p>Confidence.</p> <p>Life changes.</p> <p>Social media.</p> <p>Media and body image.</p> <p>Responses to anger.</p> <p>The positive and negative uses of drugs in society.</p> <p>Puberty.</p> <p>Menstrual cycle.</p> <p>Contraception.</p>	<p>Mutual respect.</p> <p>Democracy.</p> <p>The rule of law.</p> <p>Individual liberty.</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Completing sentences.</p> <p>Diamond activities.</p> <p>Card sort.</p>
		Spring	<b>Relationships, Sexual health (Parental letter of consent required)</b>	<p>Families.</p> <p>Friendships.</p>	<p>Mutual respect</p> <p>Individual liberty.</p> <p>The rule of law.</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p>

			<p>Romantic relationships.</p> <p>Marriage.</p> <p>Gender roles.</p> <p>Intimacy.</p> <p>Forming relationships online.</p> <p>Teamwork.</p> <p>Conflict management.</p> <p>About the law relating to sexual consent.</p>		<p>Completing sentences.</p> <p>Diamond activities.</p> <p>Card sort.</p>
	Summer	<p><b>Bullying and discrimination.</b></p> <p><b>Work and employment.</b></p>	<p>To recognize bullying, and its impact, in all its forms.</p> <p>The impact of stereotyping, prejudice and discrimination.</p>	<p>The rule of law</p> <p>Democracy</p> <p>Mutual respect</p> <p>Tolerance of those with different faiths and beliefs</p> <p>Individual liberty</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Completing sentences.</p> <p>Diamond activities.</p> <p>Card sort.</p>

				<p>The need to promote inclusion and challenge discrimination.</p> <p>Gangs.</p> <p>To review their strengths, interests, skills.</p> <p>Emergency services.</p> <p>Retail.</p> <p>Agriculture.</p> <p>About routes into work.</p>		
6		Autumn	<b>Health and wellbeing.</b>	<p>The characteristics of mental and emotional health and strategies for managing these.</p> <p>The link between language and mental health stigma.</p> <p>Strategies to understand and build</p>	<p>Mutual respect</p> <p>Democracy</p> <p>The rule of law.</p> <p>Individual liberty</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Completing sentences.</p> <p>Diamond activities.</p> <p>Card sort.</p>

			<p>resilience.</p> <p>A range of healthy coping strategies and ways to promote wellbeing.</p> <p>Information about alcohol, nicotine and other legal and illegal substances.</p> <p>Ways of assessing and reducing risk in relation to health.</p> <p>How to get help in an emergency and perform basic first aid.</p> <p>Puberty and menstrual wellbeing.</p> <p>sexually transmitted infections (STIs)</p>		
	Spring	<b>Relationships and sexual health.</b>	Similarities, differences and diversity among	Mutual respect Individual liberty. The rule of law.	Talking and listening. Reading Writing

			<p>people of different race, culture, ability, sex, gender identity, age and sexual orientation.</p> <p>How the media portrays relationships.</p> <p>The importance of trust in relationships.</p> <p>Active listening, clear communication, negotiation and compromise.</p> <p>Sexual attraction.</p> <p>The effects of change, including loss, separation, divorce and bereavement.</p> <p>The risks related to unprotected sex.</p> <p>The characteristics of abusive behaviours.</p>	<p>Mutual respect. Different faiths and cultures.</p>	<p>Reasoning. Completing sentences. Diamond activities. Card sort.</p>
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		Summer	<p><b>Financial choices.</b></p> <p><b>Work and career</b></p>	<p>About values and attitudes relating to finance, including debt.</p> <p>The influence of advertising and peers on financial decisions.</p> <p>To recognise financial exploitation in different contexts.</p> <p>To understand how the way people present themselves online can have positive and negative impacts on them.</p> <p>Different types and patterns of work, including employment, self-employment and voluntary work.</p> <p>About young people's employment rights</p>	<p>The rule of law</p> <p>Democracy</p> <p>Mutual respect</p> <p>Tolerance of those with different faiths and beliefs</p> <p>Individual liberty</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Completing sentences.</p> <p>Diamond activities.</p> <p>Card sort.</p>

				and responsibilities		
10		Autumn	<b>Health and wellbeing.</b>  <b>Sexual health.</b>	<p>The characteristics of mental and emotional health.</p> <p>About change and its impact on mental health and wellbeing.</p> <p>A broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing.</p> <p>Self-harm and eating disorders.</p> <p>The benefits of having a balanced approach to spending time online.</p> <p>How different media portray idealised and artificial body shapes.</p> <p>The ways in which industries and</p>	<p>Mutual respect</p> <p>Democracy</p> <p>The rule of law.</p> <p>Individual liberty</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Completing sentences.</p> <p>Diamond activities.</p> <p>Card sort.</p> <p>Matching key terms and definitions</p> <p>Key word glossary.</p> <p>Mind mapping.</p> <p>Summarizing information</p>

				<p>advertising can influence health and harmful behaviours.</p> <p>Wider risks of illegal substance use for individuals.</p> <p>The different types of intimacy.</p> <p>About specific STIs, their treatment and how to reduce the risk of transmission.</p> <p>About healthy pregnancy and how lifestyle choices affect a developing foetus.</p> <p>choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice.</p>		
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		Spring	<p>RSE Relationships.</p> <p>Living in the wider world.</p>	<p>To respond appropriately to indicators of unhealthy relationships.</p> <p>The importance of stable, committed relationships.</p> <p>The legal rights, responsibilities and protections provided by the Equality Act 2010.</p> <p>To understand a variety of faith and cultural practices and beliefs concerning relationships.</p> <p>The opportunities and potential risks of establishing and conducting relationships online.</p>	<p>Mutual respect</p> <p>Individual liberty.</p> <p>The rule of law.</p> <p>Democracy.</p> <p>Tolerance of those with different faiths and beliefs.</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Completing sentences.</p> <p>Diamond activities.</p> <p>Card sort.</p> <p>Matching key terms and definitions</p> <p>Key word glossary.</p> <p>Mind mapping.</p> <p>Summarizing information</p>

				<p>How to choose and access appropriate contraception.</p> <p>Evaluate and further develop their study and employability skills.</p> <p>The range of opportunities available to them for career progression.</p> <p>About employment sectors and types, and changing patterns of employment.</p> <p>Strategies to manage their online presence and its impact on career opportunities.</p>		
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		Summer	<p>Living in the wider world.</p>	<p>To effectively budget, including the benefits of saving.</p> <p>Positive and safe ways to create and share content online and the opportunities this offers.</p> <p>That social media may disproportionately feature exaggerated or inaccurate information about situations.</p> <p>How data may be used with the aim of influencing decisions.</p> <p>To assess the causes and personal consequences of extremism and intolerance in all their forms.</p>	<p>The rule of law  Democracy  Mutual respect  Tolerance of those with different faiths and beliefs  Individual liberty</p>	<p>Talking and listening.  Reading  Writing  Reasoning.  Completing sentences.  Diamond activities.  Card sort.  Matching key terms and definitions  Key word glossary.  Mind mapping.  Summarizing information</p>
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				Work effectively and efficiently as part of a team.		
11	1	Autumn	<p><b>Living in the wider world: Digital media.</b></p> <p><b>Work and career.</b></p>	<p>Strategies for protecting and enhancing their personal and professional reputation online.</p> <p>Extremism</p> <p>Intolerance.</p> <p>How data may be used with the aim of influencing decisions, including targeted advertising.</p> <p>Data.</p> <p>Media bias.</p> <p>About employment sectors and types and changing patterns of employment.</p> <p>To develop their</p>	<p>Mutual respect</p> <p>Democracy</p> <p>The rule of law.</p> <p>Individual liberty</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Disseminating information from video.</p> <p>Media analysis.</p> <p>Matching key terms and definitions</p> <p>Key word glossary.</p> <p>Mind mapping.</p> <p>Summarizing information</p> <p>Debating fixed positions.</p> <p>Independent research.</p> <p>PowerPoint.</p> <p>Presenting information.</p> <p>Peer review and assessment.</p> <p>Learning styles.</p>

			career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities.		
	Spring	<p><b>Relationships and sex education.</b></p> <p><b>Health, Mental health and emotional wellbeing.</b></p>	<p>Stable relationships. Marriage. Civil partnership.</p> <p>The legal rights, responsibilities and protections provided by the Equality Act 2010.</p> <p>About diversity in romantic and sexual attraction.</p> <p>To understand the potential impact of the portrayal of sex in pornography and other media.</p> <p>To understand a variety of faith and</p>	<p>The rule of law Democracy Mutual respect Tolerance of those with different faiths and beliefs Individual liberty.</p>	<p>Talking and listening. Reading Writing Reasoning. Disseminating information from video. Media analysis. Matching key terms and definitions Key word glossary. Mind mapping. Summarizing information Debating fixed positions. Independent research. PowerPoint. Presenting information. Peer review and assessment. Learning styles. Reading news articles and collating information</p>

			<p>cultural practices and beliefs concerning relationships and sexual activity.</p> <p>The characteristics of mental and emotional health.</p> <p>To recognise warning signs of common mental and emotional health concerns.</p> <p>To make informed decisions in relation to diet, sleep and exercise.</p> <p>The purpose of blood, organ and stem cell donation for individuals and society.</p>		
	Summer	<p><b>Health and appearance.</b></p> <p><b>Discrimination, equality and</b></p>	<p>About the health services available to people.</p> <p>How to take increased</p>	<p>The rule of law</p> <p>Democracy</p> <p>Mutual respect</p> <p>Tolerance of those with different faiths and beliefs</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Disseminating</p>

			<p><b>democracy.</b></p> <p>personal responsibility for maintaining and monitoring health including cancer.</p> <p>To assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds.</p> <p>The ways in which industries and advertising can influence health and harmful behaviours.</p> <p>Abortion.</p> <p>The skills and strategies to respond to exploitation, bullying, harassment and control in relationships.</p> <p>Strategies to challenge all forms of</p>	<p>Individual liberty</p>	<p>information from video. Media analysis. Matching key terms and definitions Key word glossary. Mind mapping. Summarizing information Debating fixed positions. Independent research. PowerPoint. Presenting information. Peer review and assessment. Learning styles. Reading news articles and collating information.</p>
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				prejudice and discrimination.		
Ks5		Autumn	<p><b>Health and wellbeing</b> <b>Personal safety.</b></p> <p><b>Sexual health.</b> <b>Relationships.</b> <b>Health and wellbeing</b></p>	<p>How to register with and access health services in new locations.</p> <p>To recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'</p> <p>How to maintain a healthy diet, especially on a budget</p> <p>To manage personal safety in relation to travel.</p> <p>To perform first aid and evaluate when to summon emergency services.</p> <p>To develop a nuanced understanding of how to select appropriate contraception in</p>	<p>Mutual respect</p> <p>Democracy</p> <p>The rule of law.</p> <p>Individual liberty</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Disseminating information from video.</p> <p>Media analysis.</p> <p>Matching key terms and definitions</p> <p>Key word glossary.</p> <p>Mind mapping.</p> <p>Summarizing information</p> <p>Debating fixed positions.</p> <p>Independent research.</p> <p>PowerPoint.</p> <p>Presenting information.</p> <p>Peer review and assessment.</p> <p>Learning styles.</p> <p>Reading news articles and collating information.</p> <p>Confidence checker.</p>

				<p>different contexts and relationships.</p> <p>Alcohol and drug use.</p> <p>To recognise and challenge prejudice and discrimination.</p> <p>The ways different faith or cultural views influence relationships.</p> <p>Consent.</p> <p>How to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape.</p>		
		Spring	<p><b>Work and careers.</b></p> <p><b>Bullying and discrimination.</b></p>	<p>To recognise and manage different forms of abuse.</p> <p>To evaluate the dangers and consequences of being involved in gangs.</p>	<p>Mutual respect</p> <p>Democracy</p> <p>The rule of law.</p> <p>Individual liberty</p>	<p>Talking and listening.</p> <p>Reading</p> <p>Writing</p> <p>Reasoning.</p> <p>Disseminating information from video.</p> <p>Media analysis.</p> <p>Matching key terms and definitions</p> <p>Key word glossary.</p>

				<p>Ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination.</p> <p>Exploring gender. Exploring race and racism.</p>		<p>Mind mapping. Summarizing information Debating fixed positions. Independent research. PowerPoint. Presenting information. Peer review and assessment. Learning styles. Reading news articles and collating information. Confidence checker.</p>
		Summer	<p><b>INTRODUCTION TO DIVERSITY, PREJUDICE AND DISCRIMINATION.</b></p> <p><b>RELATIONSHIPS, BEHAVIOUR AND PRACTICES IN THE WORKPLACE.</b></p>	<p>Prejudice.</p> <p>Discrimination.</p> <p>The equality act.</p> <p>Stereotyping</p> <p>Identify the line management and departmental structure of a chosen organization.</p> <p>Trade unions.</p>	<p>The rule of law Democracy Mutual respect Tolerance of those with different faiths and beliefs Individual liberty</p>	<p>Talking and listening. Reading Writing Reasoning. Disseminating information from video. Media analysis. Matching key terms and definitions Key word glossary. Mind mapping. Summarizing information Debating fixed positions. Independent research. PowerPoint. Presenting information. Peer review and assessment.</p>

				<p>Describe the main areas of equal opportunities in the workplace.</p> <p>Outline the main health and safety requirements for work in a specified area.</p>		<p>Learning styles. Reading news articles and collating information. Confidence checker.</p>
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### **Monitoring and Assessment**

Students will continue to be informally assessed by staff based on the nature of the delivery. Staff will use professional judgements regarding progress made and this may be evident in a variety of ways e.g. photographs, conversations in addition to written evidence. Students will also achieve AQA Unit Awards to evidence the work they are doing.

The PSHE Co-ordinator will be responsible for ensuring the policy and programmes are implemented as agreed.

### **Involving Parents and Carers**

PSHE delivery is strongest when there is communication and collaboration between the school and home. Parents have the right to withdraw their children from aspects of RSE (Relationship and Sex Education) which do not form part of the science national curriculum.

Please contact the PSHE Coordinator you wish to discuss the content of this policy further