
INTENT:

PSHE at GWA aims to provide all students with the knowledge and skills to make informed decisions about their wellbeing, health, relationships and careers so that they can be happy, healthy and safe as they prepare for a successful adult life in the 21st Century. We do this by following all statutory requirements and guidance. Under [section 3.6 of the National Curriculum](#), Relationships and Sex Education (RSE) is compulsory from year 7 onwards. Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of [the Education Act 1996](#).

As per the statutory guidance issued in 2020, which states that “... *parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education*”, we aim to work closely with the local community by respecting the beliefs and values of our students and their parents/carers. In order to do this, we publish our curriculum and SRE Policy online, inform parents and carers about all PSHE/RSE events via the weekly update emails and host an annual RSE introduction as part of our Support for Families programme.

Furthermore, as per the 2020 statutory guidance “...*secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.*”, we have developed a spiralling curriculum which uses the [PSHE Association Programme of Study](#) to build on students’ primary experiences of PSHE/RSE and continues to provide age appropriate content as students progress through KS3 at KS4 at GWA.

The PSHE Programme of Study at GWA explores the following **key questions**:

How can I be ACE? Personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around personal privacy, including online; careers including enterprise, employability and economic understanding.

How can I have healthy relationships? Different types of relationships in different settings, including online. How to spot the signs of healthy and unhealthy relationships in a variety of contexts. The meaning of consent in a variety of relationships and scenarios.

How can I use the internet safely? Online privacy, social media, body image, digital footprints, ‘Fake News’, advertising, explicit content, harmful content and the ‘Dark Web’.

How can I look after my physical and mental wellbeing? A healthy, balanced lifestyle: including physical, emotional and social health within relationships, work-life, exercise and rest.

What are my values, right and responsibilities? The notion of universal human rights, responsibilities (including fairness and justice) and consent in different contexts. Diversity and equality in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010.

How can I make informed decisions and minimise risk? Identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others and safety - including behaviour and strategies to employ in different settings, including online.

IMPLEMENTATION:

PSHE at GWA is delivered through one weekly tutor time PSHE session in Year 7-10, one weekly tutor time session a week for two terms in Yr11, one timetabled PSHE lesson at KS3, one timetable Core PSHE/P&R lesson at KS4 and RSE themed Successful Lives Days in Scheduled in November, March and July

Tutor Time

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---------------|---|--|--|---|---|
| Term 1 | How can I be ACE? Transition to Secondary School | How can I be ACE? Skills for school and beyond and Careers/Employment | How can I be ACE? Options, careers and finance | How can I be ACE? Goal setting, skills for learning and managing your time effectively | How can I be ACE? Study Smart |
| Term 2 | How can I have healthy relationships? Building connections, tackling loneliness, anti-bullying week, friends and family | How can I have healthy relationships? Family, friends, anti-bullying week and romantic relationships | How can I have healthy relationships? Commitment and families, separation and divorce, anti-bullying week and sexual harassment | How can I have healthy relationships? Being a young parent, anti-bullying week, family disputes and how to settle arguments | How can I look after my physical and mental wellbeing? Exam Survivors |
| Term 3 | How can I use the internet safely? Upsetting content online, digital footprint, fake news, life online and safer internet day | How can I use the internet safely? Reliable news sources, fake news, altered images, fake social media accounts and safer internet day | How can I use the internet safely? Fact checking, reliability of online news, echo chambers, online anonymity and safer internet day | How can I use the internet safely? Online safety and safer internet day | |
| Term 4 | How can I look after my physical and mental wellbeing? Physical and mental wellbeing | How can I look after my physical and mental wellbeing? Mental wellbeing and common mental health conditions | How can I look after my physical and mental wellbeing? Mental wellbeing and common mental health conditions | How can I look after my physical and mental wellbeing? Mental wellbeing and common mental health conditions | |
| Term 5 | What are my values, rights and responsibilities? Human rights, racism and making a difference | What are my values, rights and responsibilities? Racism and sexism | What are my values, rights and responsibilities? English courts | What are my values, rights and responsibilities? Positive choices | |
| Term 6 | How can I make informed decisions and minimise risk? Risk, travel, peer pressure and alcohol | How can I make informed decisions and minimise risk? Alcohol, tobacco, vaping and gambling | How can I make informed decisions and minimise risk? Peer pressure, alcohol, substances, County Lines and knife crime | How can I make informed decisions and minimise risk? FGM and substances | |

Timetabled PSHE Lessons

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---------------|--|--|---|---|--|
| Term 1 | How can I be ACE? Transition to Secondary School | How can I be ACE? Skills for school and beyond and Careers/Employment | How can I be ACE? Careers and the world of work | How can I make informed decisions and minimise risk? Substances and dependency | What are my values, rights and responsibilities? What are values? British values, freedom of speech, hate crime and racism in football |
| Term 2 | How can I have healthy relationships? Building connections, anti-bullying week, friends and family | How can I have healthy relationships? Family, friends, anti-bullying week and romantic relationships | How can I have healthy relationships? Intimate relationships, relationship abuse, consent, anti-bullying week, unintended pregnancy and parenting | How can I look after my physical and mental wellbeing? Cancer prevention, detection and treatment and body modification | How can I have healthy relationships? Marriage and partnership rights, how belief and religion impact relationships and bereavement |
| Term 3 | How can I use the internet safely? Online privacy, Dealing with difficult situations online, netiquette, photo editing, screen time and safer internet day | How can I use the internet safely? Can we trust what we see online? | How can I use the internet safely? Hiring technologies and explicit content online | How can I use the internet safely? Social media marketing, online scams and upsetting content online | Core P&R |
| Term 4 | How can I look after my physical and mental wellbeing? Wellbeing, eating, sleeping and personal hygiene | How can I look after my physical and mental wellbeing? HPV, mental wellbeing and common mental health conditions and the 5 ways to wellbeing | How can I look after my physical and mental wellbeing? Mental wellbeing and common mental health conditions | Core P&R | Core P&R |
| Term 5 | What are my values, rights and responsibilities? Human rights and Sadako's Cranes | What are my values, rights and responsibilities? Prejudice, stereotypes and discrimination, protected characteristics and racism | What are my values, rights and responsibilities? Prejudice, stereotypes and discrimination, protected characteristics, sexism, homophobia and transphobia | Core P&R | How can I look after my physical and mental wellbeing? Physical and mental wellbeing during exams |
| Term 6 | How can I make informed decisions and minimise risk? Travel, grooming, tobacco, vaping and alcohol | How can I make informed decisions and minimise risk? Alcohol, tobacco, vaping and gambling | How can I make informed decisions and minimise risk? Alcohol, gambling, gangs and knives | Core P&R | Exams |

RSE Successful Lives Days

Year 7 – Puberty

Year 8 – Intimate health, romantic attraction, relationships and FGM

Year 9 – Sexual relationships, contraception and STIs

Year 10 – Healthy and unhealthy relationships, unintended pregnancy and parenthood.

IMPACT:

Ipsative Assessment

In PSHE we use Ipsative assessment where students consider their knowledge, skills, attitudes and values at the beginning of a lesson, topic, term or year, and then reflects on how these have changed as a result of the teaching input. This puts each pupil at the heart of the assessment process because the assessment is personalised and individual.

Student Voice

In order to assess the impact of the PSHE curriculum the following student voice surveys will be carried out:

1. Autumn/Winter Baseline Survey
2. Faculty Review Week Survey
3. Post-RSE Successful Lives Day Surveys
4. 'How are you?' Surveys in conjunction with SBC

Learning Walks

Regular learning walks with QFF feedback for staff will be undertaken throughout the year.

IMPACT**Work Scrutiny**

Regular book looks and work scrutiny will be conducted throughout the school to assess consistency and impact of the current PSHE curriculum.

Faculty Review Week

As part of GWA's approach to T&L the PSHE faculty will undertake a faculty review week at the time specified by the VP for T&L to quality assure T&L across the faculty and set priorities for further development.

House/Pastoral Review Process

As part of GWA's pastoral care the PSHE faculty will participate in pastoral/house reviews at the time specified by the AP for Pastoral Care to quality assure PSHE during tutor time and set priorities for further development.