
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 and 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 7-11, one timetabled PSHE lesson at KS3, one timetable Core PSHE/P&R lesson at KS4 and Successful Lives Days in Scheduled in November, March and July

Tutor Time

From September 2025 Tutor time PSHE discursive and scenario based using ABC Voice 21 oracy guide and linked to PSHE topic themes:

How can I be ACE?

How can I have healthy relationships? How can I use the internet safely?

How can I look after my physical and mental wellbeing?

What are my values, rights and responsibilities?

How can I make informed decisions and minimise risk?

Timetabled PSHE Lessons

	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	How can I be ACE? Managing change and emotions when starting secondary school, making friends at secondary school, Homework management and organisation, GWA Values – Being ACE, Young People’s employment rights and responsibilities, Managing Money	How can I be ACE? Goals for the future, different types of jobs, factors to consider when choosing a job, factors which influence spending, debt and borrowing money, the impact of our financial decisions including borrowing	How can I be ACE? Workplace values, a career that appeals to you, different routes into work, the importance of being a lifelong learner, employment options (full-time, part-time, self-employed, volunteering), payslips, credit and debt	How can I be ACE? Career preferences, factors which affect career & employment choices, consumer rights and financial scams How can I have healthy relationships? Relationship values, readiness for intimacy, unhealthy and abusive behaviours relationships	How can I be ACE? Post-16 options, applying for learning opportunities and jobs, the benefits of work experience, planning for retirement How can I have healthy relationships? The legal status of long-term relationships, arranged and forced marriages, marriage and civil partnerships, parenting
Term 2	How can I have healthy relationships? How to maintain healthy and positive friendships, anti-bullying week, how to challenge bullying, how to manage challenges in friendships, how to manage peer influence, how to understand changing relationships, the different roles in different families	How can I have healthy relationships? Hurtful Behaviour, anti-bullying week, being a positive bystander, rights in relationships, challenging gender stereotypes, communicating with friends, healthy relationships	How can I have healthy relationships? Features of a healthy relationship, anti-bullying week, consent, avoiding assumptions, freedom and capacity to consent, sexual harassment and harmful sexual behaviour, relationship abuse	How can I use the internet safely? The risks and benefits of social media, how to showcase your personal strengths online, how to manage your online reputation, social attitudes to sharing nudes How can I look after my physical and mental wellbeing? Cancer prevention, detection and treatment, body modification	How can I use the internet safely? Social Engineering, online blackmail, how explicit content can distort someone’s expectations about themselves, other people, and relationships How can I look after my physical and mental wellbeing? Fertility and routes to parenthood, pregnancy outcomes, abortion

Term 3	How can I use the internet safely? Different types of online fraud, internet Safety solutions which help to protect us from fraud, AI – Artificial Intelligence, social media & Self-esteem, screen-time, Safer internet day	How can I use the internet safely? What cybercrime is, the effects of cybercrime, how to manage feelings and pressure to send nude images, social media influencers, safer internet day	How can I use the internet safely? Stereotypes in the media, the benefits, risks and challenges of using social media, managing pressure to share nude images, managing pressure to view sexualised content online, the consequences of piracy, safer internet day	What are my values, rights and responsibilities? The importance of diversity What extremism is and strategies to prevent it. Why and how people are drawn into extremism. How can I make informed decisions and minimise risk? What addiction is. The impact of addiction. Whether illegal drugs/substances should be decriminalised	Core P&R
Term 4	How can I look after my physical and mental wellbeing? Physical and mental wellbeing, sleep, oral hygiene, puberty	How can I look after my physical and mental wellbeing? Mental health and wellbeing, physical activity and wellbeing, the HPV vaccine, Personal hygiene, first aid	How can I look after my physical and mental wellbeing? Influences on body image, unhealthy coping strategies, healthy coping strategies, change, loss and grief , the importance of sleep, first aid	Core P&R	Core P&R
Term 5	What are my values, rights and responsibilities? Wants and needs, the origins of human rights, how the law protects human rights, Sadako's cranes	What are my values, rights and responsibilities? Community and identity, bias and stereotypes, discrimination and the protected characteristics, values and constructive disagreement, diverse and supportive communities	What are my values, rights and responsibilities? Prejudice, stereotypes, discrimination, protected characteristics	Core P&R	
Term 6	How can I make informed decisions and minimise risk? Caffeine, smoking, vaping, alcohol, FGM	How can I make informed decisions and minimise risk? Alcohol, gambling, knife crime, first aid	How can I make informed decisions and minimise risk? Vaping, attitudes to substances/drugs, the law on substances/drugs, managing influence in relation to substances/drugs, gangs/knife crime	Core P&R	Exams

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.

Assessment:

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. At the end of each term students will complete a PSHE reflection on a '3 – 2- 1 PSHE End of Topic Learning Journey Reflection' form. in which they identify 3 things they learned, 2 things that surprised or interested them and 1 reason why it is important to study this topic. This form is filed in students exercise books at the end of that unit's classwork. This allows student to reflect on the key messages of each topic and their ongoing PSHE learning journey. This allows the PSHE team to both feedback to students and review the PSHE curriculum to ensure that it meets the needs of all learners and responds to contextual issues in the school, community and beyond.

**3 – 2- 1 PSHE End of Topic Learning Journey Reflection**

3 things I have learned in this topic are:
1.
2.
3.
2 things that surprised me or interested me in this topic are:
1.
2.
1 reason it is important to know these things is:
1.
Teacher Comment