West Kirby Grammar School

PSHE Policy

Approved by:	Quality of Education
Last reviewed on:	Summer 2025
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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- develop students' thinking skills to allow them to make informed decisions
- develop responsible attitudes in order to allow students to become confident, active citizens
- to encourage the skills needed to develop positive relationships with others
- to encourage understanding and respect for others
- to develop an understanding in students of the world around them
- to prepare students for adult life in a democratic society

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it 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

3. Content and delivery

3.1 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 (linked to above).

Refer to our Relationships and Sex Education Policy for details of our RSE provision.

Health Education is part of the Personal Development programme and covered in health and well being and exploring who I am.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	**Project 1** WKGS – Community project **Relationships** Types of positive relationship Relationship Values Bullying Behaviour Anti LGBT+ Bullying	**Project 1** Presentation and reflection **Careers & Aspirations** **FSQ Questionnaire** Who am I? Exploring possibilities What is a career? What is an entrepreneur?	**Exploring who I am** Celebrating us as individuals Wellbeing and resilience Strengths and Skills Managing change Cybercrime – *covered in form*	**Managing Risk** Sexting What is consent? Consent and the law **Global Perspectives /Careers Week –** Future careers	**Learning Skills** Reviewing strengths and developments Targets and goals Revision strategies and timetable Independent revision Exam Week	**Health and Wellbeing** Managing mental health Work Life Balance Physical activity – benefits and influences Personal hygiene Nutrition Rest and Sleep
RSE Sessions Sexuality, sexual attraction and orientation Romantic relationships - readiness for intimacy/ strong feelings in relationships The communication and negotiation skills necessary for contraceptive use in healthy relationships/ unprotected sex/ unintended pregnancy and options/ What is consent and the law?						
Curriculum Content Puberty and the menstrual cycle - Biology Human reproduction - Biology						
8	**Project 2:** Step into NHS project **Health & Wellbeing:** Caffeine, Nicotine, Tobacco, Vaping and	**Project 2:** Presentation and reflection **Exploring Who I am** Appearance Ideals	**Careers & Aspirations** What are my interests? Superhero CVs Challenges and rewards of work	**Health and Wellbeing** Attitudes to mental health Emotional Wellbeing Digital resilience	**Learning Skills** Self-Quizzing and Mind maps Revision timetable Top tips	**Relationships** Abuse and Discrimination The 9 Protected Characteristics Healthy relationships

	Alcohol Evaluating use Managing influences Basic first aid **<u>Managing Risk</u>** What influences my financial decisions How can I make informed decisions Targeted advertising and your data	Internal and external impacts on self-esteem Media Messages Managing social influences Keeping ourselves safe online – cybercrime	Creating the life you want What does success mean to me? Cybercrime – *covered in form*	**<u>Global Perspectives /Careers Week –</u>** Careers and the Climate	Exam Stress	and gender bias Cyber Bullying FGM
Curriculum Content Healthy Eating - DT						
9	**<u>Project 3</u>** Personal Discovery **<u>Health and Wellbeing</u>** Stigma and mental illnesses Unhealthy coping strategies (self-harm and eating disorders) Healthy coping strategies Managing loss and grief Specific Mental	**<u>Project 3</u>** Presentation and reflection **<u>Aspirations – the world of work and careers</u>** **FSQ Questionnaire** What are my skills? What comes after school? Deciding what to choose at KS4 Working and earning and managing your money	**<u>Exploring who I am</u>** How I present myself online Impact of social media Managing social influences Body Image Revisited Cybercrime – *covered in form*	**<u>Managing Risk</u>** **Drugs and Alcohol -** **Short- and long-term health risks** **Personal and social risks** The law Gangs – Managing risk and staying safe, Exit strategies **<u>Global Perspectives /Careers Week –</u>** What is the labour market?	**<u>Learning Skills</u>** Revision timetable Top tips Active Reading Flash Cards	**<u>Relationships</u>** Healthy relationships Consent Committed relationships - Rights and protections Equality Act Online relationships Gender, Sex and Orientation When relationships breakdown

	Illnesses					
	RSE sessions the role of pleasure in intimate relationships, including orgasms Impact of pornography Diversity in romantic relationships Skills to assess readiness for sex including online activity Choice and access to contraception Unintended pregnancy - emotional and physical response Coercion/ persuasion					
Curriculum Content Health and Disease – Biology Drug health impacts - Biology						
10	**Learning Skills** Spaced repetition Active learning Time Management **Project 4** ActiveCitizenShip Award – community project in teams **Careers and Aspirations** Reflecting on my career journey Wellbeing in the	**Health and Wellbeing – drugs and alcohol** Drinking responsibly Managing Influences Help seeking Ketamine County Lines	**Project 4** Presentation & reflection Work Experience Introduction **Relationships** Consent and Pornography Relationship Abuse Sextortion – *covered in form*	Revision Exam Week **Relationships** Modern Day Masculinity Violence against women Forced Marriage **Global Perspectives/Careers Week** Career wellbeing – in person, remote or hybrid?	**Managing Risk** Drugs and Alcohol – Assessing risks Managing influences Seeking Help **Valuing Diversity** The Importance of vaccinations – Biology lesson	Work Experience Placement Year 11 Summer **Project** Preparing for year 11 (**Aspirations**) Reflecting on my career journey

	workplace What is AI?					
11	**Learning Skills** Active Learning Preparing for Yr 11 **Aspirations – World of work and careers** **FSQ Questionnaire** What are my employability skills? Apprenticeship vs. Higher Research, volunteering and paid Post 16 choices – T levels/ A levels etc.	Independent Revision Exam Week **Health and Wellbeing** Anxiety retrieval Screening and self-checking Organ Donation Cosmetic and Aesthetic procedures How to evaluate evidence	**Relationships** Pathways to parenthood Intimacy and pleasure Fertility **Managing Risk** Honour based violence Prejudice and Discrimination *Sextortion – covered in form*	**Managing risk** Tax and Income Financial decisions and budgeting Gambling **Global Perspectives/ National Careers Week** Is AI a threat to our jobs?	**Learning skills** Mind mapping in detail Managing Stress Seeking Help	
12	**Who am I & Relationships** Personal responsibility and keeping safe Healthy Relationships Keeping safe dating Intimacy	**Ready for Work** This is a specialist unit written especially for WKGS focused on applying for jobs and succeeding in the workplace. Assessment is through student reflection and the completion of activities	**Cooking & Nutrition** This takes the theory of health and wellbeing and puts it in a practical context with theory on a balanced diet and the practical application of this through cooking certain meals. Assessment at the end	**Wellbeing** **Art** This is a practical look at the use of art techniques to reduce stress and forge healthy hobbies. Culminates in a student reflection of their journey at the end of the unit.	**Self Defense** These sessions are delivered by an accredited external provider. Continuous and ongoing assessment is used throughout the course to ensure that the students can use the theory and	**Budgeting and Finance** Managing finances effectively, reducing anxiety about money, and setting them on a path to financial stability and independence. It equips students with critical financial skills

	Managing Break ups Faith and Culture Prejudice and discrimination Forced Marriage and honour killings	that support them in preparing for the next stage of their education	of the unit is through a short-written assessment and a reflection/visual assessment of a final meal.		practical skills covered to keep themselves and others safe.	and knowledge as they transition into adulthood. Assessment is in the form of a MCQ,
	RSE Sessions How to select appropriate contraception in different contexts and relationships/ How to reduce the risk of STIs How to take responsibility for their sexual health Implications of unintended pregnancy and young parenthood Negotiate and assert, the use of contraception Evaluate the most appropriate methods of contraception Access the pathways available in the event of an unintended pregnancy Moral and legal responsibilities of consent			**Careers – World of work and aspirations (Summer Program)** Post 18 choices Apprenticeships vs university Personal statements Apprenticeship applications UCAS Preparing for interviews Student finance University Visits Careers Fairs		
13	**Health and Wellbeing** Personal responsibility for Health MHWB Managing Transitions Self-Image and self esteem Body Modifications	**Budgeting/ Financial Choices**) financial contracts, debt and risk, evaluating savings and consumer rights Finances – at Uni Overdrafts Interest rates	**Wellbeing** This is a practical look at the use of yoga techniques as a mechanism to reduce stress and forge healthy hobbies. A relaxing unit during a stressful and packed Y13 curriculum with many students building on the Art focus	Managing Risk and Transitions	**Basic Domestics** Equips learners with essential DIY and home maintenance knowledge, building their confidence in managing everyday tasks related to home and car maintenance. Assessment takes place in the final session when students put their	

		Loan use and repay	in Y12. Assessment is continuous and culminates in a reflection of their journey at the end of the unit. Any work produced receives feedback and ideas for improvement.		practical skills to the test by using a variety of tools and materials to create a household item for the kitchen.	

Key Theme	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Mental wellbeing	√	√	√	√	√	√	√
Internet safety and harms	√	√	√	√	√	√	√
Physical health and Fitness	√		√	√	√		√
Healthy eating			√			√	√
Drugs, Alcohol, tobacco	√		√	√	√		√
Health and Prevention	√	√	√	√	√	√	√
Basic First Aid	√					√	
Changing Adolescent Body	√		√	√	√	√	

3.2 How we teach it

In Year 7-11, PSHE is taught as part of weekly personal development lessons .. In Year 10 and 11 there is also a weekly global perspectives lesson. Careers education and citizenship are also hough the PSHE curriculum. Assemblies are often used to highlight themes which are relevant to the PSHE curriculum, and often focus on British values and the values of the school.

The PSHE course is taught by designated members of staff in Years 7-11. In Years 12 and 13 Personal Development is taught through form time, assemblies and the Skills for Life Progamme. This involves six groups rotating around six units that cover the PSHE curriculum through a more practical delivery. Each unit Is delivered consistently by a member of staff or an external agency contracted for the academic year.

The PSHE curriculum is based around the suggested scheme of work published by the PSHE association. The key themese delivered from Y7 – Y13 are:

Exploring who I am

Managing Risk

Careers and Aspirations

Learning Skills

Relationships

Health and Wellbeing

Global Perspectives

. The RSE curriculum is outlined in the RSE Policy.

4. Roles and responsibilities

4.1 The governing body

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

The following have responsibility for the delivery of PSHE:

– Mrs K Kimber Assistant Headteacher – Personal Development

?– PSHE Co-ordinator

Teaching staff are responsible for:

- Delivering PSHE in a sensitive and appropriate way
- Modelling positive attitudes to PSHE
- Monitoring progress through end of topic assessments and reflective activities
- Responding to the needs of individual students
- Reporting to parents on student engagement in PSHE

4.4 Students

Students are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by Mrs K Kimber via evaluation, including student and staff voice:

This policy will be reviewed by Miss G Ellis and Mrs J Richarby Mrs Kimber and ? ds annually. At every review, the policy will be approved by the governing body.

6. Links with other policies

This policy links to the following policies and procedures:

RSE Policy

Safeguarding Policy

Educating students on the subjects of SRE and PSHE plays a crucial role in safeguarding them. This policy works in conjunction with our Safeguarding Policy to ensure students are educated on the ways in which they can be kept safe and protect themselves.