



PSHE (Senior School) Policy

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Description: This policy outlines the Senior School's approach to the provision of Personal, Social, Health and Economic Education.

OUR SCHOOL AIMS

- ❖ *To be a safe and trusted foundation for our pupils to achieve their individual academic, social and creative potential.*
- ❖ *To cultivate the skills, knowledge, self-awareness and academic credentials our pupils will need to confidently meet the challenges of our rapidly changing world.*
- ❖ *To instil and nurture a strong sense of social responsibility, integrity and environmental awareness so our pupils positively contribute to a sustainable and just society.*
- ❖ *To guide each pupil in the discovery, delight and development of their individual gifts, talents and character.*
- ❖ *To create and sustain an inclusive and contemporary school culture, where diversity, difference and individuality are recognised and celebrated.*
- ❖ *To prioritise physical and emotional wellbeing across every facet of our school community.*

I. RATIONALE

- 1.1 To provide students with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. The western world is growing increasingly frenetic and materialistic, and it is important to empower students with the mental, physical and spiritual skills they will need to cope as adults.
- 1.2 Students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- 1.3 They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.



- 1.4 The Senior School PSHE curriculum is balanced and broadly-based, and aims to:
- promote the spiritual, moral, cultural, mental and physical development of students at the school and within the wider society,
 - prepare students for the opportunities, responsibilities and experiences of adult life.
- 1.5 The development of the skills, personal qualities, attitudes, knowledge and understanding required to achieve these aims is constantly changing, reflecting the times in which we live. As a result, it is necessary for the teaching of PSHE to include a wide range of education styles and is not simply classroom-based.

2. THE AIMS AND OBJECTIVES OF PSHE

- 2.1 The PSHE curriculum seeks to make students confident, considerate and enterprising while allowing active, responsible and informed involvement in family, community, economic and civic life.
- 2.2 The objectives for teaching PSHE include:
- To develop students' rational thinking skills so that they make informed decisions
 - To enable students to communicate effectively
 - To develop the necessary skills for forging and managing relationships
 - To develop the ability to work with others
 - To encourage students to take responsibility for their own learning and to develop a positive attitude
 - To develop students' ability to act on their own informed ideas and opinions
 - To enable students to have respect for others with particular regard to the protected characteristics under the Equality Act 2010. These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
 - To encourage children to evaluate their own and others' work and lifestyles, and give them a sense of purpose
 - To develop the ability to cope with challenges, successes and failures
 - To develop self-confidence
 - To enable students to understand the need for self-control
 - To develop student's listening skills
 - To provide knowledge of the world around them and prepare them for adult life
 - To encourage students to be active citizens within their local community and play their part in a democratic society, and to recognise both their rights and responsibilities.
 - To help students become healthy and fulfilled individuals

3. TIME ALLOCATION

Formal PSHE teaching takes place within Tutor Group lessons (period 1) on Fridays. The activities and approaches vary according to year group, but structured activities are directed weekly by the Heads of Year and according to established Schemes of Work (see Appendix).



4. TEACHING METHODS

- 4.1 A variety of teaching and learning strategies are used to deliver PSHE which take into account students' age, development, understanding and needs. The teaching strategies employed enable students to develop and practise their skills of negotiation, debating, decision-making, assertion, research, problem-solving and collaboration. The students are also given the opportunity to develop their own attitudes and values.
- 4.2 The Schemes of Work are based around the PSHE Associations Schemes of Work which covers a comprehensive PSHE and Relationships and Sex Education programme for Key Stages 3 & 4. Students have a PSHE folder and/or workbook depending on the year group in which they make notes and work through relevant exercises. Please see Appendix A for Years 7-11 Schemes of Work and Appendix B for guidance for Sixth Form tutors.
- 4.3 We use the Votes for Schools platform through Years 8-11. Most weeks, during Monday or Friday form time, the students discuss a Vote Topic such as "Can chart music teach us about black history?", "Are young people interested in politics?" and "Will vaping be banned?". The students work through some resources on a PowerPoint which could include videos, newspaper articles, statistics, people opinions etc and then they discuss this in class and individually vote on the week's question by answering yes or no. The students record their discussions in their Votes for Schools record book.
- 4.4 Within formal PSHE lessons it is important for teachers to create an atmosphere in which students feel:
- Comfortable, trusted and supported
 - Able to contribute and work collaboratively
 - Able to reflect on emotive issues such as abortion, euthanasia and bullying
 - Supportive towards each other
 - Willing to express their feelings within a safe environment
- 4.5 Students are encouraged to work in active ways through such methods as debating, brainstorming, creating displays, role play, videos, trips, workshops and theatre projects.
- 4.6 It is sometimes appropriate to include occasions when single sex groups have an opportunity to explore issues that may be particularly sensitive, such as menstruation or contraception.
- 4.7 Significant aspects of the PSHE programme are also taught outside the formal PSHE lessons, and include:
- Certain topics are covered within **academic teaching**, such as reproduction, diet, obesity & healthy living, discussions of morality in issues such as dissection, genetic engineering and conservation in Biology lessons; discussions on ethics, spirituality and morality are held in Philosophy & Religion; the English and Drama departments include role play in their teaching on issues such as health, Islam and women's roles; History considers the different perceptions of Empire and what it is to be British. Students learn about financial management in Economics & Business studies
 - **External Speakers** e.g. on topics such as e-safety, addictions, mental health, first aid and consent
 - **Workshops** e.g. 'Show Racism the Red Card' (Year 8);trips to 'Safe Drive, Stay Alive' for Year 12 students, CV writing workshops for Year 12
 - A wide range of **extra-curricular Clubs & Activities** take place each week, designed to develop skills, enrich understanding and build self-esteem



- Residential **trips and activity programmes** focused on building esteem
- Guidance and workshops on Work Experience placements, UCAS applications, CV writing and interview techniques help to develop older students' understanding of the world after they have left School and the need for employability skills.
- The **Assembly programme** is used to cover certain PSHE areas, such as the importance of charity, reading, mental health and the concept of identity, as well as the need to have high aspirations and to practise hard. Year Assemblies focus particularly age-specific concerns such as e-safety, body image, stress or bullying relevant to the particular year group.
- There are several whole-school religious services that take place each year: Founders' Day, Christmas and Easter
- A high proportion of students in Years 9-13 are involved in the **Duke of Edinburgh Award Scheme**, and as part of that initiative they are expected to engage in a programme that requires them to learn a skill, perform community service and complete an expedition as part of a trained group.
- **Specific events** take place within the academic year that focus on raising awareness of particular themes, such as the whole-school mock elections run by the Politics Club, or the annual Mental Health Awareness Week run by the Psychology Department.
- The **Careers Programme** supports students in all year groups in making suitable choices. This includes:
 - Year 7: Personal identity and values; learning skills and teamwork
 - Year 8: Aspirations for the future; career choices and identity and the world of work
 - Year 9: 'Fast Tomato' online careers profiling to help students prepare for GCSE options
 - Year 10: Careers workshops with the Schools' Careers Advisor which cover CV, work experience and volunteering and Importance of personal achievements/ interests, CV building and development
 - Year 11: Morrisby Testing; students in Year 11 take the Morrisby profile and then have a one to one interview from an external trained careers advisor.
 - They also have 2 careers workshops with our Careers Advisor, these cover paid/ professional work experience and CV development and Options after A-levels (University, Gap Year, apprenticeships/ School leaver Programmes)
 - Yr 12 : Post 18 options; university, apprenticeships, work, gap year Higher Education Conference
 - Yr 13: UCAS support and careers workshops

5. THE HOUSE SYSTEM

The House System at the Senior School plays a central role in supporting the aims of the PSHE programme in the following ways:

- Inter-house events foster competition and encourage participation in a range of sporting and creative activities on a regular basis, this includes termly Interhouse afternoons where students compete in a wide range of activities from spelling bees to dodgeball.



- The range of age groups from Year 7 to Year 13 within each house enables students to interact with older / younger students in ways they would not do in their normal academic lives.
- The house system provides the primary focus for charity fundraising within the School and raises awareness of particular charities.

6. STUDENT CONSULTATION & SUPPORT

- 6.1 Students are consulted on a range of issues within the School through online student questionnaires and through student focus groups led by Deputy Head (Pastoral) and Deputy Head (Academic).
- 6.2 Issues raised by these methods are considered and in most cases acted upon where possible.
- 6.3 There is a suggestions box in the main corridor.
- 6.4 There are several initiatives within the School that enable students both to develop pastoral understanding and self-esteem, particularly in the context of how to manage particular skills or problems, such as:
 - Mentoring of students in Years 7-9 with special educational needs by sixth formers who have also got similar needs
 - Sixth Form mentoring of students in Years 7-11, with guidance provided by Tutors and Heads of Year.
- 6.5 Year 7 has Sixth Form Prefects who can provide an extra level of support from a student's perspective. Where necessary, the Prefects then pass on relevant information to the Head of Year, particularly in cases of bullying or safeguarding
- 6.6 Student opinion is asked for in a variety of ways eg online questionnaires and student focus groups for feedback about PSHE content and outside speakers

7. PARENTAL INVOLVEMENT

- 7.1 It is vital to have the support of parents and the wider community for the School's PSHE programme. Parents are regularly invited to talks by external speakers on topics such as addictions or e-safety, and we provide an annual talk on the SEND provision within the School.
- 7.2 Parents are emailed the PSHE and RSE Scheme of Work and the RSE Policy at the start of each academic year.
- 7.3 The Headmaster holds Parent Forums and consults the invited parents on areas such as pastoral care and the provision of PSHE among other things.
- 7.4 Information about particular issues such as E-Safety or a talk about self-harm is sent home to parents on a regular basis.
- 7.5 There is a Mental Health and Well-being section on Firefly, the school's Virtual Learning Environment, which both parents and students can access on particular topics covered in the PSHE syllabus, such as anxiety and panic, body image and self-esteem and exam stress. It is hoped that, on using this resource, students and parents will be able to gain some valuable information and support in as private a means as possible.
- 7.6 We are developing the Form Time section on Firefly with the aim that all PSHE lesson plans and resources will be available for parents to view for Years 7-11



8. EVALUATION OF PSHE PROVISION

The PSHE co-ordinator, Heads of Year and Deputy Head (Pastoral) monitor the delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness is conducted on the basis of:

- Student and teacher evaluation of the content and learning processes by questionnaires
- Annual parental questionnaire
- Year team meetings to review and share experience
- Changes in legislation that require specific topics to be introduced, such as Sex and Relationship Education from Sept 2020

9. TRAINING & SUPPORT FOR STAFF

- 9.1 Guidance is given to Tutors by the Heads of Year, and it is made clear that if they have problems with addressing certain topics, then there are means by which this problem can be addressed, such as team teaching or asking other colleagues to take a particular session.
- 9.2 Staff are encouraged to attend parent talks and often observe PSHE/RSE sessions delivered by external speakers.
- 9.3 Certain wider aspects of the PSHE curriculum such as mental health and E-Safety are addressed in the form of inset sessions run by external speakers
- 9.4 The PSHE co-ordinator attends relevant PSHE training insets
- 9.5 Resources for teaching are created by tutor teams and the PSHE co-ordinator and shared online
- 9.6 Staff have in-house training and planning sessions with their Year Team and/or the PSHE and Form Time Coordinator half termly. These are twilight sessions and are complemented by informal weekly Year Team meetings.

10. LINKS WITH OTHER POLICIES

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate:

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| • Disability | • Eating Disorders |
| • Equality | • Self-Harm |
| • First Aid | • Drugs & Substance Misuse |
| • E-Safety | • Relationships and Sex Education |
| • Careers | • |
| • Anti-Bullying and Cyberbullying | • Safeguarding & Child Protection |

Last reviewed August 2022

Next review due August 2023



APPENDIX A

LINGFIELD COLLEGE PSHE EDUCATION: LONG TERM OVERVIEW 2022/23 – COMPETENCIES-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Developing goal setting, organisation skills and self-awareness:</p> <ul style="list-style-type: none"> Personal identity and values Learning skills and teamwork Respect in school (to encompass Protected Characteristics - Equalities Act 2010.) <p>Rail Safety workshops Friday 30/9 SRTRC Workshops THURSDAY 22/9 STUDY SKILLS 23/9 (assessment wk 10/10)</p>	<p>Developing empathy, compassion and communication:</p> <ul style="list-style-type: none"> Making and maintaining friendships Identifying and challenging bullying Communicating online <p>Shaun Dellenty Assembly - Friday 18/11</p>	<p>Developing agency and decision making skills:</p> <ul style="list-style-type: none"> Regulating emotions Diet and exercise Hygiene and dental health Sleep <p>STUDY SKILLS 13/1 (assessment wk 30/1)</p>	<p>Developing assertive communication, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Rights in the community Relationship boundaries Unwanted contact FGM and forced marriage 	<p>Developing self-confidence and self-worth:</p> <ul style="list-style-type: none"> Puberty and managing change Body satisfaction and self-Concept Self Esteem Team Workshop 5/5 <p>STUDY SKILLS 28/4 (Assessment wk 15/5)</p>	<p>Developing agency and decision making skills:</p> <ul style="list-style-type: none"> Drugs, alcohol and tobacco <p>First Aid Day – Blue Light Juniors Thurs 15/6</p>
Year 8	<p>Developing respect for beliefs, values and opinions and advocacy skills:</p> <ul style="list-style-type: none"> Stereotypes, prejudice and discrimination Promoting diversity and equality (to encompass Protected Characteristics - Equalities Act 2010.) <p>SRTRC workshops THURSDAY 15/9 STUDY SKILLS 23/9 (assessment wk 10/10)</p>	<p>Developing risk management skills, analytical skills and strategies to identify bias:</p> <ul style="list-style-type: none"> Managing online presence Digital and media literacy LGBTQ+ Inclusivity <p>Diversity Role Models Workshop – Thurs 3/11 Shaun Dellenty Assembly -Friday 18/11</p>	<p>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> Healthy relationships Boundaries and consent Managing conflict <p>STUDY SKILLS 13/1 (assessment wk 30/1)</p>	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> Drugs and alcohol Introduction to contraception Resisting peer influence <p>WHYSUP Talk (Vaping) 21/3</p>	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> Maintaining positive mental health Importance of physical activity Online choices and influences <p>STUDY SKILLS 28/4 (Assessment wk 15/5)</p>	<p>Developing goal setting, motivation and self-awareness:</p> <ul style="list-style-type: none"> Aspirations for the future Career choices Identity and the world of work
Year 9	<p>Developing assertive communication, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> Carousel 1 Healthy/unhealthy relationships (Peer pressure, grooming) Carousel 2 Consent (including sexting) Online harrasment Carousel 3 	<p>Developing self-confidence, risk management and strategies to manage influence:</p> <ul style="list-style-type: none"> Carousel 5 Friendship challenges Carousel 6 Gangs and violent crime (County Lines) Carousel 7 Drugs and alcohol 	<p>Developing goal-setting, analytical skills and decision making:</p> <ul style="list-style-type: none"> Carousel 1 GCSE options Carousel 2 Sources of careers advice Carousel 3 Employability Carousel 4 	<p>Developing analytical skills and strategies to identify bias and manage influence:</p> <ul style="list-style-type: none"> Carousel 5 Financial decisions Carousel 6 Saving and borrowing Carousel 7 Gambling, financial choices and debt 	<p>Developing empathy, compassion and strategies to access support:</p> <ul style="list-style-type: none"> Carousel 1 Mental health Carousel 2 Change, loss and bereavement Carousel 3 Healthy coping strategies 	<p>Developing decision making, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Carousel 4 Sexually transmitted infections (STIs) Carousel 5 Contraception Carousel 6 Cancer awareness



	<p>Relationships and sex in the media</p> <ul style="list-style-type: none"> • Carousel 4 Pornography <p>STUDY SKILLS 30/9 (assessment wk 31/10)</p>	<p>Shaun Dellenty Assembly -Friday 18/11</p>	<p>Assertive communication</p> <p>STUDY SKILLS 20/1 (assessment wk 6/2)</p>	<p>WHYSUP Talk (Gambling and Vaping) 14/3</p>	<p>Eating Disorders Talk – Hope Virgo 12/5</p> <p>STUDY SKILLS 28/4 (Assessment wk 15/5)</p>	<ul style="list-style-type: none"> • Carousel 7 <p>First Aid Day – Blue Light Juniors Day Fri 9/6</p>
<p>Year 10</p>	<p>Developing self-awareness, goal-setting, adaptability and organisation skills:</p> <ul style="list-style-type: none"> • Carousel 1 Managing transition to KS4 • Carousel Session 2 Image Sharing • Carousel 3 Kitchen Skills (VLe) • Carousel 4 Inclusion, Belonging and addressing Extremism <p>Eating Disorders – Hope Virgo Friday 9/9</p> <p>STUDY SKILLS 30/9 (assessment wk 31/10)</p>	<p>Developing empathy and compassion, strategies to manage influence and assertive communication:</p> <p>Year 10/ 11 Assembly – Split Banana tbc</p> <p>Intimate Relationship expectations Friday 7th October 2022 <i>Follow up materials for tutor slot 14th Oct</i></p> <ul style="list-style-type: none"> • Carousel Session 6 Self Harm – Signs, reporting, support. • Carousel Session 7 Diversity and discrimination inc Protected Characteristics – Equalities Act 2010 <p>Shaun Dellenty Assembly -Friday 18th Nov</p>	<p>Developing respect for diversity, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> • Carousel 1 Nature of committed relationships and forced marriage • Carousel 2 Identifying and responding to abuse and harassment • Carousel 3 Online Blackmail - CSE <p>STUDY SKILLS 20/1 (assessment wk 6/2)</p>	<p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> • Carousel 4 Exploring Careers • Carousel 5 Skills for employment • Carousel 6 Online presence and reputation • Carousel 7 tbc <p>WHYSUP Talk (Vaping) 21/3</p>	<p>Developing motivation, organisation, leadership and presentation skills:</p> <ul style="list-style-type: none"> • Carousel 1 Exploring positive and negative role models • Carousel 2 Session 1: <i>CV, work experience and volunteering</i> • Carousel 3 tbc <p>STUDY SKILLS 28/4 (Assessment wk 15/5)</p>	<p>Developing agency and decision making, strategies to manage influence and access support:</p> <ul style="list-style-type: none"> • Carousel 4 Body Image • Carousel 5 Personal safety • Carousel 6 Online relationships <p>First Aid Day – Blue Light Juniors Mon 12/6</p>



Year 11	Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none"> • Carousel 1 Money Management • Carousel 2 Fraud and Cybercrime • Carousel 3 Careers Workshops with MMO <i>(NOTE: No careers possible on 7th Oct)</i> • Carousel 4 Relationship Values <p>Eating Disorders – Hope Virgo Friday 9/9</p> <p>STUDY SKILLS 4/11 (Mocks wk 21/11)</p>	Developing resilience and risk management skills: <ul style="list-style-type: none"> • Year 10/11 Assembly Intimate Relationship expectations Friday 7th October 2022 <i>Follow up materials for tutor slot 14/10</i> • Carousel 5 Managing Grief and Loss • Carousel 6 Karate (self defence) with Val Dale Sports Hall booked • Carousel 7 Maintaining sexual health Sexual health services <p>Shaun Dellenty Assembly -Friday 18/11</p>	Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none"> • Carousel 1 Health Related Stigma • Carousel 2 Health Education • Carousel 3 Careers Workshops with MMO <p>STUDY SKILLS 4/2 (Mocks wk 27/2)</p>	Developing empathy and compassion, clarifying values and support-seeking skills: <ul style="list-style-type: none"> • Carousel 4 Families and parenting • Carousel 5 Fertility, adoption, abortion Pregnancy and miscarriage • Carousel 6 Drugs and Alcohol 	Developing confidence, self-worth, adaptability and decision making skills: <ul style="list-style-type: none"> • Recognising and celebrating successes • Transition and new opportunities • Aligning actions with goals 	<p style="text-align: center;">COMPETANCIES KEY:</p> <p style="text-align: center;">Independence and Aspirations</p> <p style="text-align: center;">Autonomy and Advocacy</p> <p style="text-align: center;">Choices and Influence</p>
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PSHE Session dates: Autumn Term Summary

- 2/9 PSHE
- 9/9 PSHE (Year 10/11 Eating Disorders assembly)
- 16/9 PSHE
- 23/9 PSHE (Year 7/8 Study Skills focused session)
- 30/9 PSHE (Year 7 Rail Safety) (Year 9/10 Study Skills focused session)
- 7/10 PSHE (Year 10/11 Assembly – Split Banana) (Year 7/8 Assessment week)



- 14/10 PSHE (Year 10/11 Split Banana follow up sessions with tutors)**
- 4/11 PSHE (Year 11 Study Skills focused session) (Year 9/10 Assessment week)**
- 11/11 WHOLE SCHOOL REMEMBRANCE SERVICE**
- 18/11 WHOLE SCHOOL ASSEMBLY – SHAUN DELLENTY**
- 25/11 PSHE (Year 11 mocks)**
- 2/12 PSHE (Year 11 mocks)**
- 9/12 PSHE**



YEAR 7 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
Autumn 1 Independence and aspirations	Developing goal setting, organisation skills and self-awareness: <ul style="list-style-type: none"> • Personal identity and values • Learning skills and teamwork • Respect in school PoS Refs: H1, R9, R14, R15, L2, L3, L21	<ul style="list-style-type: none"> • self awareness through exploring their personal identity and identifying core values • how identity and values can support goal setting for the future • skills to support learning e.g. teamwork and organisation • about school rules and people who can help with transition • how to demonstrate respect in the school community 	(See regularly-updated pdf. version for latest Quality Assured resources) Rail Safety Workshop Friday 30/9 SRTRC Thursday 22/9 Boost Teacher E-book – Sections 1.1/1.2/2.1/9.8
Autumn 2 Autonomy and advocacy	Developing empathy, compassion and communication: <ul style="list-style-type: none"> • Making and maintaining friendships • Identifying and challenging bullying • Communicating online PoS Refs: H2, H4, H6, R2, R9, R10, R13, R14, R16, R38	<ul style="list-style-type: none"> • skills to make and maintain new friendships • how to empathise with, and show compassion for peers • to recognise loneliness and isolation, and strategies to include others • to communicate safely online • to recognise bullying in all its forms • strategies for challenging bullying, including online • how and where to communicate concerns about friendships and bullying, including online 	Whole School Assembly – Shaun Dellenty Friday 18 th Nov Boost Teacher E-book – Sections 2.6/8.4
Spring 1 Independence and aspirations	Developing agency, strategies to manage influence and decision making: <ul style="list-style-type: none"> • Regulating emotions • Diet and exercise • Hygiene and dental health • Sleep 	<ul style="list-style-type: none"> • how to recognise, express and manage emotions to promote daily wellbeing • about influences on diet and exercise choices • how to make healthy and informed decisions about maintaining hygiene and dental health 	Liaise with MTh re Healthy Schools



	<p>PoS Refs: H6, H7, H13, H14, H15, H16, H17, H18, H19, H20, H34, R42</p>	<ul style="list-style-type: none"> about the importance of sleep and maintaining healthy sleep habits 	
<p>Spring 2 Choices and influences</p>	<p>Developing assertive communication , risk management and support seeking skills</p> <ul style="list-style-type: none"> Rights in the community Relationship boundaries Unwanted contact FGM and Forced Marriage <p>PoS Refs: H21, H22, R6, R13, R16, R26, R41, L21</p>	<ul style="list-style-type: none"> about rights, responsibilities and how to respect and advocate for them, including online how to assertively communicate and negotiate boundaries with friends and in other relationships, including online about the importance of consent about the relationship between personal boundaries and human rights how to seek help for themselves or others, in relation to unwanted contact how to safely access help for themselves or others if concerned about FGM or forced marriage 	
<p>Summer 1 Autonomy and advocacy</p>	<p>Developing self-confidence and selfworth:</p> <ul style="list-style-type: none"> Puberty and managing change Body satisfaction and self-concept <p>PoS Refs: H1, H2, H3, H4, H5, H34, L24</p>	<ul style="list-style-type: none"> ways to develop self-confidence and feelings of self-worth about the impact of puberty on emotional wellbeing and selfconcept, and ways to manage this about the physical changes that occur during puberty, including periods and wet dreams 	Self Esteem Team workshop – Friday 5/5
<p>Summer 2 Choices and influences</p>	<p>Developing agency and decision making</p> <ul style="list-style-type: none"> Drugs, alcohol and tobacco Safety and first aid 	<ul style="list-style-type: none"> how to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol skills and strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco about personal safety in increasingly independent contexts 	Blue Light Juniors – First Aid focused on seeking help, CPR, defibrillators and choking.)



PoS Refs: H23, H24, H25, H26, H27, H28, H29, H30, H31, H33, R20, R42, R43	e.g. <ul style="list-style-type: none">• travel safety• how to perform first aid, including CPR, the use of defibrillators,• choking and basic treatment for common injuries• to assess when to contact emergency services	
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YEAR 8 – MEDIUM-TERM OVERVIEW			
Half term / Key question:	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Choices and influences	Developing respect for beliefs, values and opinions and advocacy skills: <ul style="list-style-type: none"> Stereotypes, prejudice and discrimination Promoting diversity and equality (to encompass Protected Characteristics - Equalities Act 2010.) PoS Refs: H1, R3, R37, R38, R39, R40, R41, L10	<ul style="list-style-type: none"> about the importance of equality and diversity and how to celebrate these how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others how to recognise and challenge stereotypes the impact of stereotypes on perceptions of others strategies to communicate concerns about, and challenge, prejudice and discrimination 	SRTRC - Thursday 15/9 Boost Teacher E-book – Sections 9.5/9.8/10.9
Autumn 2 Independence and aspirations	Developing risk management skills, analytical skills and strategies to identify bias: <ul style="list-style-type: none"> Managing online presence Digital and media literacy LGBTQ+ Inclusivity 	<ul style="list-style-type: none"> that information online can be manipulated, misrepresented or fake how to critically analyse different sources of information how to assess the reliability of media sources and critique social media content how to safely manage personal information online strategies to maintain a positive presence online 	Diversity Role Model workshop - Thursday 3/11 Whole School Assembly – Shaun Dellenty Friday 18 th Nov Boost Teacher E-book – Sections 10.1/10.2/10.9



	PoS Refs: H3, H30, R7, R8, R17, R30, L20, L21, L22, L23, L24, L25, L26, L27		
Spring 1 Autonomy and advocacy	<p>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> • Healthy relationships • Boundaries and consent • Managing conflict <p>PoS Refs: R2, R4, R5, R9, R10, R11, R12, R13, R14, R17, R18, R19, R23, R24, R25, R26, R27, R28, R29, R30, R31</p>	<ul style="list-style-type: none"> • about the features of healthy and unhealthy relationships, including online • how to maintain respectful relationships, including online • about sexual orientation, gender identity and diversity in sexual attraction • how to assertively communicate and negotiate boundaries in relationships • about the law relating to consent and how to seek, give, and not give consent • strategies to assess readiness for intimacy and manage pressure in relationships • how to manage requests to share intimate images, including where, when and how to report concerns • skills and strategies to manage conflict • about sources of support and how to access them 	Children's Mental Health Week 7-13 th February
Spring 2 Choices and influences	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> • Drugs and alcohol • Introduction to contraception • Resisting peer influence <p>PoS Refs: H3, H13, H23, H24, H25, H26, H27, H28, H29, H35, H36, R20, R32, R33</p>	<ul style="list-style-type: none"> • how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use • about the laws relating to substances • strategies to manage influence in relation to substances • about contraception and how to access advice and support in relation to sexual health • how to balance time online with other activities • how to recognise and manage influences online 	WHYSUP Talk – Gaming and vaping



<p>Summer 1 Independence and aspirations</p>	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> ● Maintaining positive mental health ● Importance of physical activity ● Online choices and influences <p>PoS Refs: H3, H13, H23, H24, H25, H26, H27, H28, H29, H35, H36, R20, R32, R33</p>	<ul style="list-style-type: none"> ● about the link between physical and mental wellbeing ● about the importance of positive mental health and emotional wellbeing and how to maintain these ● about attitudes towards mental health and how to challenge myths and stigma ● how to recognise and manage influences and make healthy, informed decisions about maintaining physical health ● how to access appropriate support in relation to mental and physical health ● how to recognise and manage influences online 	<p>Mental Health Awareness Week w/c 13/5</p>
<p>Summer 2 Autonomy and advocacy</p>	<p>Developing goal setting, motivation and self-awareness:</p> <ul style="list-style-type: none"> ● Aspirations for the future ● Career choices ● Identity and the world of work <p>PoS Refs: H1, L2, L3, L4, L8, L9, L11, L12, L13, L14</p>	<ul style="list-style-type: none"> ● how to develop self-awareness by identifying personal and academic strengths and interests ● to increase motivation by setting aspirational goals ● about different careers and routes to employment ● about employment trends and how they can inform decision making ● how to manage emotions relating to future employment and career choices 	



YEAR 9 – MEDIUM-TERM OVERVIEW			
Half term / Key question:	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1&2 Autonomy and advocacy	Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> • Healthy/unhealthy relationships (Peer pressure, grooming) • Consent (including sexting) Online harrassment • Relationships and sex in the media • Pornography PoS Refs: R2, R7, R8, R9, R10, R11, R12, R16, R24, R25, R26, R27, R35, R36, L25	<ul style="list-style-type: none"> • about the features of healthy, intimate relationships, including that they should be equitable and pleasurable • how to recognise healthy and unhealthy relationship behaviours • about stable, committed relationships and features of family life • about personal values and their influence on relationship expectations • about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations • about the legal and moral responsibilities in relation to seeking consent • how to recognise factors that might affect capacity to consent 	Boost Teacher E-book – Sections 3.1/3.2/4.2
Autumn 1&2 Independence and aspirations	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> • Friendship challenges • Gangs and violent crime (County Lines) • Drugs and alcohol PoS Refs: H26, H27, R19, R20, R37, R42,	<ul style="list-style-type: none"> • how to manage difficulties and challenges in friendships • strategies to manage pressure to join a gang and/or engage in • substance use, anti-social behaviour or violent crime • to evaluate attitudes and social norms in relation to substance use • the risks and consequences of substance misuse • exit strategies in risky or dangerous situations and 	<i>Surrey Police not currently doing school visits for PSHE talks but this may change for Sept 2023.</i> Whole School Assembly – Shaun Dellenty Friday 18 th Nov Boost Teacher E-book – Sections 3.3/5/8.3/8.6



	R43, R44, R45, R46, R47	how to access support	
Spring 1 Independence and aspirations	Developing goal-setting, analytical skills and decision making: <ul style="list-style-type: none">• GCSE options• Sources of careers advice• Employability• Assertive Communication PoS Refs: L1, L2, L3, L5, L6, L7, L8, L9, L23, L24, L26	<ul style="list-style-type: none">• to evaluate influences on, and sources of advice for GCSE options and careers• how to make informed decisions about GCSE options in relation to future goals• skills for enterprise and employability• laws and rights relating to young people's employment• how to assertively communicate values and beliefs in challenging situations	



<p>Spring 2 Choice and Influence</p>	<p>Developing analytical skills and strategies to identify bias and manage influence:</p> <ul style="list-style-type: none"> • Financial decisions • Saving and borrowing • Gambling, financial choices and debt <p>PoS Refs: H5, H32, R17, L15, L16, L17, L18, L19, L27</p>	<ul style="list-style-type: none"> • how to recognise and manage the impact of the media and advertising on decision making, including online • about saving, borrowing and how to manage money • how to make informed financial choices and where and how to seek help, advice and support if needed about the risks related • to gambling behaviours and chance based transactions, including online • to identify common forms of fraud and online scams • how to access help in relation to gambling harms or fraud 	<p>WHYSUP – Tuesday 21/3 Gambling & Vaping</p>
<p>Summer 1</p> <p>Autonomy and advocacy</p>	<p>Developing empathy, compassion and strategies to access support:</p> <ul style="list-style-type: none"> • Mental health (including self-harm and eating disorders) • Change, loss and bereavement • Healthy coping strategies <p>PoS Refs: H7, H8, H9, H10, H11, H12, R1, R14, R18, R21, R22</p>	<ul style="list-style-type: none"> • to build digital resilience for emotional wellbeing • about maintaining mental health and emotional wellbeing, including healthy coping strategies • to recognise warning signs of unhealthy coping strategies, including self-harm and eating disorders • how to access help and support in relation to mental health and emotional wellbeing • to recognise new opportunities that change can bring • strategies for managing loss and change and how to empathise with, and show compassion for peers 	<p>Mental Health Awareness Week 2021 Hope Virgo – Eating Disorders Friday 12/5</p>



<p>Summer 2</p> <p>Choices and influences</p>	<p>Developing decision making, risk management and support-seeking skills:</p> <ul style="list-style-type: none">• Sexually transmitted infections (STIs)• Contraception• Cancer awareness• First aid <p>PoS Refs: H19, H20, H21, H30, H31,</p>	<ul style="list-style-type: none">• how to make informed decisions about sexual health and access reliable advice and support• about sexually transmitted infections and how to reduce chances of transmission• how to choose and access contraception• about the consequences of unintended pregnancy and how to access appropriate support• about health prevention measures, cancer awareness and the importance of self-examination, especially for early detection of testicular cancer• to revisit and further develop first aid and life-saving skills	
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YEAR 10 – MEDIUM-TERM OVERVIEW			
Half term / Key question:	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
Autumn 1&2 Independence and aspirations	Developing self-awareness, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none"> Managing transition to key stage 4 including learning skills Kitchen Skills* Self Harm – Signs and reporting Managing mental health PoS Refs: H1, H2, H5, H6, H7, H8, H9, H10, H19, H20, H21, L1, L2, L3 <i>*Special request from students – links life skills and stress managements, health etc,</i>	<ul style="list-style-type: none"> skills to improve adaptability and resilience during periods of change or transition and strategies to manage change learning skills for key stage 4, e.g. organisation, time management and goal setting about common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies strategies for managing common mental health concerns, including healthy stress management techniques 	(See regularly-updated pdf. version for latest Quality Assured resources) Split Banana – <i>Intimate Relationship Expectations</i> Joint assembly with Year 11 on 7 th October and follow up materials for tutor led PSHE 14 th October. Boost Teacher E-book – Sections 1/5



<p>Autumn 1&2 Autonomy and advocacy</p>	<p>Developing empathy and compassion, strategies to manage influence and assertive communication:</p> <ul style="list-style-type: none"> • Intimate Relationship expectations • Identifying and responding to abuse and harassment • Diversity and discrimination – (to encompass Protected Characteristics – Equalities Act 2010.) • Image Sharing <p>PoS Refs: R1, R3, R7, R8, R9, R10, R16, R17, R18, R19, R28, R29, R30, R31, R32</p>	<ul style="list-style-type: none"> • about relationship expectations and how to identify and evaluate own beliefs and values in relation to these • how to assertively communicate relationship expectations • how to recognise manipulation and coercion, how to seek and assertively give or not give consent • how to evaluate and manage the influence of pornography • how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online • to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online • how to respond to harassment, including online, and violence; where to seek help • strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010) 	<p>Whole School Assembly – Shaun Dellenty Friday 18th Nov</p> <p>Boost Teacher E-book – sections 8.2/9</p>
<p>Spring 1 Choices and influences</p>	<p>Developing respect for diversity, risk management and support- seeking skills:</p> <ul style="list-style-type: none"> • Nature of committed relationships And Forced marriage • FGM • Extremism <p>PoS Refs: R4, R5, R6, R9, R33, R34, R35, R37, L24, L25, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> • how to make informed decisions about marriage and other long term commitments • about the unacceptability of forced marriage and how to safely seek help • to respect diversity in gender identity, sexual orientation, faith, race and disability • about rights, roles and responsibilities in a diverse society and how to respect and advocate for them • how to manage the influence of gender and sexual norms 	



		<p>and stereotyping</p> <ul style="list-style-type: none"> • about the support available to people with protected characteristics and how to access advice and help for self or others 	
<p>Spring 2 Independence and aspirations</p>	<p>Developing goal setting, leadership and presentation skills: Skills for employment Online presence and reputation Applying for Employment PoS Refs: H1, L1, L2, L3, L12, L23</p>	<ul style="list-style-type: none"> • about options available in education, training and employment post-16 • how to prepare for employment, including how to write a CV, • apply for a job and prepare for interviews • about the importance of skills for employability, e.g. leadership, teamwork and presentation skills • how to create and present a positive personal image and a positive online presence • how to assess and evaluate strengths to set realistic, aspirational goals 	<p>Whysup – Addiction and vaping MMo – Careers workshop</p>



<p>Summer 1</p> <p>Autonomy and advocacy</p>	<p>Developing motivation, organisation, leadership and presentation skills:</p> <ul style="list-style-type: none"> • Financial decisions • Saving and borrowing • OTHER TOPICS TBC <p>PoS Refs: H1, L1, L2, L3, L12, L23</p>	<ul style="list-style-type: none"> • about options available in education, training and employment post-16 • how to prepare for employment, including how to write a CV, apply for a job and prepare for interviews • about the importance of skills for employability, e.g. leadership, teamwork and presentation skills • how to create and present a positive personal image and a positive online presence • how to assess and evaluate strengths to set realistic, aspirational goals 	<p>Mental Health Awareness Week 2021</p>
<p>Summer 2</p> <p>Choices and influences</p>	<p>Developing agency and decision making, strategies to manage influence and access support:</p> <ul style="list-style-type: none"> • First aid and life-saving • Either online or in person – tbc. • Personal safety • Online relationships 	<ul style="list-style-type: none"> • how to identify risky and emergency situations, including online; • how and when to seek help • about the importance of seeking help and giving accurate information, even in cases where there may be legal consequences for those involved • to identify and manage the impact of substance use on personal safety, decision making and sexual behaviour • to consolidate first aid and life-saving skills • to evaluate and manage the opportunities and risks of establishing and conducting relationships online • how to behave legally, ethically and responsibly online, including in online aspects of relationships • how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences 	



YEAR 11 – MEDIUM-TERM OVERVIEW			
Half term / Key question:	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1&2 Autonomy and advocacy	Developing resilience and risk management skills: <ul style="list-style-type: none"> • Money management • Fraud and cybercrime PoS Refs: H4, H18, H22, H25, R35, R36, R37, R38, L16, L17, L18, L19, L20 Developing goal setting, leadership and presentation skills: <ul style="list-style-type: none"> • Skills for employment • Applying for employment (<i>Careers workshops</i>) 	<ul style="list-style-type: none"> • how to make informed choices about money management • about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved • how to assess and evaluate the behaviours and influence of role models • how personal values influence decisions and behaviour in all aspects of life • about the challenges and opportunities transition to adulthood brings • strategies to promote personal safety in new and independent settings, including online • about options available in education, training and employment post-16 • how to prepare for employment, including how to write a CV, apply for a job and prepare for interviews • about the importance of skills for employability, e.g. leadership, teamwork and presentation skills 	Split Banana – <i>Intimate Relationship Expectations</i> Joint assembly with Year 11 on 7 th October and follow up materials for tutor led PSHE 14 th October. Boost Teacher E-book – chapter 2



<p>Autumn 1&2 Independence and aspirations</p>	<p>Developing communication and negotiation skills, risk management and support-seeking skills:</p> <ul style="list-style-type: none">• Relationship values and challenges• Maintaining sexual health• Sexual health services• Managing grief and loss• Self Defence strategies <p>PoS Refs: H14, H27, H28, H29, R2, R7, R9, R11, R12, R13, R17, R23</p>	<ul style="list-style-type: none">• how to communicate personal values in relationships• to recognise the importance of respect, pleasure and equity in intimate relationships• ways to effectively choose, negotiate and use contraception and maintain sexual health• about sexual health services, locally, nationally and online, and how to use and access them• how to manage relationship changes safely and respectfully• about relationship challenges, how to manage strong emotions and communicate effectively at such times	<p>Whole School Assembly – Shaun Dellenty Friday 18th Nov</p> <p>Boost Teacher E-book – Section 3.3/5.6</p>
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<p>Spring 1 Choices and influences</p>	<p>Developing communication and negotiation skills, risk management and support-seeking skills</p> <ul style="list-style-type: none"> • Health related stigma • Health education • Career workshop with MMo <p>PoS Refs: H2, H3, H4, H11,H12, H13, H14, H15, H16, H17, H18, H21</p>	<ul style="list-style-type: none"> • identify barriers to accessing the “building blocks of health” and potential strategies to manage these • explain how language, stereotypes and assumptions can contribute to health-related stigma • assess the effectiveness of strategies to challenge health-related stigma • recognise when and how to seek additional support in relation to health • learn how balancing activities can affect wellbeing, including during and leading up to exam periods. • learn about the factors that influence the choices a person can make about health and wellbeing and how these can be managed • how to create and present a positive personal image and a positive online presence • how to assess and evaluate strengths to set realistic, aspirational goals 	
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<p>Spring 2 Independence and aspirations</p>	<p>Developing empathy and compassion, clarifying values and support-seeking skills:</p> <ul style="list-style-type: none"> • Fertility, adoption, abortion • Pregnancy and miscarriage 	<ul style="list-style-type: none"> • to recognise that fertility changes over time and evaluate the implications of this • to consider the reasons why people choose to adopt/foster children • the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support about the current legal position on abortion and the range of beliefs and opinions about it • to evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy 	
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- Managing grief and loss

PoS Refs: H5, H30, H31, H32, H33, R4,

R6, R13, R17, R24, R25, R26, R27

Developing confidence, agency and support-seeking skills:

- Health promotion and self-examination
- Blood, organ, stem cell donation

- how to access appropriate advice and support in relation to pregnancy, including miscarriage
- strategies to manage grief and loss, including bereavement and how to access support for self or others
- how to show compassion and empathy for others who are experiencing challenging situations
- how to monitor health, e.g. through self-examination and using screening services
- about blood, organ and stem cell donation and how to make informed decisions in relation to these
- how to assess and manage risks associated with cosmetic and aesthetic procedures, e.g. tattooing, piercings and the use of sunbeds



<p>Summer 1 Autonomy and advocacy</p>	<p>Developing confidence, self-worth, adaptability and decision making skills:</p> <ul style="list-style-type: none"> • Recognising and celebrating successes • Transition and new opportunities • Aligning actions with goals <p>PoS Refs: H1, H2, L1, L2, L3, L4, L10, L21</p>	<ul style="list-style-type: none"> • how to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures • how to make informed decisions about different education and career pathways • about different types employment and their contractual terms, including full-time, part-time, self-employment and zero hours • how to evaluate the financial advantages, disadvantages and risks in relation to different models of employment • how to set realistic yet aspirational life goals 	<p>Mental Health Awareness Week 2021</p>
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GUIDANCE FROM PSHE ASSOCIATION (JUNE 2020)

Topics that can work well for remote/home learning at this time include:

- Strategies for preventing infection
- Ways of promoting positive mental health and emotional wellbeing
- Sleep and good sleep habits
- Balancing time online with other activities
- Managing online friendships and social media
- Maintaining healthy eating habits and physical activity
- Study and revision skills
- Careers education
- Shared responsibilities in caring for others



However, not all PSHE education topics are appropriate to deliver remotely. We would therefore strongly advise you to carefully consider whether a topic is safe to be addressed remotely or through home learning before setting any work in PSHE education for a number of reasons:

- Many topics covered in PSHE education are complex and sometimes sensitive. Pupils should engage with such topics in discussions and activities facilitated by a teacher, within a safe classroom environment
- Researching certain PSHE education topics can lead pupils to access websites that may be unreliable or even harmful
- Learning in PSHE education should always take place within a carefully sequenced, developmental programme, which is far harder to achieve through setting activities to be completed over a period of time with no teacher input

Topics that should NOT be addressed through remote teaching or home learning for the reasons above include:

- Unhealthy coping strategies such as eating disorders and self-harm
- Other mental health issues (other than ways of promoting positive mental and emotional wellbeing)
- Abusive relationships and exploitation, FGM, forced marriage

If in doubt about whether work you are setting, or are planning to teach remotely is safe, consider the following questions:

- Might the topic be difficult for some pupils to discuss or learn about in the home environment?
- Will this encourage or make it more likely that a pupil will go onto inappropriate or potentially harmful websites as a result of this lesson/activity?
- Might any content cause distress or anxiety to pupils?
- Might any content re-traumatise a pupil with personal experience of the topic?
- Does the lesson/activity provide sufficient signposting to support currently available to pupils should they wish to discuss the topic further, make a disclosure, or get advice and help?

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APPENDIX B

Sixth Form PSE and Wider Pastoral Programme 2022-2023

The aim of the pastoral programme in the Sixth Form at Lingfield is:

- To equip students for the rigours of study at A Level and beyond by introducing and developing independent study habits, using the VESPA model (Vision, Effort, Strategies, Practice, Attitude)
- To encourage students to take a greater role in the school, local and global community through engagement with, and discussion of, local, national and international issues.
- To prepare students for success after leaving Lingfield, including provision of careers advice and support with university applications, as well as developing students' resilience and independence through discussion of concepts such as financial planning and budgeting, healthy eating, mindfulness and maintaining good mental health.

The expectation is that during Period 1 on a Monday and Friday following assembly, students will be engaged in activities lead by their tutor or peers. Unless part of a structured session, students should not be working independently on work related to their academic subjects. Tutors should actively engage with their tutees during these sessions - this not only helps to develop positive relationships between the Sixth Form Tutor Team and our students, but gives tutors opportunity to model good working practice and shows students the value of developing these skills alongside their academic work.

During registration times the rest of the week, tutors are not expected to follow a prescribed programme, though are encouraged to consider different ways to engage with their tutees. Ideas for this include short talks from tutees, quizzes, discussion of a news article, watching a TED Talk, updating diaries with upcoming events & fixtures etc.

On the following pages are topics and aims for PSE sessions. Lesson plans and resources are provided on Senior Staff Common, but the lesson plans are meant as a guide and can be adapted to suit each individual group. A student workbook has been created to record their PSE sessions and to fill out as per the lesson plan.

Global Citizenship will be delivered using the Head Student Team for a series of assemblies following Whole School Assembly on Mondays or when slots are available. Topics will include:

- Advancing Equality
- Learning for All
- Protecting the Planet
- Defeating Poverty/ Ending the Hunger Crisis
- Keeping the Conversation Going about Mental Health

Additionally, Monday Form Time will have a focus on mental wellbeing, with different self-care tools being taught and practiced.

This will be extended into 'Therapeutic Thursdays' as an optional lunch time club for Year 12 and 13 students.



YEAR 12 PSE Topics – Autumn Term			
Date	Topic	Aim	Resources required
3/9/21	Specific targets for the year Introduction of VESPA	To allow students to identify their strengths and set targets for the first half term.	Target setting sheet PSE booklet, envelopes
10/9/21	Reviewing work outside lessons	To introduce students to make use of different methods when reviewing work.	PC/Projector Worksheets in booklet to facilitate
17/9/21	Reviewing work outside lessons	To encourage students to make use of different methods when reviewing work.	PC/Projector PowerPoint Students' work
24/9/21	Time management	To understand the importance of time management in sixth form, to balance homework, extra work and extra-curricular	Lecture theatre PSE booklet
1/10/21	Follow up & Goal Setting	To discuss the session from elevate & teach further about goal setting (previous elevate session)	PSE booklet
8/10/21	Year talk Report discussions	To reflect on work ethic and transition into sixth form, how would your teachers see your progress etc.	PSE booklet Reports
14/10/21	Sex & Relationship Education - STI's	To inform students of the different STI's and how easy it is to pass on. To inform students what to do if they contract an STI.	STI resources
5/11/21	Revision strategies, timetables etc	To discuss new methods to revise now students are 'revising' when reviewing notes.	PSE booklet PC/Projector Powerpoint
12/11/21	Introduce Leadership Development Programme (LDP)	To get students to think about developing the Lingfield skills explicitly & working as a group to produce a revision aid.	PSE booklet
19/11/21	LDP - Drafting	To get students to think about developing the Lingfield skills explicitly & working as a group to produce a revision aid.	PSE booklet
26/11/21	Leadership Training Programme - Planning	To get students to think about developing the Lingfield skills explicitly & working as a group to produce a revision aid.	PSE booklet
3/12/21	Leadership Training Programme - Presentation	To get students to think about developing the Lingfield skills explicitly & working as a group to produce a revision aid.	Lecture theatre PSE booklet with resources in
10/12/21	Form Christmas Party!		



YEAR 12 PSE Topics – Spring Term			
Date	Topic	Aim	Resources required
7/1/22	Specific targets for the year Politics – Overview	To allow students to identify their strengths and set targets for the first half term. To discuss the basic idea of politics in the UK.	Target setting sheet in PSE booklet
14/1/22	Post 18 options Introduction University, Apprenticeships, Gap Year, Employment IKIGAI- (Japanese ‘Reason for Being’)	To introduce students to the different options available post 18, focusing on one session on university – pros and cons	PC/Projector PowerPoint PSE booklet
21/1/22	Personal Statement/CV writing	To start thinking about what makes up a Personal statement – write sections to help later	PC/Projector PowerPoint PSE booklet
28/1/22	Sex & Relationship Education Fertility, Miscarriages & Parenting	To educate students on ways in which fertility can be affected, the facts of miscarriages and details on consent	Lecture theatre ‘The Book you Wish Parents Had Read’
4/2/22	BEYOND EQUALITY- EXTERNAL SPEAKER	To increase knowledge and understanding on diversity and equality for all.	Lecture theatre
11/2/22	Banking & life finance	To understand how to look after your money, what you have to spend, what to save, interests rates when borrowing etc.	Lecture theatre PC/Projector PowerPoint PSE booklet
25/2/22	Sex & Relationship Education Five languages of love	To discuss the different ways in which people view affection. Understanding your way and others can lead to stronger relationships now and in the future.	STI resources
4/3/22	Career Fair planning Introduce Silver Leadership Development Programme (LDP)	To get students to think about developing the Lingfield skills explicitly & working as a group to produce a revision aid.	PSE booklet PC/Projector Powerpoint
11/3/22	LDP - Drafting	To get students to think about developing the Lingfield skills explicitly & working as a group to produce financial product.	PSE booklet F. Logan, J. Bolton
18/3/22	Leadership Training Programme - Planning	To get students to think about developing the Lingfield skills explicitly & working as a group to produce financial product.	PSE booklet F. Logan, J. Bolton
25/3/22	Leadership Training Programme - Presentation	To get students to think about developing the Lingfield skills explicitly & working as a group to produce financial product.	Lecture theatre PSE booklet with resources in



Year 12 PSE Topics – Summer Term			
Date	Topic	Aim	Resources required
29/4/22	Revision – Exams VESPA- Effort and Systems	To enable students to reflect on current practice and modify as necessary.	Activities from VESPA book
6/5/22	Revision – Exams VESPA- Effort and Systems	To enable students to reflect on current practice and modify as necessary.	Activities from VESPA book
13/5/22	Reflection on results, analysis & targets	To look at results from exams, have they matriculated into Y13, what techniques were good/bad	PC/Projector PowerPoint PSE booklet
20/5/22	Introduce Gold Leadership Development Programme (LDP) Senior Citizens Afternoon Tea	To apply for jobs in the LDP programme	PC/Projector PowerPoint PSE booklet
27/5/22	Volunteering Week	To educate students on ways in which to volunteer, why it's good for the community, get students to tell the rest of the year what they do	Lecture theatre
10/6/22	EXTERNAL SPEAKER- Georgia Woolgar NCS (National Citizenship Scheme)	To educate students on opportunities available outside of school and encourage them to sign up to NCS.	Lecture theatre
17/6/22	LDP – Senior Citizens Afternoon Tea - planning	To get students to think about developing the Lingfield skills explicitly & working as a group to organise an afternoon tea for local senior citizens.	PSE booklet
24/6/22	LDP – Senior Citizens Afternoon Tea - planning	To get students to think about developing the Lingfield skills explicitly & working as a group to organise an afternoon tea for local senior citizens.	PSE booklet
1/7/22	LDP – Senior Citizens Afternoon Tea ENRICHMENT WEEK	To get students to think about developing the Lingfield skills explicitly & working as a group to organise an afternoon tea for local senior citizens.	PSE booklet



PSE Topics Year 13 – Autumn Term

Date (Fri)	Topic	Aim	Task and Resources required (NB: each VESPA task should take 15/20 mins. Resources on FF)
2/9/22	Specific targets for the year Revisiting of VESPA goal setting/Vision tasks.	To allow students to reflect on their summer term goals with last year's performance in mind.	Road mapping reflection- sheets from last term SMART Goals and Mental Contrasting activities PPTs and worksheets
9/9/22	Attitude and Systems UCAS/Post 18 options	To introduce students to how mindset is the key to their success or failure this year and to be prepared to 'up their game'	Intro Assembly and activities Stopping Negative Thoughts coaching exercise and Kill Your Inner Critic Form PPT and paired activity sheet Systems – weekly review Snack Don't Binge PPT
1/9/22	Effort UCAS/Post 18 options	To encourage students to develop a wider range of approaches to study	Intro Assembly, Form PPT containing 8 tasks and activity packs to accompany
2/9/22	Effort UCAS/Post 18 options	To encourage students to develop a wider range of approaches to study SIXTH FORM GROUP PHOTO	Form PPT containing 8 tasks and activity packs to accompany
30/9/22	CAROUSEL ONE	Rotation of topics: Sex (safe sex, contraception, STIs); Addictive behavior (alcohol); Adulting (finance); Relationships (personal boundaries, toxicity); Emotional (wellbeing, mental health, stress); Diversity (LGBT+); Physical health (nutrition); Morals and ethics (consent)	To be delivered as a rotating carousel of eight sessions throughout the year. Delivered by pairs of Sixth Form tutors. Resources from 'Explore PSHE' (Hodder Education) and PSE Association
7/10/22	CAROUSEL TWO	Rotation of topics: Sex (safe sex, contraception, STIs); Addictive behavior (alcohol); Adulting (finance); Relationships (personal boundaries, toxicity); Emotional (wellbeing, mental health, stress); Diversity (LGBT+); Physical health (nutrition); Morals and ethics (consent)	To be delivered as a rotating carousel of eight sessions throughout the year. Delivered by pairs of Sixth Form tutors. Resources from 'Explore PSHE' (Hodder Education) and PSE Association
14/10/22	Systems and Practice-	To help students prepare for Mini Mocks after half term in a targeted and effective way.	Founders Day assembly



	Revision strategies UCAS/ Post 18 options		Systems tasks PPT and summary sheet Practice task The Revision Questionnaire
4/11/22	Practice UCAS/Post 18 options	To help students to reflect on their revision and study skills and to develop other approaches. To challenge a fixed mindset.	Intro Assembly and Form task Know the Skills, Graphic Organisers PPTs and task sheets/resources
7/11/22 (mon)	Practice UCAS/Post 18 options	To help students to reflect on their revision and study skills and to develop other approaches. To challenge a fixed mindset.	Selection of Form tasks The Leitner Box, Two Slow, One Fast, Right, Wrong, Right, Learning from mistakes, Mechanical vs Flexible PPTs and task sheets/resources
14/11/22 (mon)	Self review using VESPA model UCAS/Post 18 options	To help students plan to upgrade their study habits ahead of the next round of mocks.	PPT , Autumn term report data, class, h/work, mock results and feedback. PPT and work sheet/doc . Coaching exercise.
25/11/22	CAROUSEL THREE	Rotation of topics: Sex (safe sex, contraception, STIs); Addictive behavior (alcohol); Adulthood (finance); Relationships (personal boundaries, toxicity); Emotional (wellbeing, mental health, stress); Diversity (LGBT+); Physical health (nutrition); Morals and ethics (consent)	To be delivered as a rotating carousel of eight sessions throughout the year. Delivered by pairs of Sixth Form tutors. Resources from 'Explore PSHE' (Hodder Education) and PSE Association
2/12/22	Alcohol	To give students a first hand insight into the impacts of alcoholism.	Peter Hall assembly (TBC) Follow up on Monday using Drink Aware website
9/12/22	Form Christmas Party!	To bring the year group together as a whole; to nurture friendships and create a feeling of unity; to reduce stress and promote positive wellbeing	Assembly and Panto

PSE Topics – Spring Term			
Date (Fri)	Topic	Aim	Resources required
6/1/23	CAROUSEL FOUR	Rotation of topics: Sex (safe sex, contraception, STIs); Addictive behavior (alcohol); Adulthood (finance);	To be delivered as a rotating carousel of eight sessions throughout



		Relationships (personal boundaries, toxicity); Emotional (wellbeing, mental health, stress); Diversity (LGBT+); Physical health (nutrition); Morals and ethics (consent)	the year. Delivered by pairs of Sixth Form tutors. Resources from 'Explore PSHE' (Hodder Education) and PSE Association
13/1/23	Gap Year options Ikigai	To introduce students to the different options available before starting university. To think about what makes them happy beyond conventional education.	Guest speaker from volunteering organization Form time discussion of the Ikigai model for life fulfillment PPT of model
2/1/23	Record of Achievement/CV writing Practice	To build on careers input when thinking about what makes up a strong CV	PPT presentation from M Mortleman followed by form time work using online template/resources (need devices). Start with Practice task – Know the Skill PPT and prep sheet
27/1/23	CAROUSEL FIVE	Rotation of topics: Sex (safe sex, contraception, STIs); Addictive behavior (alcohol); Adulting (finance); Relationships (personal boundaries, toxicity); Emotional (wellbeing, mental health, stress); Diversity (LGBT+); Physical health (nutrition); Morals and ethics (consent)	To be delivered as a rotating carousel of eight sessions throughout the year. Delivered by pairs of Sixth Form tutors. Resources from 'Explore PSHE' (Hodder Education) and PSE Association
3/2/2	CAROUSEL SIX	Rotation of topics: Sex (safe sex, contraception, STIs); Addictive behavior (alcohol); Adulting (finance); Relationships (personal boundaries, toxicity); Emotional (wellbeing, mental health, stress); Diversity (LGBT+); Physical health (nutrition); Morals and ethics (consent)	To be delivered as a rotating carousel of eight sessions throughout the year. Delivered by pairs of Sixth Form tutors. Resources from 'Explore PSHE' (Hodder Education) and PSE Association
10/2/23	CAROUSEL SEVEN	Rotation of topics: Sex (safe sex, contraception, STIs); Addictive behavior (alcohol); Adulting (finance); Relationships (personal boundaries, toxicity); Emotional (wellbeing, mental health, stress); Diversity (LGBT+); Physical health (nutrition); Morals and ethics (consent)	To be delivered as a rotating carousel of eight sessions throughout the year. Delivered by pairs of Sixth Form tutors. Resources from 'Explore PSHE' (Hodder Education) and PSE Association
25/2/22	Self review following	To help students plan to upgrade their study habits ahead of next half term	Form time activities based on VESPA tasks. Coaching exercise. PPT and resources.



	mocks using VESPA model Effort and Systems		
24/2/2	CAROUSEL EIGHT	Rotation of topics: Sex (safe sex, contraception, STIs); Addictive behavior (alcohol); Adulthood (finance); Relationships (personal boundaries, toxicity); Emotional (wellbeing, mental health, stress); Diversity (LGBT+); Physical health (nutrition); Morals and ethics (consent)	To be delivered as a rotating carousel of eight sessions throughout the year. Delivered by pairs of Sixth Form tutors. Resources from 'Explore PSHE' (Hodder Education) and PSE Association
3/3/2	Student finance	To get students to think about applying for funding through university	Assembly – speaker from UEA on bursaries, scholarships etc Form time exercise on budgeting at uni
10/3/2	Systems and Practice	To encourage students to reflect on the changes to their study habits this half term.	Form time work with tutor and coaching exercise
17/3/23 24/3/23	Year Group Bonding Time	To bring the year group together as a whole; to nurture friendships and create a feeling of unity; to reduce stress and promote positive wellbeing	Team Games in Sports Hall/ Lower Field

PSE Topics – Summer Term			
Date	Topic	Aim	Resources required
28/4/23	Effort and Systems Planning for final revision	To enable students to reflect on their current practice and modify as necessary	PPT and resources for VESPA tasks
5/5/23	Attitude	To promote positive thinking and growth mindset ahead of final exam	PPT and resources for VESPA tasks
12/5/23	Year 13 leave	To bring the year group together as a whole; to nurture friendships and create a feeling of unity; to reduce stress and promote positive wellbeing	Form parties, year party, year assembly