



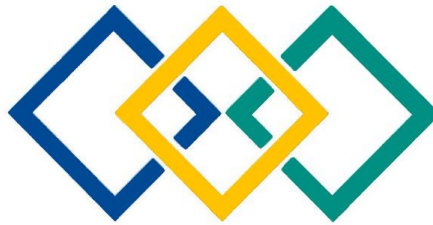
Trinity High School

& SIXTH FORM CENTRE

An Independent State Funded Academy

PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE) POLICY

Reviewed: Sept 2014
Adopted by Governing Body: 7 October 2014
Review date: Sept 2017
Policy Responsibility: Mrs J Cottle/Mrs K Hannan



PSHE POLICY

PSHE is a programme of enrichment that enables our young people at Trinity to become confident individuals who are able to live safe, healthy and fulfilling lives and be responsible citizens who make a positive contribution to society.

The core content of:

1. Health and well being
2. Relationships
3. Living in the wider world

is delivered through Advanced Learning Days and across the curriculum.

1. HEALTH AND WELL BEING

KEY STAGE 3	KEY STAGE 4
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • to recognise their personal strengths and how this affects their self-confidence and self-esteem • to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem • to be able to accept helpful feedback or reject unhelpful criticism • to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment • the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up • the importance of taking increased responsibility for their own personal hygiene • the purpose and importance of immunisation and vaccination • that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection 	<p>Pupils should build on Key stage 3 and have the opportunity to learn:</p> <ul style="list-style-type: none"> • to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others • to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism • the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression) • strategies for managing mental health including stress, anxiety, depression, self harm and suicide, and sources of help and support • where and how to obtain health information, advice and support (including sexual health services) • to take increased responsibility for monitoring their own health (including testicular and breast self-examination) • how lifestyle choices affect a foetus • about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel

<p>against certain STIs</p> <ul style="list-style-type: none"> • about contraception, including the condom and pill • the benefits of physical activity and exercise and the importance of sleep 	<p>they or others are at risk</p> <ul style="list-style-type: none"> • to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealized and artificial body shapes • about health risks and issues related to this, including cosmetic procedures • how to recognise and follow health and safety procedures
<ul style="list-style-type: none"> • to recognise and manage what influences their choices about exercise • the importance of balance between work, leisure and exercise • what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) • what might influence their decisions about eating a balanced diet • how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self • about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it • ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations • a knowledge of basic first aid and life-saving skills • to understand risk within the context of personal safety, especially accident prevention and road safety • the positive and negative roles played by drugs in society (including alcohol) • factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse • to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence • the personal and social risks and consequences for themselves and others of making different decisions regarding 	<ul style="list-style-type: none"> • how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts • about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel) • the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke • understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns • the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle

<p>substances, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke</p> <ul style="list-style-type: none"> • the safe use of prescribed and over the counter medicines • the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction' • about how to access local health services 	
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2. RELATIONSHIPS

<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • the skills and knowledge required to manage the transition to, and the expectations of, secondary education • to recognise, clarify and if necessary challenge their own core values and how their values influence their choices • the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) • to further develop and rehearse the skills of team working as highlighted in the skills for success • to explore the range of positive qualities people bring to relationships • that relationships can cause strong feelings and emotions (including sexual attraction) • the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships • that the media portrayal of relationships may not reflect real life • different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests) • the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children 	<p>Building on Key Stage 3, pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • strategies to manage strong emotions and feelings • the characteristics and benefits of positive, strong, supportive, equal relationships • parenting skills and qualities and their central importance to family life (including the implications of young parenthood) • to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including rape) and strategies to manage this or get help • managing changes in personal relationships including the ending of relationships • to develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond • about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3 • about impact of domestic abuse (including sources of help and support) • the impact of separation, divorce and bereavement on families and the need to
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<ul style="list-style-type: none"> • the roles and responsibilities of parents, carers and children in families • how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement • to understand the importance of friendship and to begin to consider love and sexual relationships in this context • to consider different levels of intimacy and their consequences • to acknowledge the right not to have intimate relationships until ready • to understand what expectations might be of having a girl/boyfriend • about the difference between sex, gender identity and sexual orientation • to recognise that there is diversity in sexual attraction and developing sexuality • the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology • that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not 'consent' • what laws exist to protect their right to withhold their consent (including the legal age of consent for sexual activity) • to recognise when others are using inappropriate persuasion, and coercion and how to respond • about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable) • about contraception, including the condom and pill and the importance of communication and negotiation in condom use • about the emotional aspects of relationships • about the choices and risks related to unprotected sex, which could include exploring the options available in the event of unintended pregnancy and sources of accurate, impartial advice • to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising, 'sexting') 	<ul style="list-style-type: none"> • adapt to changing circumstances • about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement • how to access such organisations and other sources of information, advice and support • about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them • how to negotiate the agreement, or withholding of consent, to engage in different degrees of sexual activity • how to ascertain and respect others' right to agree or withhold consent to engage in different degrees of sexual activity • to recognise the impact of drugs and alcohol on choices and sexual behaviour • to manage unwanted attention in a variety of contexts (including harassment and stalking) • to understand and respect others' faith and cultural expectations concerning relationships and sexual activity • to assess readiness for sex • about accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in Key Stage 3 • to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) • the reasons why parents choose to adopt or to place children for adoption • about abortion, including the current legal position and the range of beliefs, opinions and myths about it • the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support • that fertility decreases with age • to understand the role of sex in the
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<ul style="list-style-type: none"> • about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so • the safe and responsible use of information communication technology (including safe management of own and others' personal data including images) • to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate • to recognise peer pressure and have strategies to manage this • to understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns • laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences) • about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities) • to recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted • the support services available should they feel or believe others feel they are being abused and how to access them 	<p>media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism, feminism)</p> <ul style="list-style-type: none"> • the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)
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3. LIVING IN THE WIDER WORLD

<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3) • the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, 	<p>Building on Key Stage 3, pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • to evaluate their own personal strengths and areas for development and to use this to inform goal setting • about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the
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<p>age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities</p> <ul style="list-style-type: none"> • about discrimination, how to respond when being discriminated against and their responsibilities towards others who are experiencing discrimination • to recognise that they have the same rights to opportunities in learning and work as other people and to recognize and challenge stereotypes • about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills • to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability • different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work • about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks • about different work roles and career pathways, including clarifying their own early aspirations • about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment • about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process • the benefits of being ambitious and enterprising in all aspects of life • about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit • about different types of business, how 	<p>workplace</p> <ul style="list-style-type: none"> • to think critically about extremism and intolerance in whatever forms they take • to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern • about harassment and how to manage this (including the workplace) • how their strengths, interests, skills and qualities are changing and how these relate to future employability • about the information, advice and guidance available to them and how to access it • to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence) • about the range of opportunities available to them for career progression, including in education, training and employment • about changing patterns of employment (local, national, European and global) • to take full advantage of any opportunities for work experience that are available • about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions) • about attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image') • about confidentiality in the workplace, when it should be kept and when it might need to be broken • to develop their career identity, including how to maximise their chances when applying for education or employment opportunities • to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms) • to be a critical consumer of goods and
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<p>they are organised and financed</p> <ul style="list-style-type: none"> • to assess and manage risk in relation to financial decisions that young people might make • about gambling and its consequences (including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling • to explore social and moral dilemmas about the use of money, (including how the choices pupils make as consumers affect other people's economies and environments) 	<p>services (including financial services) and recognise the wider impact of their purchasing choices</p> <ul style="list-style-type: none"> • their consumer rights and how to seek redress
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