



WOLVERHAMPTON GRAMMAR SCHOOL

**Personal, Social,  
Health & Economic Education**

**Overview  
2016/2017**

Inspiring WGS students to make a difference.  
Transforming lives as well as minds.

# Overview

## Introduction

As part of a whole school approach, and based on mutual respect and tolerance, PSHE education at WGS develops the qualities and attributes our students need to thrive as well rounded individuals, family members and members of society, through a flexible and adaptive broad based curriculum which encompasses fundamental British values and has due regard to the nine protected characteristics of the 2010 Equality Act\*. We aim to foster meaningful and supportive interactions within school which educate our pupils and allow them to practise the behaviours which we would encourage and support outside school. We inspire them to develop positive learning and acquire appropriate qualifications to enable wide career choices and achieve economic wellbeing. PSHE at WGS provides opportunities for pupils to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short WGS pupils' footprint on the world should make a difference.

The benefits to our students of such an approach are numerous, as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. PSHE at WGS also provides opportunities for our students to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential and develop self-esteem.

We promote the Fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different beliefs, at appropriate points during the year within the topics covered (as seen on the Excel Overview). Radicalisation, terrorism and extremism are also touched on during some form periods throughout the year through chapters in 'Radicalisation, Terrorism and Extremism' ebook (available on the new staff shared area). Tutors also use form period time to begin discussions with their forms - suggested topics are also listed on the Excel Overview document.

Within school there are a number of other support measures in place for students, ranging from mindfulness teaching, resilience and self-esteem sessions through Base 25, the school counsellor and Peer support. Revision guides are available online to reduce student stress as exams approach and Firefly is used to provide information on a whole host of topics. We invite Parents in for pastoral Parents' evenings and speak about the PSHE curriculum outline as well as hosting e-safety evenings with digital parenting information and magazines available.

From Year 7 through to Year 11 in our fortnightly sessions topics are revisited, recalled and built upon adding more depth and complexity and offering chances for more detailed exploration of themes. This spiral curriculum approach allows pupils' learning to become embedded and ensures that those who may miss elements for a variety of reasons have opportunities to revisit them again.

## Overview

### Our Overarching Concepts at WGS

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity** and **equality** (in all its forms)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

*\*Protected characteristics are: Age, Disability, Gender Reassignment, Pregnancy and Maternity, Marriage and Civil Partnership, Race, Religion or belief, Sex, and Sexual Orientation*

PSHE at WGS broadly follows the PSHE Association's suggested Programme of Study. This focuses on 3 key areas for Years 7-11

1. **Health and Wellbeing**
2. **Relationships**
3. **Living in the Wider World**

In year 7-9 we acknowledge and address, through PSHE and other programmes at WGS, the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. PSHE teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

In years 10&11, pupils extend and rehearse these skills, further explore attitudes and values, and deepen their knowledge and understanding acquired in the lower school. PSHE education at WGS reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

## Overview

### Core Theme 1: Health and Wellbeing

1. how to *manage transition*
2. how to maintain *physical, mental and emotional health and wellbeing* including sexual health
3. about *parenthood* and the consequences of *teenage pregnancy*
4. how to assess and manage *risks to health and to stay, and keep others, safe*
5. how to *identify and access help, advice and support*
6. how to make *informed choices about health and wellbeing* matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
7. how to *respond in an emergency* including administering first aid
8. the role and *influence of the media* on lifestyle.

### Core Theme 2: Relationships

1. how to develop and maintain a variety of *healthy relationships* within a range of social/cultural contexts
2. how to *recognise and manage emotions* within a range of relationships
3. how to *deal with risky or negative relationships including all forms of bullying* (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the *concept of consent* in a variety of contexts (including in sexual relationships)
5. about *managing loss* including bereavement, separation and divorce
6. to *respect equality* and be a *productive member of a diverse community*
7. how to *identify and access appropriate advice and support*.

### Core Theme 3: Living in the wider world: economic wellbeing, careers and the world of work

1. about *rights and responsibilities* as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make *informed choices, be enterprising and ambitious*
3. how to develop *employability, team working and leadership skills* and develop flexibility and resilience
4. about the *economic and business* environment
5. how *personal financial choices* can affect oneself and others and about *rights and responsibilities as consumers*.

## Overview

Essential Skills we aim to foster at WGS		
The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
<ol style="list-style-type: none"> <li>1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</li> <li>2. Learning from experience to seek out and make use of constructive feedback</li> <li>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>4. Making decisions (including knowing when to be flexible)</li> <li>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</li> <li>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</li> <li>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</li> <li>8. Recognising and managing the need for peer approval</li> <li>9. Self-organisation (including time management)</li> </ol>	<ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Empathy</li> <li>3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</li> <li>4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)</li> <li>5. Negotiation (including flexibility, self-advocacy and compromise)Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>6. Responding to the need for positive affirmation for self and others</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>3. Analysis (including separating fact from opinion)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively and in novel situations</li> <li>6. Drawing and defending conclusions using evidence and not just assertion</li> <li>7. Identification, assessment (including prediction) and management of risk</li> <li>8. Evaluating social norms</li> <li>9. Reviewing progress against objectives</li> </ol>

## Overview

### Setting Ground Rules

The atmosphere in PSHE must be as relaxed as possible to discuss delicate and sensitive issues, while still remaining a workable, viable and productive learning environment.

Staff will set the following ground rules with pupils:

- Listen to what others have to say
- Do not be nasty to each other
- Tell the story, not the person
- Discussion stays in the room – no gossip
- No talking when someone else is speaking
- Confidentiality (within the guideline of Child Protection)\*
- If all you can say is something unpleasant, don't say anything
- No-one is to be forced to say anything
- No laughing at others questions or answers
- Think before you ask a question

\* It is inappropriate to promise total confidentiality, although you want an atmosphere of trust where sensitive issues can be raised and discussed. If a member of staff suspects a young person has been / is being sexually or physically abused and this was disclosed, then the member of staff must inform the Child Protection Lead (Jon Hall) or Deputy (Emma Bowater).

### IT Rooms

Staff teaching PSHE are responsible for the booking of an appropriate room to deliver the content of the lesson.

### Non Bias

All information presented to students must be presented in a balanced manner. It is acceptable to discuss an opinion, however this must always be countered by the opposite side of an argument in a professional manner. Political views are no exception to this rule and staff must offer unbiased and balanced views.

### Assessment

Due to the discussion based nature of the subject, there is no formal assessment of PSHE, however Form Tutors will comment on PSHE work when writing Form reports and during Parents' Evenings. There is no homework set for PSHE although Tutors may decide to revisit or expand on topics in Form time and pupil research into topics is encouraged. Commendations or sanctions will be applied as in any other subject.

## Overview

### Differentiation

Due to the nature of the course differentiation for any ability will often be organic and based on how the discussion in the lesson progresses. However staff should have ideas on how to stretch the thinking of the more able students or support those who are struggling to understand concepts. Being able to put forward their own view both confidently and in a balanced manner is an area that all pupils should be striving to achieve. Staff will encourage and praise as appropriate and will use questioning skills to elicit more detailed answers where needed. While outcome will usually be the same, differentiation by task or method may take place.

### PSHE Subject Development

Over the last year we have:

- Introduced Court visits for year 9
- Established Magistrates visits for year 8
- Developed a new series of lessons for year 7
- Introduced a Doctor as an external speaker to speak about First Aid, medicine and the NHS
- Introduced Saltmine Theatre Company to open a discussion on Radicalisation with years 9-11
- Introduced Saltmine Theatre Company to present a play and workshop to students in years 7-10 about online safety and sexting
- sorted and organised all physical resources (which were in 2 locations in the school and not structured)
- Joined and reviewed resources on the Teaching Resources website
- Introduced Careers sessions into PSHE (REP)
- Joined the PSHE Association
- Attended the Warwick group PSHE meeting (SMJT)
- Developed the Firefly PSHE site, adding overviews of the schemes and beginning to load resources
- Surveyed students in years 7-10 to find out their view about the subject content and how it is delivered, and implemented changes for 2016-17 to take their viewpoints into account
- Trained SMJT in Mindfulness (“.b programme” with Mindfulness in Schools Project)
- Attended the PSHE Association Conference (SMJT)

PSHE is in the process of undergoing a fundamental review now that SMJT has taken on its mantle. The specification has already been streamlined to fit in with longer lessons held fortnightly and out-of-date information has been removed. The subject is now more clearly structured, but still requires some of the finer detail adding.

## Overview

During the course of 2016/17 SMJT will be:

- Continuing to sort and organise electronic resources
- Assessing physical resources for relevance to the new curriculum
- Adding to the PSHE Firefly site with the intention of having many of the resources and lessons available for 2017/18
- Supporting any staff who wish to contribute to this
- Surveying Staff and students to find out their view about the subject content and how it is delivered
- Attending PSHE lessons across the year groups to ascertain what is, and what is not, working
- Liaising with REP who is tailoring Careers sessions to be relevant and up to date and to take account of feedback from students
- Addressing the issue of documentation of student learning for student review
- Attending the 2017 PSHE Association conference
- Attending the 2017 Warwick Group PSHE meeting
- Teaching mindfulness “.b programme” to all year 8 students
- Offering mindfulness to year 12/13 on a voluntary basis
- Encouraging staff to tweak and amend lesson plans and to find new and up-to-date resources
- Looking at areas where external speakers and groups may be helpful (either in PSHE lessons or in Assemblies)
- Supporting staff where they feel they would benefit from CPD training

SMJT  
October 2016

Next Review:  
July 2017

PSHE