



WOLVERHAMPTON GRAMMAR SCHOOL

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

**Senior School Overview Years 7-13 - PARENTS**

**2020/2021**

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, equality in all its forms, and tolerance, PSHE education, of which Relationships and Sexual Education (RSE) is a part, in the WGS's Senior school develops the qualities and attributes our students need to thrive as well rounded individuals, family members and members of UK 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 students 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 our students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter both now and in the future. In short WGS students' 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 aim to 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. At WGS prejudice and discrimination in their many forms are considered and discussed during PSHE at various stages during Years 7 to 11. 'Black Lives Matter' is exceptionally important and fits within this area. Radicalisation, terrorism and extremism are also considered and discussed during some Form periods throughout the year where Tutors are able to use Form period time to begin discussions with their Forms.

The whole-school approach to the teaching of PSHE is an essential aspect of the successful promotion of each student's personal, social and health development. It is part of our school's planned and hidden curriculum, where morals, attitudes, behaviour, relationships and healthy lifestyles are taught and modelled. The values and ethos of 'team WGS' are not only clear in PSHE, but can be shaped by what happens in PSHE.

## **Overview**

### **Fundamental British Values**

These are also promoted via Religious Education lessons and our programme of Assemblies. WGS staff are trained through the 'Prevent' programme to challenge opinions or behaviours in school that are contrary to FBV.

#### **Democracy**

Democracy is embedded within the school. Children have the opportunity to have their voices heard through our Student Parliament. The elections of Form Captains and Student Parliament Representatives are based on the students' votes. Students also vote to elect the school's charities for the year. They are also consulted regularly and have formal input into the development of their PSHE scheme via feedback at the end of each year.

#### **The Rule of Law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the regular school day, as well as when dealing with behaviour and through school assemblies. Students are helped to distinguish right from wrong and all students are taught the value and reasons behind laws or rules that govern and protect. They learn to appreciate the responsibilities that all members of our community share and the consequences when laws/rules are broken. Units of study, within the PSHE programme of study, focus particularly on the 'need for laws' and what society would be like, including how society would feel without them. In Year 8 we have Magistrates come into school to run sessions about elements of the law and we discuss different rules of law over the senior school year.

#### **Individual Liberty**

Students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. The school educates and provides boundaries for young children to make choices safely, through provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely. Through participation in extra-curricular activity and opportunities, they are given the freedom to make choices.

#### **Mutual Respect**

Part of the school ethos and behaviour policy revolves around values such as respect and inclusion. Students are often part of form discussions or assemblies related to what this means and how it is shown. This is reiterated through classroom and school rules, discussions around bullying and friendships, as well as through the school behaviour policy.

#### **Tolerance of those of Different Faiths and Beliefs**

This is achieved through enhancing children's understanding of their place in a culturally diverse society, and by giving them opportunities to experience such diversity. This is done through PSHE and RE, as well as across the whole curriculum where relevant. The school supports different festivals and events in the religious calendar such as Harvest, Diwali, Chinese New Year and Christmas and we often have food served that is relevant to these festivals.

## Overview

Within school there are several support measures in place for students, ranging from mindfulness teaching, resilience and self-esteem sessions, the school counsellor and Peer support. Revision sessions 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 a Pastoral Information evening towards the start of each academic year, where Heads of Year speak about the PSHE (and RSE) curriculum.

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 students' learning to become embedded and ensures that those who may miss elements for a variety of reasons have opportunities to revisit them again. 'Revision' as topic has, where possible, generally been moved earlier in the year (and then touched on again later too) to start students thinking earlier about how they learn best, and to provide opportunities for them to try some of the techniques during the year too, and assess what works best for them.

*\*Protected characteristics are: Age, Disability, Gender Reassignment, Pregnancy and Maternity, Marriage and Civil Partnership, Race, Religion or belief, Sex, and Sexual Orientation. At WGS we aim to eliminate discrimination and promote equality of opportunity.*

### 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)

PSHE at WGS broadly follows the PSHE Association's suggested Programme of Study. This focuses on 3 key areas for Years 7-13

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

PSHE is taught on rotation where student will have a group of lessons delivered by one teacher before moving on to the next set of topics.

## Overview

| <b>Essential Skills we aim to foster at WGS</b>  |  |   |
|--|--|---|
| <b>The intrapersonal skills required for self-management</b>   | <b>The interpersonal skills required for positive relationships in a wide variety of settings</b>  | <b>Skills of enquiry</b>  |
| <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)<br/>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

### Non-Bias

All information presented to our students is presented in a balanced manner. Opinions can be offered, but these will always be countered by the opposite side of an argument in a professional manner. Political views are no exception to this rule and our staff will 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 often comment on PSHE work when within Form reports or during Parents' Evenings. There is no homework set for PSHE, although Tutors may decide to revisit or expand on topics in Form time and student research into topics is encouraged. Commendations or sanctions will be applied as in any other subject.

### 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 students:

- 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

### Parental Involvement

Parents can see many of the lesson resources through Firefly, and an outline of each year's topics is included later in this policy. These are subject to change and amendment as PSHE aims to reflect current issues and concerns that arise throughout the year. During PSHE and form times in 2020-2021 staff will be particularly mindful of the Covid-19 situation and the issues that have arisen as a result of this and will work with our students to ensure they are as settled, informed, and reassured as possible.

### Please also refer to the following policies

|                               |  |
|-------------------------------|--|
| Safeguarding Policy – website | Curriculum Policy (Senior School) - website            |
| RSE Policy - website          | Recruitment, Selection and Disclosure Policy - website |

## Overview

### Examples of how PSHE is reflected in the values at WGS:

- our shared mission statement
- a calm and welcoming school atmosphere
- a shared school Behaviour Policy
- whole-school rejection of any form of discrimination or bullying
- promotion of respect, politeness and good manners
- recognising achievement
- valuing every member of our community
- encouraging positive self-image
- promote a healthy lifestyle by providing water, healthy snacks and a balanced lunch time meal

### Curriculum and Teaching methods:

Opportunities for promoting students' personal, social and emotional development exist throughout the curriculum, through:

- using a range of teaching and learning styles;
- placing emphasis on active learning by involving the children in discussions, investigations and problem-solving activities;
- encouraging the students to take part in a range of practical activities that promote active Citizenship, e.g. charity fundraising, Student Parliament opportunities and the planning of special events such as an assembly or elements of open evenings;
- organising classes in such a way that students are able to participate in discussion to resolve conflicts and set agreed rules of classroom behaviour.

### Teaching and Learning:

To facilitate students' learning in PSHE:

- The purpose of each lesson is made clear.
- Appropriate learning experiences are planned and meet the needs of all the students in the class.
- Learning experiences draw on students' own experiences or existing knowledge and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge and understanding.
- Time is given for students to reflect, consolidate and apply their learning.
- Students are encouraged to take responsibility for their own learning and to evaluate their own progress.
- Attention is given to developing a safe and secure classroom climate.

## **Overview**

### **Curriculum Overview**

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. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows students to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

### **Year 7 Topics**

- Relationships (Getting to Know Me & How we Communicate, Friendship & Changing Relationships, What is Citizenship? - 3 sessions)
- Looking After Yourself (Staying safe in the Physical World, Staying Safe in Cyber world, Life changes, Bereavement & Mental Health - 3 sessions)
- Changing Health (Healthy Lifestyles & Personal Hygiene, Puberty, Smoking & Alcohol & Vaping - 3 sessions)
- Rights, Responsibilities, Democracy (Communities, Rights & Responsibilities, Democracy & Participation - 3 sessions)
- Staying Healthy (including the importance of sleep, exercise, physical and mental health, as well as revision strategies and coping with exam pressure - 2 sessions)
- Money Matters (a brief insight into finances and wages – 1 session)

### **Year 8 Topics**

- Cyber Safety (including HMC resources - 2 sessions)
- Breast, Testicular, Ovarian Cancer (1 session)
- Crime & the Law (input from Magistrates who visit school – 3 sessions)
- Money Matters (Bank of England resources – 2 sessions)
- Health (Healthy Eating, CPR/Recovery position, Healthy Relationships – 2 sessions)
- Relationships & Sex (2 sessions)
- Family Relationships & Bereavement (2 sessions)
- Staying Healthy, Revision Strategies Review & Coping with exam stress & pressure (2 sessions)

### **Year 9 Topics**

- Addictive and unhealthy behaviours - Alcohol/Smoking/Gambling (2 sessions)
- Drugs (2 sessions)
- RSE (2 sessions)
- Sex & the Media (2 sessions)
- Careers (3 sessions)
- Cyber Safety (including HMC resources and the Breck Bednar case - 2 sessions)
- Money Matters (1 session)
- Visit by an A&E Doctor (who discusses 'a day in the life of' – 1 session)
- Staying Healthy, Revision Strategies Review & Coping with exam stress & pressure (session)

## **Overview**

In Years 10&11, students 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.

### **Year 10 Topics**

- Self-Esteem and Awareness (3 sessions)
- Relationships & Parenting (2 sessions)
- Discrimination (2 sessions)
- Sexuality (2 sessions)
- Politics (2 sessions)
- Careers (3 sessions)
- Coping with Exam pressure and Revision Strategies (2 sessions)

### **Year 11 Topics**

- Drugs & Safety (1 session)
- Relationships & Society (1 session)
- Sex (1 session)
- Financial Capability (1 session)
- Revision Skills and Techniques (1 session)
- Careers (2 sessions)
- Mental & Emotional Health (3 sessions)
- Coping with Exam pressure and use of technology (1 session)
- Cyber Safety

## Overview

In Years 12&13, students revisit some of the topics covered in Years 7-11 and look at them from a more adult perspective (for example consent, porn, drugs, media influence etc). The new PSHE framework at VI Form reflects the fact that learners are now often working independently, and have taken on greater responsibility.

### Year 12 Topics

#### 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 3: Living in the wider world: economic wellbeing, careers and the world of work (Lower VI)

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*.
6. how to live safely in an 'online' and 'connected' world

### Year 13 Topics

#### 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*.

## Overview

SMJT  
September 2020

Next Review:  
September 2021