



Personal, Social, Health and Economic (PSHE) Policy

Regulation	ISSR: Part 1, (2)
Policy Type	Statutory
Reviewed by	Head of PSHE / Deputy Head Pastoral
Approval Committee	Teaching and Learning Committee
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1 Related Information

1.1 Availability of Statutory Policies

All statutory policies are available on the School's website.

1.2 Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

2(1) The standard in this paragraph is met if—
2(2)(d) personal, social, health and economic education which—
2(2)(d)(i) reflects the school's aim and ethos; and
2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a).

EYFS

1.3 Personal and emotional development (understand own feelings; manage emotions; develop positive sense of self; set simple goals; confidence in own abilities; wait for items that are wanted; direct attention as necessary; look after own bodies (healthy eating); manage personal needs).

1.3 Terminology

School means Haberdashers' Boys' School which is operated by Haberdashers' Aske's Elstree Schools Limited, the School Trustee of Haberdashers' Aske's Charity.

Student or **Students** means any Student or Students in the School at any age.

2 Background

This policy has been developed in accordance with the following legislation and guidance:

- The Children Act 2004
- Mental Health and Behaviour in Schools 2015 guidelines
- Equalities Act 2010
- The Prevent Duty 2015.

2.1 Related Policies

This policy should be read in conjunction with the following other policies:

Anti-bullying Policy
Curriculum Policy
e-Safety Policy
Fundamental British Values and Curriculum – Prep and Pre-Prep School
Fundamental British Values and Curriculum – Senior School
Individual Needs and SEND Policy
Relationships, Sex and Education Policy
Safeguarding Policy
SMSC Policy

3 Aim

The School takes the personal, social, health, citizenship and economic education (PSHE) of its students very seriously. The PSHE programme at Haberdashers' Boys' School ('HABS') is age appropriate and has been carefully planned to support the development of each student's wellbeing. Wellbeing is defined in *The Children Act 2004* as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.

Promotion of positive mental health is particularly a focus, with our practices based on the *Mental Health and Behaviour in Schools 2015* guidelines. In addition to individual wellbeing, the students are encouraged to view themselves as part of the School community and wider society. The School Values are embedded into the PSHE programme at all levels. Respect and tolerance are required in all lessons. In this regard this policy takes into account the *Equalities Act 2010* and *The Prevent Duty 2015*.

Developments in Relationships, Health and Sex Education and the new statutory requirements of July 2025 are being implemented or upgraded as part of the ongoing development of our provision. Jigsaw Education is providing updated resources and lesson plans ahead of September 2026 and these are in use by Years 7-11. External providers talk to students on topics like Drugs and Substances, Gambling, Consent and Relationships or contraception. Enhanced focus on topics like FGM, healthy and unhealthy relationships or identity is given at age-appropriate points in a spiral curriculum. More responsibility for particular topics, like online misogyny or use of AI in creating and distributing images, is being taken on by the house deputies and resources for discussion are provided by the Head of PSHE.

- Our Jigsaw Secondary PSHE programme aims to prepare students for the opportunities, responsibilities and the experiences of adult life.
- To develop a sense of wellbeing and self-efficacy.
- To understand what constitutes a healthy and successful lifestyle.
- To learn about themselves as growing and changing individuals.
- To be aware of safety issues and how to cope when faced with challenges, including online safety, content, understanding consent and commerce (see the [e-Safety Policy](#)).
- To provide accurate factual information on a range of matters associated with sex, sexuality and sexual health, and making balanced assessments of risk, for example, drugs and alcohol.
- To have respect and tolerance for others regardless of race, gender, age, mental, physical disability, socio-economic or cultural background.
- To understand personal finance and develop the skills required for economic wellbeing
- To make informed choices regarding personal, social and community-wide and global issues.
- To form successful relationships within their families, friendship groups and the School community, built on mutual respect and trust.
- To develop the attributes required to contribute effectively to British society, recognise the ethnic diversity of the UK, and develop an appreciation of fundamental British values by actively promoting
 - democracy
 - the rule of law
 - individual liberty
 - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith throughout our teaching and curriculum.

When students leave HABS we expect that they will be equipped with the knowledge, skills and attributes to become morally responsible and valued citizens. The values we encourage, through the programme, are rooted in the School ethos and the School's values. The PSHE programme is under-pinned by the practices of the School with its strong pastoral system, reputation for good communication, positive relationships between staff and amongst themselves. Such a culture fosters mutual respect and this serves as an ideal environment in which to encourage and support the aims of the PSHE Policy. PSHE is also an essential part of the School's holistic approach to religious observance and hence makes a significant contribution to both the students' spiritual development and their respectful tolerance of each other's beliefs. Teachers present a balanced viewpoint and are sensitive to cultural differences and differing perspectives. The course is designed to encourage respectful relationships between students and members of staff.

4 Senior School Framework

The planning and coordination of PSHE is the responsibility of the Head of PSHE. Colleagues are supported in their teaching by the provision of information about current developments in the subject and the provision of a strategic lead from the Head of PSHE and Deputy Head Pastoral.

PSHE consists of five components: personal, social, health, citizenship and economic education. As well as being informative, the PSHE course is designed to be skills-focussed. Key skills of critical thinking, decision making and communication are developed throughout the course.

- Personal education encourages students to learn about themselves as growing and changing individuals, as well as develop attributes required to contribute effectively to society. Students are encouraged to become mindful, resilient, critical thinkers. Positive mental health of students is also promoted in all activities and wellbeing education.
- Relationships, Sex and Health education (RSHE) focuses on what makes a healthy relationship, within families and friendship groups through a range of topics such as social media, online safety, love, sexual equality and sexual health. Lessons are designed to develop communication skills and the themes of mutual respect and trust are emphasised throughout. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
 - content: being exposed to illegal, inappropriate or harmful material
 - contact: being subjected to harmful online interaction with other users
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm.
 - commerce: activity that means exposure to online-gambling, exploitation through financial coercion and criminal activity.
- Health education equips the students with the knowledge they need to make wise choices about their physical wellbeing. It covers a range of topics, from healthy eating and fitness through to body image, sexual health and addictions. As well as providing accurate and factual information, these lessons focus on developing decision-making skills, especially with lessons on consent. Biology is an ally in delivering the education around good health, puberty, sexual reproduction and transmission of disease.

- Citizenship teaches the knowledge and skills which are required to understand and engage with British democracy, politics and the law. One of the key values we impart is that of tolerance for others, regardless of race, gender (including transgender) age, mental or physical ability, sexual-orientation, marital-status (including civil partnerships), pregnancy, beliefs, religious, socio-economic or cultural background. British and global cultures are part of this component, with the aim of enriching the students and supporting their development into well-rounded individuals. HABS is a multi-cultural community which reflects British values.
- Economic education teaches the students to understand personal finance and develop the skills required for economic wellbeing. Essential skills such as budgeting and saving are covered, along with issues such as poverty, gambling and debt.

All students in Years 7-11, receive a weekly Jigsaw Secondary PSHE lesson (see Appendix A) with their form tutors during Thursday morning PSHE lessons. PSHE-based topics form the content of talks and workshops, with specialist speakers organised for all year groups at different times throughout the year. These focus on specific age-appropriate issues such as anxiety, e-safety, drugs awareness, substance abuse, consent and contraception, gender and sexual relationships.

All Year 12 and Year 13 students have a fortnightly PSHE period with their tutors. The present resources are from the PSHE Association, a series of lessons and clips on topics that are selected for the year groups and Unifrog PSHE PowerPoints combined with other specific topic resources, like FT Flic for financial literacy. Twice termly, the joint 6th forms have talks and workshops on a range of topics, including relationships, consent, digital issues, drugs education, LGBTQ+ or young adult priorities, like driving safely. When necessary, the Boys' School 6th form will have separate talks and information mornings. Workshops and talks are also delivered to parents. Tooled Up and Digital Parenting are available to parents as external sources of advice and information.

The PSHE programme works closely with the Pastoral Board, various academic departments, the Careers Department, and Learning Support Coordinators to ensure the students are getting a uniquely tailored programme. Many of the aims of the programme are also met through the participation of the students in a range of extra-curricular activities from the Combined Cadet Force, the School and Community Service to the Duke of Edinburgh Programme.

4.1 Monitoring

As this is an unexamined subject, the Whole School Marking Policy does not apply but all standards relating to teaching, lesson planning and delivery stand as part of best practice. Lesson observations, learning walks and the scrutiny of e-booklets form part of the monitoring of the lessons. Students use simple assessment sheets from Jigsaw to reflect upon their learning. Pastoral teams work together to observe and feedback on PSHE lessons. Student voice is sought using electronic Forms surveys and in discussion groups, which ask how effective a course is and how it might be improved. The Student Council plays a prominent role in student-led initiatives or supporting campaigns and awareness weeks. Staff training is the responsibility of the Teaching and Learning Department in consultation with the Deputy Head Pastoral and Head of PSHE. School reports include a comment on the student engagement with PSHE lessons.

Regular consultation with the Deputy Head Pastoral and SLT, tutorial staff and students, through surveys and meetings, informs the content of the programme. Close collaboration with the Girls' School is prioritised in the 6th form and at appropriate times in other year groups.

5 Preparatory and Pre-Preparatory School Framework

The planning and coordination of PSHE is the responsibility of the Head of Wellbeing at the Prep and Pre-Prep. Colleagues are supported in their teaching by the provision of information about current developments in the subject and the provision of a strategic lead from the Head of Wellbeing.

In the Prep and Pre-Prep School, including EYFS, all students have a weekly 60 minute lesson, supplemented with a pastoral, EDI curriculum delivered across the year in form time., supplemented with an additional 20 minute form time each week. All PSHE and form time sessions are led by the class teacher but may be supported and delivered by additional members of the Prep Teaching Staff, including the Deputy Head Pastoral

5.1 Inclusion

The full PSHE education provision is accessible to every student, regardless of their ability and teaching is tailored appropriately to children's needs. We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by planning for them in our lessons and knowing them and their needs well. Teaching will consider the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE Education provision. We promote social learning and expect our students to show a high regard for the needs of others by learning to respect difference. We will use PSHE Education as a vehicle to address diversity issues and to ensure equality for all by recognising, understanding and appreciating it. We seek to engage and challenge all children, using prior knowledge, previously set targets and attainment to set relevant objectives. Parents have a right to withdraw their children from non-statutory elements of sex education (those parts not within the national curriculum science programmes of study). The programme and [Sex and Relationships Education Policy](#) are on the website and parents are advised of this ahead of the start of teaching in Autumn 2.

We provide PSHE education through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach. This scheme has been based on the Jigsaw scheme and runs from Year R to Year 6. The tailored programme provides the core themes for the curriculum and is supplemented with additional appropriate lessons to ensure all relevant topics are covered e.g. PREVENT duty, county lines, consent and child-on-child abuse.

Our scheme covers all areas of PSHE for the primary phase, as the table below shows:

Term	Topic	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, School and global community
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Relationships	Includes understanding friendship, family and other relationships, consent, conflict resolution and communication skills
Spring 2:	Changing Me	Includes Relationship and Sex Education in the context of looking at change
Summer 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Summer 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices

PSHE Education is taught within a safe and supportive learning environment, where students can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

5.2 Monitoring and Assessment

Each lesson (except the initial transition lesson) has a built-in assessment task. This task is the formal opportunity for teacher assessment but also offers children the chance to assess their own learning and have a conversation with the teacher about their progress and understanding. The self-assessment has the three attainment descriptors for each lesson. Lessons that are part of the RSE Curriculum have a 3-part, multiple choice assessment tool to track data for understanding, engagement and objective coverage.

5.3 Pastoral Support, Wellbeing and Character

The Preparatory and Pre-Preparatory Schools work closely with parents to support the mental health and wellbeing of all students. Pastoral support is available to parents through Kathy Weston's Tooled Up programme. This provides practical tools and resources for parents and teachers that allow them to further support the students in all aspects of their wellbeing.

6 EYFS

In EYFS, PSHE is an integral part of the topic work covered throughout the entire year. Many aspects of the Early Learning Goals are steered towards children's physical and emotional development and wellbeing. Personal Social and Emotional Development (PSED) is an integral part of the Early Years Framework and **supports children to have a positive sense of themselves, respect for others, social skills, emotional well-being and a positive disposition to learning**. The PSHE curriculum in our EYFS incorporates the Relationship Sex and Education (RSE) requirements. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. Children are empowered with language to discuss their emotions and advocate for themselves. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. These aspects form elements of our weekly PSHE sessions, but are also discussed, highlighted, referenced and role-modelled daily. A weekly PSHE lesson is taught in reception. The sessions range from circle time discussions; role play or story-based learning.

The content of each unit of work across each half term, is provided below:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being me in my world	Celebrating Difference	Relationships	Changing Me	Dreams and Goals	Healthy Me
Being yourself. Understanding different feelings. Being in a classroom. Being gentle and kind. Understanding rights and responsibilities	Identifying and recognising talents. Being and feeling special. Where we live. Friends and friendship. Standing up for yourself.	Family life. Making friends; friendships; missing a friend. Falling out. Dealing with bullying. Being a good friend. Caring for others. Self-confidence and self-awareness.	The body. Respecting my body. Adjusting to change. Growing up. Growing and changing. Fun and fears. Celebrations.	Challenges and perseverance. Setting personal targets. Overcoming obstacles. How, where, when to seek help. Different jobs. Achieving goals.	Exercising the body and the importance of physical activity. Healthy food. The importance of sleep. Keeping clean. Being safe. The importance of sharing thoughts and feelings.

Appendix A

Updated snapshot following RSHE changes to be provided by Jigsaw for 2025-26.

Age 11-12	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Who am I?, fitting in	Prejudice, discrimination, assertiveness, what's important to you?	My dreams and goals, achievement and failure	Stress, managing emotions, tips to combat stress and anxiety, mindfulness	Relationship with self, consent, change, healthy relationships	Reproduction facts, puberty, FGM, breast ironing, changes and how I feel about them
2	Influences and influencers, gateway emotions	Who influence you?, ethical issues, changing attitudes	Key skills needed for the future, what skills would I like to develop	Nutrition, exercise, mental health, using food and exercise to support mental health and wellbeing	Healthy relationships and support	Responsibilities of having a baby, pregnancy and birth, IVF
3	Peer pressure, belonging, peer-on-peer abuse	Stereotypes and examples	Learning from mistakes, setbacks	What is sleep? How sleep cycles work, sleep and mood, health, and memory, supporting good sleep	Emotions in relationships, scenarios	Effective parenting skills, pet care, is it ok to not want kids?, UN Children's rights
4	Online identity, risks and tips to keep safe, peer-on-peer abuse	Challenging discrimination, protected characteristics and equality act	Influences, consequences of decisions, how could I positively affect my future?	Stress, effects of stress on the body, recovering from a state of stress, combatting stress with mindfulness and movement	Happy families, discernment, authenticity	Media and image, cosmetic surgery, avatars, self-esteem
5	Consequence of online comments, sexting, peer-on-peer abuse	Bullying, why be a bully?, Would you intervene?, peer-on-peer abuse	Child criminal exploitation, gangs, bystander, emergency aid	Health choices, physical illness and medicine, vaccination, substance misuse	Assertiveness, rights and responsibilities, sexting, peer-on-peer abuse consequences	Emotions and moods, factors affecting mood like food, exercise, sleep, hormones, the brain
6	Online safety	Inclusion or exclusion, importance of being included	Control over your life	Working together to improve well-being, mindful movement	Discernment, authenticity	Becoming an adult recap

Age 13-14	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Groups, being me in a group, peer v friendship, conflict or celebration, child-on-child abuse	Prejudice, discrimination, protected characteristics and equality act, banter, peer-on-peer abuse, law and bullying, schools, hate crime	Personal strengths, health goals	Teenage brain development, three 'ways of thinking', changing social and physical environment during teenage years, physical health recap, the brain, learning and memory	Positive and negative impact of relationships	Mental health and well-being, anxiety, OCD, phobias, depression, being supportive, challenging stigma
2	Relationships, expectations and perceptions, love or abuse?, coercive control, child-on-child abuse	LGBT+ rights in the workplace, challenging negative attitudes, why do people judge?	Importance of planning, career options, world of work, choices	Protecting the brain from risks such as alcohol, smoking, vaping, illegal drugs. County lines REAL link (optional)	Top 10 tips for healthy relationships, power, peer-on-peer abuse	Change, reactions and responses to change, resilience
3	Peer approval, managing personal relationships, child-on-child abuse, damaging relationships, grooming, county lines, radicalisation	Power of positive and negative language, being understood, banter or verbal bullying, peer-on-peer abuse	Happiness pressure, being happy	Windows of development, decision making, physical and mental health decisions	Attraction (body), Pornography and the law, how real is pornography?	Sleep facts and needs, How to sleep better, benefits of relaxing
4	Self-identity, influences, social groups, social media, risks and experimentation	Types of bullying including online effects on mental health, self-awareness, anti-bullying strategy, peer-on-peer abuse	Mental health and ill-health, causes, support, stigma	Emergency situations, Life saving skills (link with Resuscitation Council UK interactive lesson)	Starting a family?, Sex and the law, Age of consent, contraceptive choices	Resilience, dealing with obstacles, tips on developing resilience
5	Positive and negative self-identity, fitting in (leading to crime?) risks, consent, perception, misperception	Diversity, discrimination, protected characteristics, EQ act, equality, prejudice and stereotyping, ageism, protecting against discrimination	Media manipulation & fake news, effects on mental health, self-esteem	Mental health first aid, self care, being a good listener, helping someone with mental health difficulties, where to find mental health support	Consequences of unprotected sex, physical and emotional	Changing and growing, impact on body and mind
6	Perception, misperception	Prejudice and stereotyping, ageism, protecting against discrimination	Mental well-being strategies	Role play conversation, fitting in and taking risks	Age of consent	Dealing with change

Age 14-15	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Freedom, human rights & act, safety, violations	Hidden disability, examples, challenges for those affected, protected characteristics, EQ act, equality	Important relationships, resilience & how to develop it	My health MOT, top tips for health, adopting healthy habits	My relationships, self, love?, lust?, attraction, attachment	Societal change, how will it affect me?, social media and social change, save the environment
2	Grief cycle, loss, responses to loss, support	Workplace expectations and disability, promoting equality, fair pay, rights and responsibilities	Physical and mental health, MH tips	Cardiovascular disease, diabetes, cancer, breast cancer and risk factors, breast checking, skin cancer and SPF, substance misuse and physical health	Pressures of different relationships, freedom and control	What makes a good relationship?
3	Family expectations, active listening, roles within the family (i.e., firstborn etc)	Religion in decline?, positives, fundamentalism, stereotypes, celebrating diversity	Online safety – digital footprint, impact on career	Habits for a healthy lifestyle, dental health, how to see a dentist, skin health and sunscreen	Privacy, personal space, invasion of privacy, paparazzi and celebrity	Me and my relationships, attraction, love or crush?
4	First impressions, influences on our identity, self-image, be positive	Bullying, the law, types of bullying, LGBT+, emotional, peer-on-peer abuse consequences, get involved, golden rule	Money, wages and career goals, what affects your earning potential, budgeting	Vaccination, UK vaccination program Does vaccination work, herd immunity, Covid 19 vaccination and social responsibility	Good relationship, control, anti-bullying, power, coercion, peer-on-peer abuse	Pornography, art?, is it ok for adults to look at porn?, age limits, is porn real?, peer-on-peer abuse
5	Marriage and the law, beliefs and religions, protected characteristics, respect	Making a positive contribution, making a stand, Malala, what matters to you?	Weekly costs, debt, gambling, emotions linked to too much/ little money	Peer pressure, the changing teenage brain, risks in social situations, social risk and substance misuse	Social media, safety tips, laws, trolling, peer-on-peer abuse, employer's rights to access	Alcohol, the law, effects of alcohol, scenarios
6	Being unique, expectations, managing them	Is it only the rich that can change the world?, Charles Drew, How can I make a difference? Issues and traits needed, organ/blood donation	Gambling issues and support	Interactive play and well-being choices	Healthy relationships and control	Can a relationship be honest and real as well as exciting and fun?

Age 15-16	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Pros and cons of becoming an adult, age limits	N/A	Anxiety & effects, tips, solution-based thinking, sleep needs and advice, benefits of relaxing	Self worth and identity, changing identity as a teenager, positive role models, sleep, sleep, devices and mental health, nutrition and exercise	Intimate romantic relationships, scenarios, sex perceptions, Are you ready for sex?, peer-on-peer abuse	N/A
2	Relationships and the law, marriage and alternatives, consent, advice on sexual health, coercive control, domestic abuse, 'honour-based violence', peer-on-peer abuse, arranged/forced marriage	N/A	Money, work, debt, gambling, employment, types of employment e.g., self-employed, employee, zero hours, financial goals, budgeting, credit cards	Relationships and consent, being ready for sex, coercion, sexual harassment, sexual violence	LGBT+, gender and sexuality spectrums	N/A
3	Equality Act, coercive control, domestic abuse, violence in relationships, teen dating violence, peer-on-peer abuse	N/A	Jobs in the future, dream job, managing your skillset, employment opportunities	Hormonal health, puberty, hormones and fertility, female infertility, male infertility, protecting fertility, testicle checking, menstrual cycle, IVF	Perceptions of LGBT+, timeline, Do's and Don'ts of coming out	N/A
4	Self-review, online law and safety, including pornography and gambling, misuse of mobile phones, sexting, peer-on-peer abuse	N/A	Intimate relationships, parenting	Contraceptives and sexual health, emergency contraception	Balance of power in relationships, case studies, peer-on-peer abuse	N/A
5	Being an adult, keeping safe, emergency situations, advice and support, first aid, scenarios	N/A	Barriers to D&G, when things go wrong, resilience	Pregnancy and choice, what is a pregnancy?, Knowing if you are pregnant, keeping a baby, abortion, adoption.	My body my choice, breast ironing and FGM, 'honour-based violence', forced marriage, law, LGBT+ hate crime	N/A
6	Situations and consequences	N/A	Can technology help us reach our goals?	Mutual respect in intimate relationships	Being you in a relationship	N/A

Sixth Form

Date	Topics for 6 th Form PSHE lessons in 2025-26	Lesson links/ ppts
Sep 11-09	ICE BREAKER! First lesson to get students expressing opinion and drawing on group discussion skills. Use the ppt to open debate on 'What is Art' ? Uses Andy Warhol boxes, Duchamp's urinal, a collaborative task and 2 relaxing film clips.	A Question of Art.pptx Send me your form's conceptual art collaboration photos! Challenge them to engage with the ideas; go further with examples of artists and develop the students as constructive critics.
Sep 25-09	Transition into KS5 and thriving in post-16 education. Pair up Year 13 students with Year 12 students to work together in discussing experience and expectations, using the ppt.	Thriving in post-16 education.pptx Work the students for responses. Tips and helpful advice to be given in a positive manner.
Sep 30-09	PSHE Talks	Y12 Drugs Education (Joint with GS) Y13 HIV and sexual health
Oct 09-10	IPED use, body image and masculinity. Features 10 minute ABC News report on body dysmorphia. Baseline questions on body image and society; 'manosphere' slide and information on steroids.	IPED Use and Body Image.pptx
	HALF TERM	
Nov 06-11	Lesson to learn about staying safe when living independently and the support available to young adults.	Independence and safety in adulthood.pptx
12-11	PSHE Talks	Y13 Online identity on campus and in the workplace Y12 Driving Academy (joint with GS)
Nov 20-11	MOVEMBER MALE HEALTH PRESENTATIONS Testicular cancer resource centre & information Know Thy Nuts All you need to know about testicular cancer and checking your testicles - Movember	Year 12 Medics to take ownership and deliver a form lesson on male health, using resources on testicular cancer and prostate cancer from MOVEMBER or NHS websites.
Dec 04-12	Online financial harms in relationships/'romance scams' and the possible risks for data protection and financial security.	Thinking carefully about online relationships.pptx PowerPoint scenarios and articles for discussion.

	Students read the resources and identify manipulation, persuasion and abuse.	
	END OF TERM	
Jan 22-01	(Y13 Exam leave) Y12 should be the remainder of group for this lesson. Relationships and 'coercive control' . Students must understand what this looks like and why it is a problem which can become a criminal or violent offence. Use BBC Teach clips 1, 2 and 5 on the link and definitions in text. 6th Form VSP Talk for PSHE 03-02-26 EDI in the workplace	Is this coercive control? - BBC Teach Watch and discuss using the link and questions. Timings of Clips: (1)4 min 35; (2)10 mins 12; (5) 3 mins 15
Feb 05-02	Public Sexual Harassment (PSH) . Define the term; understand the effects on victims; empathy and scenario work in pairs. Allyship challenges.	Our Streets Now Public Sexual Harassment 1.pptx
	HALF TERM	
Feb 26-02	Life Skills for the workplace: Questions and basic scenarios. How might you look at a future employer? What should you look out for as possible 'red flags' or desirable opportunities? Would you consider global opportunities?	What makes an employer good to work for 15min classroom .pptx Unifrog PowerPoint and teacher FAQ help sheet.
March 12-03	Work Pensions and Finance: FT FLIC Resource Thorough and informative. Uses payslips and scenarios to explain and set discussion tasks for various pension plans.	FLIC FLIC Pensions.pptx Types of pensions worksheet.pdf Print the resource for students used on Slide 14.
	END OF TERM	
April 23-04	Unifrog ppt on ' Leaving Home and building a healthy lifestyle '. By the end of the session, students should be able to: Identify the risks of an unhealthy lifestyle Describe the benefits of regular self-examination and screening Identify reliable sources of health information and evaluate media messages about health	Leavinghome buildingahealthylifestyle 15min classroom offline.pptx Consider the consequences of neglecting their health responsibilities Discuss specific responsibilities: sun safety, self examination (Movember earlier) and cervical screening. Identify the health challenges associated with living independently and how these can be overcome. Evaluate and rank sources of health information from most to least reliable.

	Recognise the potential health risks associated with living independently and suggest ways of managing them.	
April 30-04	PSHE VSP Talk from Bold Voices on campus behaviour and gender violence issues.	
May 07-05	Cooking and Eating on a budget. Costing essentials! Use the Jamie Oliver tick list of store cupboard essentials, find prices of all you might need to begin cooking and eating on a budget. Money and student life UCAS Research the costs of college.	pantry-list.pdf Print a copy for each pupil. Use the supermarkets online to find the cost of essential items. Think about how you can budget for weekly meals. Add costs of protein.
May 11-15	Mental Health Awareness Week	School Council and assemblies
May 21-05	Values and Happier Living. Students are to consider each key from Action for Happiness graphic and the questions. Develop discussion of practical suggestions. (b) How can they use the keys to develop themselves as individuals? (b) How can we apply the keys to our whole school community?	Values and Happier Living.docx
	HALF TERM	
June 11-06	Taking a Gap Year pros and cons discussion. Read the UCAS ideas together and look at possible options. Find Information & Ideas to Inspire Your Gap Year Program	7 secrets for clever teenagers: what is a university education really about? Watch this video from Cambridge University, Professor, Frank Stajano, and discuss his 7 secrets.
June 18-06 25-06 July 08-07	General Studies /UCAS /Finance Education tbc Sports Day End of Term	