



**Personal, Social, Health and Economic Education
2020 – 2021 Overview**

What is the purpose of PSHE?

Soham Village College wants to make sure that our students are equipped for life post 16. In addition to academic qualifications, a comprehensive programme of personal, social, health and economic education (PSHE) is delivered throughout their time at SVC to help our students meet the challenges of growing up in the 21st century. Relationships and sex education forms part of the PSHE curriculum.

PSHE equips students to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive career choices and achieving personal wellbeing.

An important aspect of PSHE is providing opportunities for students to reflect on and clarify their own values and attitudes, to understand what influences their own decisions, and to explore the complex and often contradictory range of values and attitudes they encounter both now and in the future. Crucially, we want our students to leave Soham Village College with a deeper understanding of themselves, accepting of the differences found in others and with the ability to form and maintain healthy and happy relationships which have a positive impact on themselves, on others and on society as a whole.



How do we decide what to cover?

Education is not just about academic learning but about many different things- relationships, health, understanding each other and the world, standing up for people's rights... the list could go on! As the world changes, our programme of study changes to address new and emerging issues in order to make our provision relevant to the world in which we live.

The programme of study is based on three core themes within which there is broad overlap:

- Health and Wellbeing
- Relationships
- Living in the wider world

We select topics and themes that are relevant to our students, following advice from the Department of Education, outside agencies, student voice and teacher expertise. We use this content as a way of exploring bigger ideas, essential skills and attributes which we believe our young people need to be in possession of in order to realise their aspirations.

For more information about the PSHE curriculum:
Mr Heaney: gheaney@soham-college.org.uk



How is it taught?

'Formal' PSHE is delivered in the following ways:

- Regular fortnightly lessons taught in humanities groups (Years 7, 8 and 9);
- Three 'drop down' days (whole school);
- Tutor time discussion and activities, such as SVC thought for the day and PiXL Edge.

However, the aspirations, values and attributes we hope students will reflect upon and develop throughout their time at SVC are fostered through the whole school experience. This includes core lessons, extra curricular activities, assemblies, trips and the programme run by the careers information and guidance team.

Delivery of relationships and sex education sits within PSHE curriculum time but is also delivered through the core science curriculum.

Please see the SVC Sex and Relationships Education policy for further information on why and how this is delivered, and for information on how to withdraw a student from this aspect of PSHE.



What do we look at in PSHE lessons?

| Year 7 | Year 8 | Year 9 |
|-----------------------------------|--|---|
| 1 Year 7 hopes and aspirations | 1 Looking back and forward | 1 Hopes and aspirations – Year 9 and beyond |
| 2 Respect and responsibility | 2 Britain's hidden hungry – food banks | 2 Climate change |
| 3 Teambuilding | 3 Our rights in society | 3 Immigration - refugees |
| 4 Stereotypes | 4 How is Britain ruled | 4 Prisons |
| 5 Body language and emotions | 5 How to budge | 5 Motivation and aspirations |
| 6 Economic Wellbeing | 6 Healthy eating | 6 Careers |
| 7 Healthy lifestyles - offline | 7 Stress bucket | 7 Body image |
| 8 Healthy lifestyles - online | 8 Sexting / nude selfies | 8 Depression |
| 9 Who do we think we are? | 9 Gender and sexuality | 9 Gender and sexuality |
| 10 Gender and sexuality | 10 Transgender experience | 10 LGBT+ bullying |
| 11 LGBT+ role models | 11 Bullying | 11 Consent |
| 12 Peer pressure | 12 Racism | 12 Pornography |
| 13 Understanding each other | 13 Personal responsibility | 13 Budgeting |
| 14 Decision making | 14 County lines | 14 Radicalisation |
| 15 Making a positive contribution | 15 Hate crime | 15 Voting in Great Britain |
| 16 Sleep | 16 Female Genital Mutilation | 16 Freedom of expression |
| 17 Interpersonal skills | 17 Prejudice and stereotyping | 17 The media |
| 18 End of Year Review | 18 End of Year Review | 18 End of Year Review |
| 19 My first year at SVC | 19 Friends and friendships | 19 Communicating with each other |



What do 'drop down days' cover?

Example topics* for whole school drop down days:

Autumn Term

Year 7: Health / life at SVC

Year 8: Business enterprise day

Year 9: Study skills / teamwork

Year 10: Mental health / domestic violence

Year 11: College applications

Spring Term:

Year 7: Physical and mental well being

Year 8: Democracy and citizenship

Year 9: World of work

Year 10: Sexual bullying / LGBT+ inclusion / college research

Year 11: Dangerous driving / sexually transmitted diseases / revision skills

Summer Term:

Year 7: Careers

Year 8: Drug and alcohol awareness

Year 9: Sex and relationships (contraception, consent)

Year 10: College applications, interview techniques

Year 11: Study Leave

*Topics change each year subject to availability of outside agencies / emerging priorities

