



## **Personal, Social, Health, Economic Education Policy Document**

### **Introduction**

This policy sets out the approach to personal, social, health and economic (PSHE) education as will be delivered to the pupils at Westfield school. This policy is reviewed annually. This policy applies to the whole school including the Early Years Foundation Stage.

At Westfield School we deliver personal, social, health and economic education which:

- (i) reflects the school's aim and ethos; and
- (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);

Personal, Social, Health and Economic Education (PSHE Education) is delivered throughout the key stages and is implicit within the Early Years Learning Goals. It is hoped that this subject will enable the pupils to have the confidence to discuss issues and have the information to lead healthy and responsible lives as individuals and members of society. PSHE Education helps our pupils to understand that we are all different and how this should be celebrated, whilst also understanding the responsibility they have to respect and encourage others. PSHE Education includes the RSE as set out in Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and is working towards incorporating the new Relationships Education, Relationships and Sex Education (RSE) and Health Education regulations of 2025 by September 2026.

Through a wide range of topics, the girls will learn and develop knowledge that will assist them to make educated choices and support them as they progress into adulthood and full-time careers. PSHE Education allows students to reflect and evaluate their own lives and experiences, whilst also questioning progress and understanding.

A large part of study is around the individual and learning about themselves and their relationships with others hopefully allowing for respect of all people from all over the globe. Providing education and teaching on subjects such as relationships and sex education (RSE – please see RSE policy), bullying and personal choices allow pupils to develop confidence and self-esteem and hopefully the confidence to resist peer pressure.

Planning of the content of PSHE Education in both Junior and Senior house is based around the thematic models from the PSHE Association of Health and Wellbeing, Relationships and Living in the Wider World.

In Junior House the PSHE Education scheme of work broadly follows the PSHE Association thematic guidance for Key Stages 1 and 2. The topics included are shown in the table below.

|        | Autumn: Relationships  |  |  | Spring: Living in the wider world   |  |  | Summer: Health and Wellbeing  |  |  |
|--------|--|--|--|---|--|--|---|--|--|
|        | Families and friendships   | Safe relationships   | Respecting ourselves and others  | Belonging to a community  | Media literacy and digital resilience  | Money and work   | Physical health and Mental wellbeing  | Growing and changing   | Keeping safe   |
| Year 1 | Roles of different people; families; feeling cared for                       | Recognising privacy; staying safe; seeking permission                                | How behaviour affects others; being polite and respectful  | What rules are; caring for others' needs; looking after the environment                         | Using the internet and digital devices; communicating online                     | Strengths and interests; jobs in the community   | Keeping healthy; food and exercise; hygiene routines; sun safety  | Recognising what makes them unique and special; feelings; managing when things go wrong                        | How rules and age restrictions help us; keeping safe online  |
| Year   | Making friends; feeling lonely and getting help                              | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions        | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information                    | What money is; needs and wants; looking after money  | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year   | Safety in different environments; risk and safety at home; emergencies                                   |
| Year 3 | What makes a family; features of family life                                 | Personal boundaries; safely responding to others; the impact of hurtful behaviour    | Recognising respectful behaviour; friendships; the importance of self-respect; courtesy and being polite | The value of rules and laws; rights, freedoms and responsibilities                              | How the internet is used; assessing information online                           | Different jobs and skills; job stereotypes; setting personal goals                               | Health choices and habits; what affects feelings; expressing feelings   | Personal strengths and achievements; managing and reframing setbacks   | Risks and hazards; safety in the local environment and unfamiliar places                                 |
| Year   | Positive friendships, including online                                       | Responding to hurtful behaviour; managing confidentiality; recognising risks online  | Respecting differences and similarities; discussing difference sensitively                               | What makes a community; shared responsibilities   | How data is shared and used  | Making decisions about money; using and keeping money safe                                       | Maintaining a balanced lifestyle; oral hygiene and dental care  | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life  |
| Year 5 | Managing friendships and peer influence                                      | Physical contact and feeling safe  | Responding respectfully to a wide range of people; recognising prejudice and discrimination              | Protecting the environment; compassion towards others   | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations and allergies   | Personal identity; recognising individuality and different qualities; mental wellbeing                         | Keeping safe in different situations, including responding in emergencies, first aid                     |
| Year   | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations                   | Expressing opinions and respecting other points of view, including discussing topical issues             | Valuing diversity; challenging discrimination and stereotypes                                   | Evaluating media sources; sharing things online                                  | Influences and attitudes to money; money and financial risks                                     | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition                                     | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |

In Senior House the PSHE Education scheme of work broadly follows the PSHE Association thematic guidance for Key Stages 3 and 4. From their secondary programme builder our own schemes of work have been developed incorporating British Values, Careers Information and Guidance (CIAG) and Finance. Some aspects of the Living in the Wider World strand are taught through Computing Lessons at KS3 where pupils also learn about Digital Resilience and Life skills lessons currently in Upper 3 and Lower 5. Other aspects such as healthy eating are taught within other subjects such as Food Technology and Science. Staff access a PSHE Education Teachers TEAM for resources created by the Head of PSHE Education and team involved in delivery.

### Aims and Objectives

- To develop confidence and responsibility whilst encouraging them to make the most of their abilities.
- To play an active and positive role as citizens in the community.
- To develop a healthy and safe lifestyle.
- To develop good relationships and respect differences between people.
- To encourage pupils to think critically, articulate their learning and views with confidence whilst working with others.
- To develop an understanding of the range of careers and job opportunities.
- To understand key financial topics that will be essential throughout life.

In Key Stage 4 Careers Information Advice Guidance (CIAG) is taught to offer support to the girls in taking the next steps in life, learning and work, this takes place within PSHE Education lessons.

Schemes of work were updated and re-written during 2025-2026. PSHE Association Programme of Study References are completed throughout the schemes of work, along with SMSC values cross referenced between PSHE Education schemes of work and SMSC audit.

**PSHE Curriculum Overview Key Stage 3 and 4**

|                   | <b>Autumn Term 1</b>   | <b>Autumn Term 2</b>  | <b>Spring Term 1</b>  | <b>Spring Term 2</b>  | <b>Summer Term</b>   |
|-------------------|--|---|---|---|--|
| <b>Year Group</b> | <b>Health and Wellbeing</b>  | <b>Relationships</b>  | <b>Living in the wider world</b>  | <b>Health and Wellbeing</b>   | <b>Relationships</b>   |
| <b>Upper 3</b>    | <b>Transition and safety</b><br><br>Transition to secondary school and personal safety in and outside school, including first aid            | <b>Diversity</b><br><br>Diversity, prejudice, and bullying  | <b>Developing skills and aspirations</b><br><br>Careers, teamwork and enterprise skills, and raising aspirations        | <b>Health and puberty</b><br><br>Healthy routines, influences on health, puberty, unwanted contact, and FGM         | <b>Building relationships</b><br><br>Self-worth, romance and friendships (including online) and relationship boundaries                                |
| <b>Lower 4</b>    | <b>Drugs and alcohol</b><br><br>Alcohol and drug misuse and pressures relating to drug use   | <b>Discrimination</b><br><br>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | <b>Digital literacy</b><br><br>Online safety, digital literacy, media reliability, and gambling hooks. Online presence. | <b>Emotional wellbeing</b><br><br>Mental health and emotional wellbeing, including body image and coping strategies | <b>Identity and relationships</b><br><br>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception                 |
| <b>Upper 4</b>    | <b>Peer influence, substance use, gangs</b><br><br>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | <b>Respectful relationships</b><br><br>Families and parenting, healthy relationships, conflict resolution, and relationship changes   | <b>Setting goals</b><br><br>Learning strengths, career options and goal setting as part of the GCSE options process     | <b>Healthy lifestyle</b><br><br>Diet, exercise, lifestyle balance and healthy choices, and first aid                | <b>Intimate relationships</b><br><br>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography |

|                |   |   |   |   |   |
|----------------|---|---|---|---|---|
| <b>Lower 5</b> | <b>Mental Health</b><br><br>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change | <b>Healthy relationships</b><br><br>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography                           | <b>Employability skills</b><br><br>Employability and online presence  | <b>Exploring influence</b><br><br>The influence and impact of drugs, gangs, role models and the media | <b>Addressing extremism and radicalisation</b><br><br>Communities, belonging and challenging extremism                                      |
| <b>Upper 5</b> | <b>Building for the future</b><br><br>Self-efficacy, stress management, and future opportunities  | <b>Communication in relationships</b><br><br>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | <b>Next steps</b><br><br>Application processes, and skills for further education, employment and career progression | <b>Independence</b><br><br>Responsible health choices, and safety in independent contexts             | <b>Families</b><br><br>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships |

## **Staffing**

PSHE Education is co-ordinated separately across the school. PSHE Education is coordinated by John Drake in Junior House and the Senior House co-ordinator is Liza Marshall. In Junior House PSHE Education is taught by the classroom teacher and in Senior House there are 3 members of staff who will deliver the curriculum to KS3 and KS4; Liza Marshall, Emma Forster and Nicole Malloy. In KS5 PSHE Education is taught by Sixth Form staff during tutorial time.

## **Time Allocation and Teaching groups**

PSHE Education is taught in either Form Groups or Year groups depending on the size of the year group. At KS3 pupils receive 3 x 0.5 hours of education a fortnight, they are taught digital resilience during their computer lessons and Upper 3 also receive 0.5 hours of life skills.

At KS4 pupils receive 4 x 0.5 hours of combined PSHE Education/Careers/Life Skills a fortnight. For the academic year 2025-2026 U5 receive 0.5 hours with a condensed curriculum.

## **Safe and positive learning environment**

In order to strive for a safe and positive learning environment for PSHE Education lessons, a set of ground rules for conduct during PSHE Education lessons are in place. At the beginning of every academic year pupils have input into the ground rules putting forward their suggestions for conduct during lessons. The ground rules are adjusted if required and are published on each class's PSHE Education Team and reminded to pupils at the beginning of each half term and as required during other times. Pupils are made aware of a post regarding further places of support for all PSHE Education topics.

During the course of PSHE Education teaching there can be occasions when pupils disclose information that raises safeguarding concerns. Members of staff should alert the DSL and record the information on CPOMS as per the procedures in the Safeguarding policy. If members of staff feel unable to address an issue within RSE teaching, they should alert the Head of PSHE Education who will make alternative arrangements for pupils to receive that aspect of learning. All PSHE Education staff are asked to complete the NSPCC 'Talk Relationships: Delivering sex and relationships education training course'.

## **Teaching strategies and assessment**

Due to the nature of PSHE Education a variety of strategies are used, often this will be dependent on the topic being taught. A large proportion of teaching is done through discussion and debate. However, independent and group research is also a common method. Some other ways of teaching reported from staff include: group work, role play, video, ICT, posters, worksheets, booklets, outside speakers, problem solving and peer work.

Please also refer to the Learning and Teaching policy.

Assessment at Senior house takes place half termly through pre and post topic learning quizzes that are administered online through Teams. For every section of learning pupils also write down their understanding before the learning takes place and add to it following the learning. This can take the form of:

- Sentence written and written again at the end of the learning such as 'I think X is...'
- Mind map written at the beginning of the learning and added to at the end with a different colour pen
- Picture of understanding at the beginning and a sentence about how it would be drawn differently at the end.

This list is not exhaustive.

## **Adaptive Teaching**

Adaptive teaching is a process of intervention to maximise potential based on individual needs. Often within discussion this will occur through the questions that are asked by the teacher in charge.

Adaptive teaching of tasks, groups and outcome are all common ways to ensure the needs of every pupil are met.

The topics covered also are relevant to the year group, they have flexibility to be made easier or developed further through classroom tasks.

## **Progression and Continuity**

In Senior House, the programme of study is based on guidance from the PSHE Association and includes their overarching themes with many of their sub-topics. Also included are some of our own ideas that are relevant for the specific year group.

To avoid repetition of topics when the girls revisit areas there will be a different focus. For example, anxiety, which is covered in U3 relates to starting at senior house, whereas in U5 this relates to exams and studying.

Topics can be changed depending on the needs of the class, some may spend longer on a topic if this is seen as valuable use of time by the teacher. The teacher keeps a record of lessons they have taught so in the following year the next teacher can pick up wherever they were, usually in the form of annotated schemes of work. The schemes of work are adaptable and are written by the Head of PSHE Education. Often, changes will be made due to the response and feedback provided by the girls and staff in Senior House.

The girls are taught in their form groups and each have a PSHE Education Team which, as well as tracking the progression of learning, gives information of places they can go to for help and support. These are relevant to the topics being taught as well as generic sources such as Childline. Key skills are encouraged throughout PSHE Education teaching, the key skills are: written communication, analysis skills, presentation skills, gathering and collecting information, verbal communication and self-analysis.

#### **Junior/Senior Liaison**

Senior House – Liza Marshall

Junior House – John Drake

SLT contact – Kate Quinn

#### **Staff and Pupil input**

For Senior House, a new scheme of work has been written and new resources sought and reference with the inclusion of the statutory relationship and sex education.

Pupils were asked previously what topics they felt were important for them to cover and also if they felt there were topics that they needed to do perhaps again or indeed in more detail, teachers are free to respond to these individual needs for a class.

Parents have access to information on the school website and were given a consultation in June 2024, the next consultation is due to happen in September 2025.

The parents' consultation in September 2025 will mark the start of half termly emails home to parents giving them information about the topics being taught in their young person's PSHE Education lessons with relevant information for Parents regarding those topics to encourage open discussion at home. The Parents information will come from PSHE Association resources or [youcantknoweverything.com](http://youcantknoweverything.com).

#### **Equal Opportunities**

All pupils will be treated equally in lessons with no preferences being placed on issues such as size, colour, age, disability, gender reassignment, race, religion or belief, sex, sexual orientation or ability. Whilst teaching we actively promote equality and opportunity in all aspects of the subject. We cover various topics especially so pupils can understand about individual differences.

#### **Spiritual, Moral, Social and Cultural development.**

The nature of this subject goes hand in hand with the development of spiritual, moral, cultural and social issues. Throughout the schemes of work, the pupil's study various topics that specifically focus on one or more of these issues, references to the SMSC document are given on the PSHE Education Schemes of Work.

##### *Spiritual*

Creating respect for themselves and also for others, through a range of topics the pupils' are able to develop their empathy and ability to reflect. We aim to encourage them to be appreciative of what they have and understand the important things.

e.g. U3 Diversity, U5 Communicating in relationships

##### *Moral*

Teaching of right and wrong is covered in many different ways through topics from drugs and alcohol to sex and relationships. Pupils are encouraged to think through the consequences of their own and others actions, topics such as bullying and relationships within the family. Understanding and evaluating their own skills and appreciating that each and every person has different needs and abilities also. Pupils are encouraged to speak to a trusted adult should they have any concerns about themselves or their peers.

e.g. L4 Drugs and alcohol, L4 Identity and relationships

##### *Cultural*

Through the study of different cultures, the pupils gain an understanding of what this means and also an insight into how it varies between different countries. They investigate their own culture and have the opportunity to challenge and appreciate diversity.

e.g. L4 Identity and relationships, L5 Exploring influence

#### **Social**

They look at the society in which they live, but also society from around the world and how it can vary in different countries. Social skills can be developed through discussion tasks and delivering presentations in form time. All pupils participate in democratic processes through voting and also learning about different governments world-wide. The decision-making process is also developed throughout PSHE Education lessons as it also is covered in a range of topics from SRE to GCSE options.

e.g. U4 Respectful relationships, L5 Community and careers, U5 Families

Please also refer to the SMSC Policy document

#### **ICT**

All resources have been uploaded onto Teams for use by teaching staff. Each year group has an individual team for PSHE Education links and wellbeing support. Often the girls will use the IT resources to help them research. Videos are often used and in some cases the girls will create their own videos. Baseline and post-learning assessments are used to assess learning every half term.

#### **British Values**

The DfE have stated the need to 'create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

The government set out its definition of British values in the 2011 Prevent Strategy. At Westfield, these values are reinforced regularly and in the following ways:

##### *Democracy*

- Voting and elections of our Head Girl and Deputy. The pupils also vote for people to take on a role within their form class and for leaders of each House.

##### *Mutual respect and tolerance of those of different faiths and beliefs*

- Through Assemblies and PSHE Education especially the diversity module.

##### *Mutual Respect*

- Working as part of a team and understanding each other's strengths and weaknesses.
- Challenge Days and other House events such as Sports Day.
- The transition to Senior House and Diversity sections of the scheme of work all students to investigate this.

##### *Individual Liberty*

- Students are encouraged to investigate their options thoroughly before making final choices for GCSE and A-Level this occurs in the building for the future section of the PSHEE scheme of work and Careers lessons.
- In PSHE Education pupils cover their rights and responsibilities and look at how this changes as they get older.

##### *Rule of Law*

- In PSHE Education pupils investigate the responsibilities they have, how the Law impacts them in relation to drugs and alcohol.

Please refer to the British Values policy document.

Below is the table of Cross Curricular links that can be made with PSHE Education.

| <b>Cross<br/>Curricular<br/>Links</b>                        | <b>Curriculum</b>  |
|--|--|
| <b>PSHEE</b>   | <p>RPE – What a human being is, before going on to complete a project about friendship, exploring why it's important to human beings and how to be a good friend.</p> <p>GCSE curriculum includes sex, marriage, divorce, human rights, and decisions about the beginning and end of life.</p> <p>Music - Communication – Girls in Junior House (KS1) learnt Makaton hand signs, Healthy Eating – Menu Song, Our Bodies – Bones Song.</p> <p>'Feel good' songs in both Junior and Senior Houses, Singing with good posture and breath control</p> <p>Maths - Teaching critical reasoning skills in relation to graphs, data and statistics in newspapers etc. We teach a topic on how to spot a misleading graph.</p> <p>Discussion of real-life data relating to real life personal issues, e.g. drug trials.</p> <p>PE – Health, Hygiene, Diet, Culture</p> <p>Geography - Cover some issues related to population, contraception, ethical issues of population policies in L5 Topic 3; also issues of corruption, freedom and justice.</p> <ul style="list-style-type: none"> <li>• In L6 and U6 we cover a wide range of moral and ethical issues as part of urban deprivation and international development.</li> <li>• Poverty and inequality is covered in depth in U4, at a global scale.</li> </ul> <p>Science - Healthy eating, Diet and exercise, Smoking and health, Causes of cancer, Human influences on the planet, The need for sustainable energy and food production, Group work is carried out which will help develop skills of leadership, Consideration of ethical implication of certain aspects of science, Personal and group safety discussed re practical activities.</p> <p>Learning styles / revision techniques to suit – T&amp;L.</p> <p>MFL - Our schemes of work look at health in U4 and at GCSE. We focus on the importance of exercise and healthy eating.</p> <p>We cover the topic of technology and the dangers/benefits of mobile phones and the internet at GCSE. We also discuss relationships.</p> <p>We also look at structures of government at A Level and we look at immigration and the work of charities.</p> <p>Art - Improve visual communication and cultural understanding in lessons.</p> <p>Particular themes and topics can stimulate discussion and provide pupils with the ability to make informed decisions and to think independently.</p> <p>Mutual respect, tolerance, individual liberty and the ability to consider others point of view is central to the teaching of art &amp; design.</p> <p>Eng - Wizard of Oz themed,</p> <p>cross-curricular community day at Hadrian School, incorporating Art and Drama.</p> <p>Environmental concerns are also explored through the Nature Writing Unit of the English Language GCSE.</p> <p>GCSE set texts "Macbeth" and "An Inspector Calls".</p> <p>History - Where PSH Education covers British Values, comparisons can be made to systems of government that are not democratic which inevitably will create an historic link</p> |
| <b>Finance /<br/>Enterprise</b>                              | <p>RPE - L4 study Jesus' teachings on wealth and poverty. World poverty is studied at GCSE level. U4 look at Muslim Zakat and charitable giving.</p> <p>Music - Raising money for charity – Carol Singing</p> <p>Maths - Percentage topic;</p> <ul style="list-style-type: none"> <li>• comparing bank accounts and mortgages,</li> <li>• understanding interest,</li> <li>• tax; VAT, income tax etc.</li> <li>• profit and loss.</li> </ul> <p>Mock Business game played with L4 including break even diagrams and using graphs to compare value for money.</p> <p>PE - Sport, sponsorship and media – the golden triangle – GCSE, AS and A2 PE, Private enterprise - GCSE, AS and A2 PE</p> <p>Geography - This is covered in many areas, specifically:</p> <ul style="list-style-type: none"> <li>• The U4 Globalisation topic</li> <li>• The U5 GCSE UK Economy Topic</li> <li>• The L6 Globalisation topic</li> <li>• The focus is usually on the costs and benefits of globalisation, and this includes the benefits of entrepreneurship, how enterprise can reduce poverty.</li> <li>• The post-2016 GCSE and A-level curriculum expect a higher level of numeracy skills, and this includes handling data sets containing monetary data.</li> </ul> <p>Science – Industrial chemistry covered in Chemistry GCSE and Biology GCSE.</p> <p>Food - Kenyan Café – Round Square fund raising day. L5W made the most money! Excellent business skills employed as well as food skills. Visits to Wheelbriks,</p> <p>Cake Design and visit from Yummy Things also discussed financing/starting a new business with regard to food.</p> <p>MFL - We discuss the issue of pocket money at KS3. We look at career choices at GCSE.</p> <p>Art - U4, L5, U5, L6 &amp; U6 Graphic Design – point of sale products; target groups; marketing.</p> <p>English - Ideas about finance are explored through the study of the KS3 play, "Millions". Also see Ann Cleaves below.</p> <p>History - Study of Weimar Germany and the hyperinflation crisis of 1923 can generate discussions around the confidence and value of paper money</p>  |
| <b>Careers,<br/>Information,<br/>Advice and<br/>Guidance</b> | <p>RPE - I complete UCAS references and offer advice to girls who take the subject at degree level.</p> <p>Music - Posters, discussions about careers in music and opportunities available.</p> <p>Maths - Big Data Careers lessons for KS3 during careers week. STEM trips – U4 Newcastle University trip, L6 Proctor and Gamble trip, L5 Ernst and Young trip offered.</p> <p>One to one careers advice offered to Sixth form students. We discuss applications of Mathematics to the world of work when relevant.</p> <p>PE - Jobs and roles related to PE – GCSE, Advice given to girls when wanting to study further.</p> <p>Geography - This is available in both the GCSE and A-level course leaflets.</p> <p>The nature of the jobs market and economic sectors are covered in U3, and also GCSE and A-level</p> <p>Science - STEM careers discussed at appropriate moments.</p> <p>Food - World of work – Food and Textiles via visiting speakers and visits to organisations and exhibitions.</p> <p>MFL - Careers is covered in GCSE languages.</p> <p>Art - Career talks, information, guidance given to girls in Year 9 (pre-GCSE) and during GCSE and A-level.</p> <p>Work experience offered for girls interested in a career in design. Live projects and competitions stimulate awareness of opportunities outside the classroom.</p> <p>English - Author visits show pupils how an internationally successful, local novelist built a global career as a self-employed writer.</p> <p>Because such visitors are happy to answer pupils' questions, they are inspirational role models.</p> <p>History - Complete UCAS references, advice to girls who wish to continue to study History.</p>   |
|  | <p>RPE - L4 study democracy. GCSE study law, crime and punishment. Respect for religious and non-religious beliefs is taught at all key stages.</p> <p>Music – An appreciation of our own musical heritage and also that of other cultures. Singing folk songs from the North East. (e.g. The Blaydon Races)</p> <p>Maths - We promote a fair and respectful classroom where everybody's views are heard, in particular we have a no hands up policy for answering questions.</p> <p>PE - Sports and culture, Sportsmanship and fair play</p> <p>Geography - Democracy and freedom is covered in L5 and L6 as part of topics focussed on globalisation and development.</p>  |



## British Values

Environmental values i.e. a broad concept of 'fairness' and the rule of law are embedded in all aspects of the curriculum, but the depth of analysis obviously varies with age. Tolerance of different faiths and cultures is stressed in the U4 development topic, and similar topics within the GCSE and A-level courses.

Science - Respect other people's religions in respect of Creation of the Universe and Evolution.

British values – respect / democracy / customs / traditions – History/ Politics / Food / Textiles

MFL - We discuss the values of the countries where the target language is spoken and in so doing, we also raise the subject of British values.

Art - Cultural connections made with British artists, designers and products. Learning about the visual arts in other cultures.

Decision-making and discriminating between British concerns and those of the wider world.

English - English Literature promotes British values through the study a range classic works by authors such Shakespeare and J.B. Priestley

At KS3 the drama "School Play" gives opportunities to reflect on multiculturalism and to explore the Stephen Lawrence case.

The 'Love and Relationships' poetry selection we offer at GCSE explores both traditional and contemporary ideas of tolerance and inclusiveness.

At A Level the Forward Book of Poetry adumbrates a similar range of British values, complementing the Victorian Verse set text.

Throughout, the teaching of English there is a strong emphasis on authors' historical and cultural contexts.

History - The study of Democracy and Dictatorship in U4 is made relevant by looking at the British system of voting and parliament

The issues of individual liberty, Rule of Law and tolerance are explored through study of the Third Reich (years 9/10) and Holocaust.

These themes are also explored through study of the Cold War in Year 12.

Individual Liberty will be discussed in Year 13 through study of Civil Rights in the USA.

## Discipline and Reward

We follow Westfield's policy with regards to discipline and house points.

## Resources

For Senior House there are hard resources kept in the filing cabinet in the staff room. The PSHEE Teachers TEAM is the first point for all staff as the schemes of work have been uploaded with relevant resources. This should then be supplemented by other resources the staff have either made or collected and new resources are released from the PSHE Association throughout the year.

## Monitoring and evaluation

Quality assurance of PSHE Education takes place throughout an academic year in the form of:

- Learning Walks – Autumn Term
- Work Scrutiny – Spring Term 1
- Pupil Voice – Spring Term 2

## Related Policies:

- RSE Education
- SMSC
- Safeguarding
- Anti-bullying Strategy
- Online Safety
- British Values
- Behaviour and rewards