



PSHE (Life Skills) Policy

Approved by:

Reigate School
Full Governing Board

Date: 30 November 2023

Next review due by:

November 2024

1. Aims

Personal, social, health and economic (PSHE) education is a non-statutory but important and necessary part of all pupils' education (Department for Education, 2020).

At Reigate School we have high expectations of our children and strive to ensure that every child achieves academically, socially and personally through our school ethos and values of Kindness, Friendship, Resilience, Curiosity and Respect.

Our PSHE programme (called 'Life Skills' in the school curriculum), is rooted in our school values and aims to equip each child with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions that will aid them in navigating their way through life whilst at school and for the years that follow.

We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

We continue to tailor our PSHE programme to best reflect the needs of our current children at Reigate school through:

1. Promoting their spiritual, moral, cultural, mental and physical development
2. Preparing them for the opportunities, responsibilities and experiences of later life.
(Education Act 2002/ Academies Act 2010)
3. The use of student and parent/carer voice

The teaching of PSHE supports our school community values of Respect, Friendship, Resilience, Curiosity and Kindness.

2. Statutory requirements

Despite PSHE being a non-statutory subject, to support all our young people to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach. Upon statutory guidance that came into effect from September 2020, and in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies 'to promote the wellbeing of pupils at the school', we have revised the following curriculum subjects:

1. Relationships and sex education (RSE)
2. Health education

Both of these statutory elements fall under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). You can access our RSE Policy

here which details a parent/carer's right to withdraw their child from certain aspects of RSE which do not form part of the science national curriculum.

This policy also complies with the terms of our funding agreement.

Content and delivery

3.1 What we teach

Having hosted a student consultation - for all year groups - in the Summer term of 2020, we have built a bespoke curriculum tailored to the needs and lives of our children. The PSHE Association's suggested curriculum content has been used as a basis to design lessons and supporting materials for all children. With this, the academic year is divided into 3 broad areas of PSHE focus, known as Big Ideas:

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

All Life Skills content is delivered at an age and developmentally appropriate level and builds on the three areas listed above, year on year. You can view our current curriculum [here](#).

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance ([linked to above](#)).

Please refer to our Relationships and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject.

Please see 'Monitoring arrangements' below for how we aim to continue to use Student Voice to influence our planning and delivery of PSHE and RSE content in our Life Skills lessons.

3.2 How we teach it

Children in Key Stage 3 are timetabled for a 1 hour weekly Life Skills lesson and children in Key Stage 4 are timetabled for a 1 hour fortnightly Life Skills lesson. We are working with reputable external providers to supplement these timetabled lessons with Drop Down Workshops where children have the opportunity to explore key topics in depth over a longer period of teaching time through meaningful discussion. Parents and carers are invited to attend specialist parent/carer webinars that detail the content of Drop Down Workshops and provide a forum for Q+A. We regularly engage our parents/carers in our curriculum offer, including half-termly updates on what the upcoming curriculum entails.

Each Life Skills lesson is planned and tailored to the needs of our children at Reigate School. Lessons are created and delivered by the Head of Department alongside a committed and passionate team of existing teachers. All lessons are in line with our long-term PSHE scheme of work and underpinned by the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with

different faiths and beliefs, and for those without faith. All content aims to be fully inclusive in nature and we regularly review our materials in light of the changes we see in the world around us.

Paid school membership to the PSHE Association and Sex Education Forum has provided us with access to government granted PSHE resources and materials that have informed us with a basis for planning.

To facilitate children's learning in Life Skills lessons:

- ↗ Rules are established at the beginning to create an environment of safety, maturity and security; one in which children are encouraged to talk hypothetically as opposed to each other's personal experiences;
- ↗ The purpose of each lesson is made clear;
- ↗ Appropriate learning experiences are planned in line with our long-term PSHE scheme of work to meet the needs of all the children in the class. Where necessary, the school's DSL and SENCO is consulted on best practice for delivery;
- ↗ Activities draw upon children's own knowledge and understanding to provide them with a range of opportunities to learn, practise and demonstrate skills, attitudes, knowledge and understanding;
- ↗ Time is given for children to reflect, consolidate and apply their learning of skills to relevant scenarios;
- ↗ Staff training needs are met, to include safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE and that lessons remain fully inclusive for all;
- ↗ Reigate School leads the programme, but, carefully selected and, where necessary, screened outside visitors may play a role in delivering content.

4. Roles and responsibilities

4.1 The Governing Board

Reigate School's School Committee of Governors will approve the PSHE Policy, and hold the Headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- ↗ Delivering PSHE through Life Skills lessons in a sensitive way

- ↗ Modelling positive attitudes to PSHE in Life Skills lessons
- ↗ Monitoring progress of children in Life Skills lessons
- ↗ Responding to the needs of individual pupils in Life Skills lessons

Lessons are created and delivered by the Subject Lead – Louisa Smith - alongside a committed team of existing teachers whom range from classroom teacher to members from the Senior Leadership Team.

4.4 Pupils

Pupils are expected to engage fully in Life Skills lessons and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of Life Skills is monitored by Matt Alexander as Headteacher, Chris Baston as PSHE Department Line Manager and Pete Bowdery as Head of PSHE/Life Skills. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer question such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through planning reviews, learning walks, stakeholder surveys, recording pupil attendance of Life Skills and drop down workshops, regular review of the PSHE & RSE Policies, gathering information school reports and sampling the quality and content of children's work.

Pupils' development in Life Skills is monitored by class teachers as part of our internal assessment systems. Additionally, this is done through:

- Baseline testing at the start and end of each unit
- Assessment for Learning during lessons
- Lesson observations
- Parent, staff and student surveys

6. Links with other policies

This policy links to the following policies and procedures:

Relationships and Sex Education (RSE) Policy

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the School Committee of Governors.

Reigate School Life Skills: Long-term overview – Thematic Model

	Autumn 1 Health and wellbeing	Autumn 2 Relationships	Spring 1 Living in the wider world	Spring 2 Health and wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Diversity Diversity, prejudice, and bullying	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Discrimination Discrimination inc: racism, religious discrimination, disability, sexism, homophobia, biphobia and transphobia	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work as part of the GCSE options process	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Setting goals Learning strengths, career options and goal setting	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Next steps Application processes, and skills for further education, employment and career progress	Communication in relationships Personal values, assertive communication (in relation to contraception and sexual health), relationship challenges and abuse	Building for the future Self-efficacy, stress management, and future opportunities	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

YEAR 7 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health and Wellbeing	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	<ul style="list-style-type: none"> • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to improve study skills • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid
Autumn 2 Relationships	Diversity Diversity, prejudice and bullying	<ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others

<p>Spring 1 Living in the wider world</p>	<p>Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations</p>	<ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk • management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • The link between values and career choices
<p>Spring 2 Health & wellbeing</p>	<p>Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support
<p>Summer 1 Relationships</p>	<p>Building relationships Self-worth, romance and friendships (including online) and relationship boundaries</p>	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent
<p>Summer 2</p>	<p>Financial decision making</p>	<ul style="list-style-type: none"> • how to recognise unhealthy relationships • how to make safe financial choice

Living in the wider world	Saving, borrowing, budgeting and making financial choices	<ul style="list-style-type: none"> • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour
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YEAR 8 — MEDIUM-TERM OVERVIEW		
Half term	Topic	In this unit of work, students learn...
Autumn 1 Health and Wellbeing	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	<ul style="list-style-type: none"> • about medicinal and recreational drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes
Autumn 2 Relationships	Discrimination Discrimination, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination
Spring 1	Community and careers	<ul style="list-style-type: none"> • about equality of opportunity in life and work

Living in the wider world	Equality of opportunity in careers and life choices, and different types and patterns of work	<ul style="list-style-type: none"> • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices
Spring 2 Health and Wellbeing	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	<ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies
Summer 1 Relationships	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill
Summer 2 Living in the wider world	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	<ul style="list-style-type: none"> • about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming

	<ul style="list-style-type: none"> • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions
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YEAR 9 — MEDIUM-TERM OVERVIEW		
Half term	Topic	In this unit of work, students learn...
Autumn 1 Health and Wellbeing	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence
Autumn 2 Relationships	Respectful relationships Families and parenting, healthy relationships,	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people

	conflict resolution, and relationship changes	<ul style="list-style-type: none"> • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services
Spring 1 Living in the wider world	Setting goals Learning strengths, career options and goal setting	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • skills for decision making
Spring 2 Health and Wellbeing	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination
Summer 1 Relationships	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy

	pornography	<ul style="list-style-type: none"> • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online
Summer 2 Living in the wider world	Employability skills Employability and online presence	<ul style="list-style-type: none"> • about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online

YEAR 10 — MEDIUM-TERM OVERVIEW		
Half term	Topic	In this unit of work, students learn...
Autumn 1 Health and Wellbeing	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation
Autumn 2 Relationships	Healthy relationships Relationships and sex expectations, myths,	<ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online

	<p>pleasure and challenges, including the impact of the media and pornography</p>	<ul style="list-style-type: none"> • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • The ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy
<p>Spring 1 Living in the wider world</p>	<p>Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities
<p>Spring 2 Health and Wellbeing</p>	<p>Exploring influence The influence and impact of drugs, gangs, role models and the media</p>	<ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations

<p>Summer 1 Relationships</p>	<p>Addressing extremism and radicalization</p> <p>Community cohesion and challenging extremism</p>	<ul style="list-style-type: none"> • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation
<p>Summer 2 Living in the wider world</p>	<p>Work experience</p> <p>Preparation for and evaluation of work experience and readiness for work</p>	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience

<p>YEAR 11 — MEDIUM-TERM OVERVIEW</p>		
<p>Half term</p>	<p>Topic</p>	<p>In this unit of work, students learn...</p>
<p>Autumn 1 Living in the wider world</p>	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p>	<ul style="list-style-type: none"> • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique

		<ul style="list-style-type: none"> • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance
Autumn 2 Relationships	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<ul style="list-style-type: none"> • about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support
Spring 1 Living in the wider world	Building for the future Self-efficacy, stress management, and future opportunities	<ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online

<p>Spring 2 Health and Wellbeing</p>	<p>Independence Responsible health choices, and safety in independent contexts</p>	<ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation
<p>Summer 1 Relationships</p>	<p>Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	<ul style="list-style-type: none"> • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support