

PSHCE HANDBOOK

Intent

Our school ethos (Intellect, Courage and Empathy) and the 10 characteristics of the IB learner profile (Knowledgeable, Balanced, Open-minded, Reflective, Principled, Caring, Thinker, Risk-taker, Communicator and Inquirer) are at the core of our intent throughout our curricula, at every key stage.

Our PSHCE curriculum aims to provide lessons and opportunities that enable students to experience:

- A **balance** of the joy and fun of exploring personal growth, relationships, and societal issues with the dedication, **intellect**, and **knowledge** required to become responsible and informed citizens.
- The development of confident individuals, in particular, confident **communicators** who are able to **think** on the spot, navigate complex social situations, and express themselves spontaneously. We encourage students who are **courageous** and **take risks**, aren't afraid to make mistakes in their understanding of the world, but **reflect upon** and learn from them.
- The facilitation of understanding and creating **caring, empathetic** students who are **open-minded** and **principled** about diverse perspectives and lived experiences, and who are **inquisitive** about and appreciate a wealth of human heritage and social structures.

We're committed to preparing students for a life of purpose beyond the classroom. Our drop-down curriculum 'Power Days' are designed to do just that: offering immersive, theme-based experiences that connect students with community initiatives, charities, and employers. By explicitly linking these days to the IB Learner Profiles, we're not just broadening their knowledge, we're actively building the skills and character traits they need to become responsible, globally-minded citizens.

Implementation

Curriculum Overview

The PSHCE curriculum is designed to prepare students for a successful life beyond the classroom. It's delivered through bi-weekly lessons with form tutors and five dedicated Curriculum Immersion Days throughout the year. On these days, students dive deep into key topics, from health and well-being to financial literacy.

Our programme goes beyond national requirements, meeting and exceeding all DfE standards for RSE and Health Education, as well as the Gatsby Benchmarks for careers guidance. We also ensure students develop a strong sense of British values and their role as global citizens. Every topic is intentionally linked to the IB Learner Profiles, fostering the development of knowledgeable, compassionate, and principled individuals.

PSHCE Lessons

For illustrative purposes, the main themes are referenced below:

Year 7	Financial literacy, Time Management, Respect, Sustainability
Year 8	Digital literacy, Media analysis, Consent, British Values
Year 9	Financial planning, Politics engagement, LGBTQ+, Extremism awareness
Year 10	Career planning, Exam strategies, Safeguarding, Mental health
Year 11	Productivity, Post-16 choices, Positive relationships
Year 12	Stress management, Academic skills, Civic participation
Year 13	ToK, Career pathways, Global issues, Diversity

To ensure a vibrant and effective PSHCE experience, the following aspects are integral to our delivery:

- **Lessons:** Delivered through dedicated x2 20 minute weekly academic sessions focusing on open discussion, scenario-based learning, and real-world application, encouraging active participation and critical thinking. Lessons are designed to be relevant and age-appropriate, fostering both enjoyment and deep understanding.
- **Resources:** Utilise a diverse range of up-to-date and engaging resources, including presentations, guest speakers and community partnerships to enrich learning and provide varied perspectives.
- **Assessment:** Employ a range of formative assessment strategies, including reflections, discussions, project work, and self-assessments, to gauge understanding, track progress, and encourage metacognition rather than relying solely on formal testing.
- **Monitoring + Tracking:** Systematic monitoring of student engagement and progress ensures timely intervention and personalised support. Tracking student development across the PSHCE aims allows for curriculum refinement and celebration of individual growth. Obtaining feedback from tutors about content, activities and resources.

Power days

Power Day	Theme	IB Learner Profile(s)	Implementation
1	Physical Safety	Knowledgeable	Covers travel safety, first aid, contraception, sex education, drugs, vaping, STIs, puberty, healthy eating, organ donation, CSE, FGM, self-defence, misogyny, and reproductive choices. Includes external resources like TFL, WizeUp Finance Talk, and Women's Aid.
2	Mental Wellbeing	Communicators, Resilient	Addresses self-esteem, body image, trolling, cyberbullying, pornography/gambling impact, consent, mental health awareness, social media, dating violence, peer pressure, managing stress/anxiety, bullying, grooming, and sexting. Incorporates input from resilience speakers.

3	Civic Duty	Inquisitive, Balanced	Explores language tasters, 'First Give' community engagement, money matters (budgeting, money laundering), County Lines, misinformation, extremism, free press, political systems, justice, and the role of citizens in protest and activism, including mock trials and financial products.
4	Future Aspirations	Thinkers, Risk-takers	Focuses on career exploration and skill development through 'Industry + Enterprise' challenges (Dragon's Den), Unifrog guidance, subject sessions, CV writing, interview techniques, AI's career impact, leadership theory, IB overview, study skills, and career fairs (including women in STEM, green jobs).
5	Global Citizenship	Open-minded, Caring	Offers cultural experiences (Capoeira, African drumming, Indian dance). Sessions promote refugee awareness, religious ideology in conflict, human rights, neurodiversity, sustainable tourism, LGBTQ+ issues, global festivals/faiths, fair trade, wealth inequality, and the internet's global role. Discussions extend to international law, war crimes, and colonial history, supported by resources like Amnesty International.

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- **Resources:** Utilise a diverse range of up-to-date and engaging resources, including presentations, guest speakers and community partnerships to enrich learning and provide varied perspectives.
- **Monitoring + Tracking:** Learning walks on the day. Obtaining feedback from staff about content, activities and resources.

Roles and responsibilities

PSHCE roles and responsibilities

- ❖ **Senior Academic Monitors (SAMs):** SAMs review, edit and create PSHCE presentations to ensure content is standardised and consistently focused. This oversight ensures high-quality, uniform delivery across all groups, providing a robust foundation for student learning and reinforcing curriculum aims. SAMs communicate these expectations clearly with tutors, ensuring alignment in delivery.
- ❖ **PowerPoints:**

Irrespective of content, there is uniformity within PSHCE powerpoints:

- **Week and Lesson Indication & Note-Taking Cues:** Clearly indicating the week and lesson (e.g., "Week 1 Lesson 1") provides a structured learning pathway, while prompts for note-taking in PSHCE books encourage active engagement and build students' long-term knowledge retention and organisational skills.
- **Initial Slide with IB Learner Profile Picture(s):** Placing the IB Learner Profile on the title slide consistently reinforces our aim for holistic student development, subtly reminding

students of the broader attributes (e.g., being principled, open-minded, communicators) they are cultivating through their PSHCE learning.

- Final Slide of Unit – Multiple Choice and Reflection Questions: The inclusion of 10 multiple-choice questions provides a quick, standardised check of knowledge acquisition, directly contributing to the 'Knowledge & Intellect' aim. Additionally, reflection questions prompt deeper thinking, encouraging metacognition and allowing students to connect learning to their 'Confident Self' and 'Empathetic World' development.
- ❖ **Tutors:** Tutors are pivotal in ensuring all PSHCE content is delivered effectively, fostering student engagement, and ensuring adequate notation. Their role extends to overseeing the completion of end-of-unit assessments each half-term, with data submitted to the tracker sheet for continuous monitoring. Crucially, tutors facilitate student reflection and discussion, allowing for the correction of misconceptions and reinforcing curriculum expectations, thereby deepening understanding and personal growth. Tutors are also responsible for completing a feedback form on the quality of lessons at the end of each half term. This will be reviewed by SAM(s) which will in turn allow SAM(s) to update resources as needed.
- ❖ **PSHCE Lead:** The role of PSHCE Lead encompasses:
 - Ensuring the PSHCE curriculum remains up to date with statutory requirements.
 - Guide and support the pastoral teams (DoS, SAMs, tutors) on the curriculum and processes in place.
 - Conducting learning walks and providing feedback to SAMs and Directors of Study (DoS) regarding the quality of lesson engagement.
 - Conducting work scrutiny to ensure that student work is being completed adequately.
 - Reviewing the assessment tracker sheet to monitor overall progress
 - Meeting with SAMs once per term to provide feedback on curriculum effectiveness and identify areas for future improvement.

Power day roles and responsibilities

❖ **PSHCE Lead:**

The PSHCE Lead directly impacts the quality, consistency, and continuous improvement of the PSHCE and Power Days provision. Through regular learning walks, the Lead ensures high-quality lesson engagement and adequate student work completion across all year groups. By reviewing the **staff feedback form** for each power day and providing termly feedback to SAMs and DoS, the PSHCE Lead drives informed decision-making and curriculum refinement, ultimately enhancing student progress and the overall effectiveness of the programme.

❖ **Directors of Study (DoS):**

DoS play a crucial role in ensuring the effective implementation of the PSHCE curriculum within their areas of oversight. Their impact stems from receiving and acting upon feedback from the PSHCE Lead, enabling them to strategically support the quality of delivery and address any identified areas for development. DoS are responsible for fostering an environment where PSHCE content is consistently delivered, student engagement is prioritised, and the impact on student development across all curriculum aims (Knowledge & Intellect, Confident Self, Empathetic World) is maximised within their respective academic and pastoral structures.)

❖ All staff:

It is vital that all staff recognise their role as PSHCE teachers. The expectation is that content is delivered with the same enthusiasm and dedication as their subject specialism, ensuring consistent high-quality provision across the school. The PSHCE Lead is committed to empowering staff in this endeavour, providing ongoing training and constructive feedback to ensure all colleagues feel confident and proficient in fulfilling this crucial responsibility.

Impact

The structured delivery of our PSHCE curriculum is designed to have a significant, positive impact on our students. While the development of personal character is difficult to measure with numbers alone, we consider PSHCE to be integral to our school's ethos of ***developing compassionate leaders***.

We look for impact in a number of key areas:

- **Positive Behaviour:** Our curriculum's focus on personal responsibility and community engagement directly contributes to a positive school environment and strong behaviour standards.
- **Student Leadership and Community Engagement:** We see the impact of our PSHCE program in tangible ways, from the students in our EAG helping to shape the school community, to our Sixth Formers who establish clubs focused on empathy and global issues.
- **Recognising Achievement:** Our students' success in programmes like the Jack Petchey Speak Out Challenge and as Jack Petchey winners further showcases the practical communication and leadership skills they gain through PSHCE.
- **Practical Life Skills:** Our curriculum delivers vital, real-world skills that empower students to make informed and responsible choices. Through our comprehensive health and relationships education, we equip them with the knowledge and confidence to approach both physical and digital well-being with maturity.

Your partnership is invaluable in this endeavour. We believe that by working together, we can empower our students to navigate the complexities of the modern world with confidence, make informed and responsible choices, and ultimately, become empathetic global citizens who contribute to a better future.