

Sawston Village College



PSHE: 2016-17

Specialist teams:

The majority of the PSHE curriculum is delivered by 'specialist' teams of teachers. Each team is responsible for delivering the **same** PSHE days each year.

1. **Be Healthy**
2. **Stay safe**
3. **Enjoy and achieve**
4. **Make a positive contribution**
5. **Achieve economic well-being**

Coordination & leadership:

- **SAB** retains overall responsibility for planning and logistical preparation of the curriculum.
Specific duties include:
 - Coordinating the logistical arrangements for each day.
 - Ensuring adequate schemes of work are in place.
 - Managing PSHE budget and providing resources.
 - Reviewing and developing the PSHE curriculum.
 - Arranging appropriate staff training and specialist support.
- **Heads of House** work alongside the specialist team leaders responsible for various PSHE days. Where possible, Heads of House will be allocated to a specific team for each day.
Specific duties will include:
 - Coordinating pupils in their House in preparation for PSHE day.
 - Coordinating mentors for mentor led aspects of each day.
 - Supporting specialist teams in preparation for each PSHE day. In particular by offering support and advice on individual pupils, their needs and appropriate groupings.
 - Working alongside SAB, team leaders and teaching staff to review and develop the PSHE programme.
- **Specialist team leaders:** take the leading role within each team. They work alongside the pastoral leader to disseminate information and coordinate the day.
Their specific duties will include:
 - Chairing the PSHE team meetings.
 - Disseminating PSHE resources and schemes of work within their team.

September 2016

- Deploying staff within their team for each PSHE day.
- Working alongside SAB, Heads of House and teaching staff to review and develop the PSHE programme.

Assessment, recording and reporting:

The model of specialist teams delivering PSHE through a series of conference days means that pupils do not have a named teacher responsible for assessing, recording and reporting their progress. Instead, the curriculum is designed to encourage pupils' self-reflection and self-assessment throughout.

Review and evaluation:

Each PSHE day will be reviewed and evaluated as part of the on-going planning process. Comments should be directed to SAB; Heads of House; Specialist team leaders.

Be Healthy

Day One

Year 9 - Sexual Health 1: When are you ready for a sexual relationship?

The aim of this day is to help students understand the physical and emotional issues associated with sexual relationships. Along with considering the risks and consequences of entering into a sexual relationship, they will explore ways of minimising / avoiding the dangers. There is also an opportunity for them to consider sexuality and sexual bullying. It is hoped that this programme will enable pupils to make safer, more considered and informed decisions.

Day Two

Year 11 - Drugs and alcohol 2

This day revisits and builds upon the work done in Year 8. Pupils consider how much they actually know about legal and illegal drugs. They find out about the legal status of different drugs, identify strategies for coping with peer pressure and learn how to access support and information networks.

Day Three

Year 8 - Drugs and alcohol 1

The purpose of this day is to raise pupils' awareness of the issues and dangers surrounding drug and alcohol misuse. They consider why people misuse drugs and look at redesigning an alcoholic drinks label to more accurately reflect the risks.

Day Four

Year 10 - Sexual Health 2: 'Your choice, your life.'

This is a day built around a fictional drama entitled 'Your choice, your life.' The programme helps pupils to explore the social, emotional and health issues associated with sexual relationships. It considers the consequences of risky decisions taken around sexual health and the way these can be exacerbated when combined with other unsafe behaviours such as the misuse of drugs and alcohol. The programme was commissioned by the Sawston and Linton locality team and South Cambridgeshire district council in response to the outcomes of the 2010 Health Related Behaviour Survey.

Stay Safe

Day One

Year 7 - Community: What are your rights and responsibilities?

This is the introductory unit for the new Year 7 cohort. It is designed to help pupils learn about each other and the wider school community. Much of the day is built around an extended desert island role play. The role play and follow-up activities give pupils an understanding of the way individuals and institutions function, the roles they play within them and the interrelationship between rights, rules, and responsibilities.

Day Two

Year 9 - Personal Safety 2: Can you stay safe and have fun?

This revisits and builds upon the work in years 7 and 8. It looks at assertiveness, personal safety and the strategies that can be employed to minimise personal risk. Pupils also learn about self-defence and the consequences of crime. The overall aim is to raise pupils' awareness of the additional risks they are exposed to as they begin to develop an increasingly independent social life.

Day Three

Year 11 – Ethics and Philosophy

The stay safe will support in the delivery of this day but it is actually a day developed and delivered by the short course RS team. It is an opportunity for pupils to spend dedicated time focused on their GCSE short course studies.

Further details to follow.

Day Four

Year 8 - Relationships: What do you do when life is not fair?

Pupils will explore and define the concept of emotional health. They will consider how and why it can vary over time and identify protective measures that will help them maintain a balance in their own emotional health. They will consider both everyday issues such as friendship and relationships along with more emotive subjects such as bereavement.

Enjoy and achieve

Day One

Year 11 - Looking beyond Sawston

This is a day devoted to helping pupils think about next year. A large part of the day is built around a series of workshops that pupils opt into and attend on a carousel basis. There will be talks about sixth form, University, apprenticeships, other post-16 pathways and the world of work. There is also an opportunity for pupils to start their personal statements.

Day Two

Year 7 - Healthy lifestyles: How healthy are you?

The day involves pupils considering the importance of looking after their bodies by maintaining a healthy diet, taking regular exercise and by not smoking. They consider the risks and consequences of failing to look after their bodies and are encouraged to identify specific strategies for keeping fit and healthy.

Day Three

Year 9 – What are your options?

This marks the formal launch of the key stage 4 options process. Pupils will receive their options booklet and be invited to select from a range of key stage 4 taster sessions. They will also do some initial work looking at post 16 progress and how this relates to the decisions that they take now.

Day Four

N/A – Seconded to other teams

Make a positive contribution

Day One

Year 8 - Does the media have too much freedom?

Pupils explore some of the issues and debates surrounding the impact of the media in Britain today. They consider the positive and negative impact the media has on their own lives. The day finishes with a debate on the freedom of the press. There will be an opportunity to meet people from the world of media and to find out about their views on the issue.

Day Two

Year 10 – Enterprise Education (2)

This is a new day designed to further help pupils to consider aspects of finance and enterprise and their rights, roles and responsibilities as young adults.

Further details to follow.

Day Three

Year 10 - What is the impact of the justice system on young people?

Local magistrates are invited in to school to work alongside pupils. They conduct a mock trial and teach pupils about the criminal justice system and their legal rights and responsibilities within it.

Day Four

Year 7 – Is Sawston an inclusive school?

The overall message here is to understand the importance of valuing and respecting diversity. In particular, pupils learn about the challenges and realities of being different and of the importance of accepting people. They examine what they can do as individuals and as part of the wider school community to make everyone feel welcome.

Achieve economic well-being

Day One

Year 10 – Leadership and supporting others

This day is developed and delivered in collaboration with the Heads of House. It is designed to help pupils step up to their enhanced role as the senior pupils within their mentor group, house and wider school community.

Day Two

Year 8 – What do you want to be when you grow up?

This day forms part of the key stage 3 careers/IAG programme. Pupils are given opportunities to meet with and question speakers from a range of careers and professions.

The final session shifts focus slightly to introduce pupils to some of the basics of credit and finance.

Day Three

Year 7 The Real Game 1: Could you make it in the real world?

The Real Game is an extended role-play designed to explore the adult world of work and finance. Pupils learn about different career options and the constraints of financial budgeting and time management. By linking the game into their own lives, pupils are encouraged to appreciate the link between decisions they make now and their quality of life in the future.

Day Four

9.4 Enterprise day: We're in business

The day is built around an enterprise education role-play. Pupils are asked to imagine that they have formed a company which has been asked to tender a bid to organise the Year 11 leavers' ball. The various tasks teach pupils about finance and credit, the importance of budgeting and effective team work strategies.