



**FARNBOROUGH HILL**  
WHOLEHEARTEDLY

## **PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION (PSHEE) POLICY AND CURRICULUM**

This policy should be read in conjunction with:

- Relationships and Sex Education Policy
- School Counselling Policy

Farnborough Hill is 'dedicated to educating the whole person within a caring Christian community where each individual is valued. Governors, staff, parents and pupils are involved in a creative partnership which explores life through learning, experience and reflection, and gives a reason for living and hoping'. (Farnborough Hill Mission Statement).

The PSHEE programme aims to promote the spiritual, moral, social, cultural, academic and physical development of each pupil, as well as preparing them for the opportunities, responsibilities and experiences of adult life. The content of the PSHEE programme complements and enhances the academic curriculum and the enrichment provision at Farnborough Hill. The PSHEE programme is broadly based on the PSHE Association Programme of Study, and reflects the National Curriculum guidelines established by the Department for Education.

The School actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs via the PSHEE programme, and also during other PSHEE opportunities, such as Assemblies and talks.

Any political views expressed as part of the PSHEE programme are given in a balanced manner. Opposing views are also expressed and explained so that information given is not biased and that pupils can make informed judgments.

### **Aims**

The PSHEE programme aims to help pupils become confident, healthy and responsible, both as individuals and as members of society. It provides pupils with a framework within which they can grow in confidence and become informed, thoughtful, responsible and safe members of society. The PSHEE programme enables pupils:

- to develop their self-knowledge, self-esteem and self-confidence
- to accept responsibility, show initiative and understand how they can contribute to community life
- to play an active role in society
- to develop positive relationships (including sexual ones)
- to respect differences between people
- to develop a healthy lifestyle
- to develop an understanding of economic well-being
- to develop an understanding of the spiritual, moral, social and cultural issues that face society
- to distinguish between right and wrong and to respect the law
- to develop respect for democracy and support for participation in the democratic process
- to understand and develop fundamental British values

As a Catholic school we approach these aims within the framework of a Christian education, and therefore we aim to engender growth in self-respect and a sense of self-worth, recognising that each of us is created in the image of God. We aim to develop pupils' spiritual, moral, social and cultural awareness (both PSHEE and Religious Education contribute to this, as well as many other subjects).

The PSHEE programme teaches and develops the following skills:

- how to make informed decisions
- assessing, avoiding and managing risk
- effective communication
- understanding rules, rights, responsibilities and the law
- understanding the individual and their place in society
- acquiring an appreciation and respect for her own and other cultures
- understanding and respect for all people, including those with protected characteristics (Equality Act 2010)
- awareness and appreciation of the global community
- developing self-knowledge, self-esteem and self-confidence, and building resilience

As part of its efforts to actively promote fundamental British values (democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs) these key elements are always taken into account in the planning and delivery of PSHEE lessons and activities.

## **Methodology**

The PSHEE programme is determined and guided by the ethos of the School as expressed by the Mission Statement, the guidelines produced by the PSHE Association (as recommended by the DfE) and available resources.

- The PSHEE Co-ordinator is responsible for co-ordinating and developing the School's PSHEE programme, assisted by the Heads and Assistant Heads of Year as well as Form tutors. The PSHEE Co-ordinator also receives support from the Deputy Head - Pastoral.
- PSHEE is delivered via a range of methods, particularly timetabled PSHEE lessons and PSHEE days. PSHEE is also, on occasion, delivered during Form Time sessions, particularly at KS3 and KS4.
- PSHEE lessons are usually run by the Form Tutors, as well as the Head of Year and other staff, such as the Assistant Head of Year, the School Nurse and the Chaplain.
- In all Year Groups, off-timetable PSHEE days are organised by the PSHEE Co-ordinator, involving a range of sessions run by tutors, the Head of Year, Assistant Head of Year and other staff, as well as outside speakers.
- The delivery of the PSHEE programme is monitored on a regular basis by the PSHEE Co-ordinator, Heads of Year and the Deputy Head - Pastoral.
- There are Heads of Year meetings chaired by the Deputy Head - Pastoral once every half term and PSHEE is a standing item on the agenda. The delivery of PSHEE is monitored by learning walks as appropriate or dialogue with tutors and deputy tutors.
- PSHEE INSET is made available as regularly as possible, for example via cluster meetings and CPD courses.
- Where appropriate, PSHEE training for staff is delivered during Staff Seminar Days, either about subjects that will be covered during PSHEE lessons or to tie in with topics that visiting speakers will deliver during the academic year.
- Parents of Years 8 and 9 pupils are invited to an annual Pastoral Evening in the Christmas Term of each year. Parents in other Year Groups are also invited to PSHEE talks where appropriate.
- The PSHEE Co-ordinator oversees the PSHEE Budget.

## Assessment and Reporting

The delivery of PSHEE and RSE is monitored by the PSHEE Co-Ordinator, supported by the Heads of Year, through consultation with pupils and Form Tutors, and via regular learning walks. Pupils' development in PSHEE is monitored by Form Tutors, through discussion and other activities as part of the PSHEE curriculum. Parents receive a full written report on their daughter's progress in PSHEE as part of the annual report cycle.

## Personal, Social, Health and Economic Education in the Sixth Form

The focus of the PSHEE programme in the Sixth Form is to prepare for life beyond Farnborough Hill, including specific guidance regarding careers and Higher Education.

Our programme attempts to promote further development of our pupils in:

**self awareness** – helping each girl to become aware of her strengths, weaknesses, skills, abilities and interests, so that she can begin to define the person she is now and the person she would like to become, and relate this to the world of work.

**opportunity awareness** – encouraging interest in and awareness of all the opportunities available in education and in the world of work. We especially aim to challenge stereotyped attitudes to the areas of work that our pupils may enter.

**decision making** – encouraging the skills required to make informed decisions.

**information handling** – developing the skills of data research and use of research in decision making.

**living with change** – we endeavour to encourage the development of qualities and skills that enable pupils to adjust and cope with significant changes in their lives, including flexibility and self-reliance.

Continuing the school ethos of service to the community, pupils are given the opportunity to serve on the School Council, take an active part in running the Houses and organising House events, support the work of academic departments and raise funds for particular charities such as CAFOD. All Upper Sixth girls are allocated an area of responsibility within the School community.

Enrichment is also an important part of Sixth Form life at Farnborough Hill. The programme is both diverse and life enhancing. The pupils may choose two or three activities from a list that includes activities such as pupil tutoring, running the in-house radio station, cookery and a range of sporting options offered. Visiting speakers are regularly invited to the School to share knowledge and experience with pupils (political/religious panels, other professionals, etc) and pupils from other schools are sometimes invited to attend these events. These activities give the Sixth Form pupils additional opportunities to develop their PSHEE and citizenship skills, and to learn more about the world around them.

## Confidentiality

At Farnborough Hill we would hope to create within the classroom an environment of support where everyone feels comfortable about expressing their views and concerns. However, members of staff cannot and should not promise total confidentiality. If a pupil asks for help or advice from any member of staff it should be made very clear that any disclosures may be passed onto the Deputy Head - Pastoral as the Designated Safeguarding Lead (DSL), or one of the Deputy Designated Safeguarding Leads (DDSLs)

## **Child Safeguarding Procedures**

All issues of a safeguarding and child protection nature are referred in the first instance to the Deputy Head - Pastoral as DSL. If the Deputy Head - Pastoral is unavailable then referrals are made to one of the DDSLs. If neither are available, staff should refer to the Head's PA in the first instance who will contact the DSL or DDSL as appropriate.

## **Chaplaincy and Counselling Services**

The benefits surrounding talking therapies, support and intervention are regularly discussed in PSHEE and are positioned as such within the PSHEE curriculum and broader school life. The School Chaplain fully supports the PSHEE programme. Pupils may visit the Chaplain in the knowledge that their conversations are confidential (unless a pupil raises a safeguarding or child protection issue). Pupils may also visit the School Counsellor (on referral), again in the knowledge that their conversations are confidential (unless a pupil raises a safeguarding or child protection issue). See *School Counselling Policy*.

## **Careers**

*'Careers Education and Guidance is an integral part of the preparation of pupils for the opportunities, responsibilities and experiences of life. Our central concern is preparation of pupils for the choices, changes and transitions affecting their future education, training and life as adult members of society.'* (National Curriculum Guidance 6)

Careers Education is delivered by the Head of Careers, tutors and external speakers as part of the PSHEE programme. This programme is introduced at KS3 and supports the pupils throughout their school life. Advice is provided to help pupils choose GCSE and post-16 courses as well as, where appropriate, apprenticeships and other vocational pathways. We aim to promote the best interests of the pupils by helping them to know themselves, and how their strengths, weaknesses and interests relate to the world of work. All those delivering careers provision are aware of the need for impartiality and to avoid the pitfalls of stereotyping, so that all pupils are fully informed and can make choices about a broad range of career options to enable them to fulfil their potential.

## **Citizenship**

Citizenship is an integral part of PSHEE and the wider life of the pupils at Farnborough Hill.

There are three main strands to citizenship education:

- social and moral responsibility – both within and beyond the classroom
- community involvement
- political awareness – problems and practices of our democracy, including an understanding of fundamental British values and how to become effective in public life

Citizenship is embedded within the ethos of the School, as well as the curriculum. Living by both Gospel and Fundamental British Values involves good citizenship, care and respect for others, and helpful engagement in the life of the School and the wider community. Fostering and developing Citizenship Education helps pupils become informed, thoughtful and responsible individuals who are aware of their duties, rights and privileges. There are many opportunities for practical citizenship (see table below) as well as the study of citizenship from a more theoretical perspective. Aspects of citizenship are considered within most curriculum subjects and the skills of enquiry, communication, participation and responsible action are everyday classroom themes and full school events such as Assemblies. In addition, Citizenship forms part of the PSHEE programme in every Year Group.

The School actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is done via the

PSHEE programme, during Assemblies, in displays and with other curricular and co-curricular activities, such as in English, History, Religious Studies lessons and in Public Speaking sessions.

Any political views expressed in the teaching of any subject, within PSHEE or within any school activities, are given in a balanced manner. Opposing views are also expressed and explained so that information given is not biased and that pupils can make informed judgments.

**Activities such as:**

- Elections/mock elections )
- Enterprise activities )
- Financial management and fund-raising ) all enhance the curriculum provision
- Participating in School or Year 11 Council )
- PSHEE Days )
- Retreat Days )

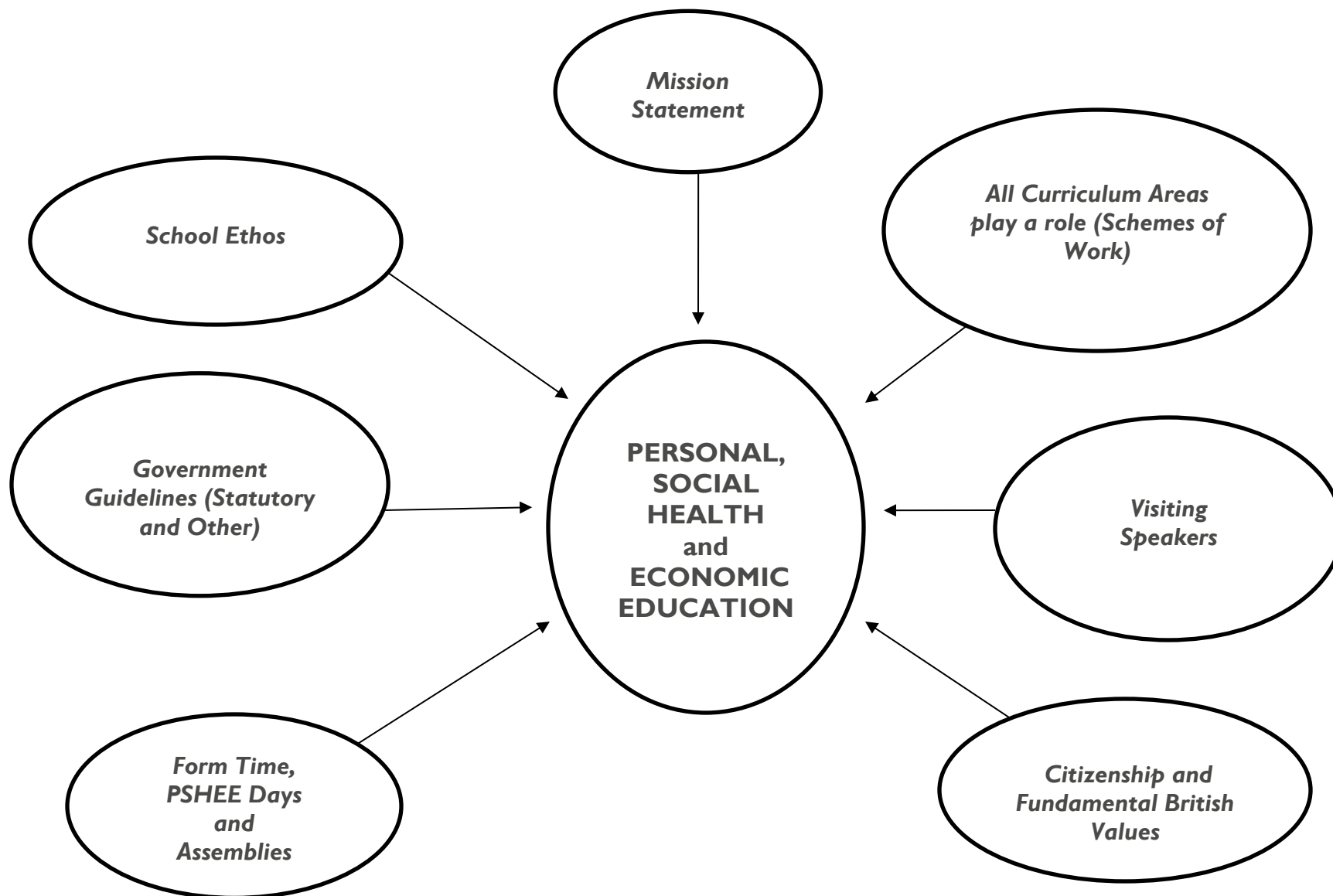
Assemblies and other whole school events give opportunities for sharing spiritual, religious, moral and cultural values. In addition, House activities, such as supporting charities, give the pupils the opportunity to help others.

**Opportunities for Practical Citizenship**

Whole School		
School Council/School Council representatives	Form Captain/Deputy/ Recycling Reps/House Reps	House charity collections
Open Afternoon/Open Day helpers	Whole school and Form assemblies	Community Feast Day involvement and Harvest Festival donations
CAFOD events eg <i>Family Fast Day</i>	Elections	Public Speaking Public Debating
Charity Collections initiated by pupils	Public Speaking	Debating

Key Stage 3	Key Stage 4	Sixth Form
Take your Daughter to Work Day involvement	Year 11 Council and Year 11 Prefects	Leadership roles: School Leaders, House Leaders, Games Captains
Social Justice Club	Running Young Enterprise Companies	Running Young Enterprise Companies
Duke of Edinburgh Award (Bronze)	Duke of Edinburgh Award (Silver)	Duke of Edinburgh Award (Gold)
	Presenting F'Hill Radio programmes	Presenting F'Hill Radio programmes
	Model UN	Pupil 'tutoring' scheme in lessons as part of Enrichment programme
		Voluntary work
		Involvement in The Hive and Busy Bees
		Delivering the Minimus Primary Latin course at St Bernadette's Primary School
		Taking visitors on tours of the School
		CAFOD Young Leaders

## PSHEE AT FARNBOROUGH HILL: CONTRIBUTORY ELEMENTS



## PSHEE at KEY STAGE 3 and 4

<b>Core Themes at KS3 and KS4</b>
<p><b>Health and Well-being:</b></p> <ul style="list-style-type: none"> <li>- Changing Bodies</li> <li>- Reproductive Health</li> <li>- Alcohol, Drugs and Smoking</li> <li>- Healthy Lifestyle</li> <li>- Self-Image, Media Influence and Peer Pressure; Perfectionism and Self-Esteem</li> <li>- Travel Safety</li> <li>- First Aid</li> </ul>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>- Friendships</li> <li>- Relationships</li> <li>- Internet Safety</li> </ul>
<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>- Study Skills and Revision</li> <li>- Target Setting and Reflection/Review</li> <li>- Managing Money</li> <li>- Democracy and Law Making</li> <li>- Human Rights</li> <li>- Diversity and Stereotypes</li> <li>- Careers</li> <li>- Future Plans (incl Options Programme)</li> <li>- Media Literacy</li> </ul>

	<b>Health and Well-Being</b>	<b>Relationships</b>	<b>Living in the Wider World</b>	<b>Citizenship (Including SMSC and Fundamental British Values)</b>
<b>Year 7</b>	<ul style="list-style-type: none"> <li>• Getting to Know Myself and Others</li> <li>• The Farnborough Hill Mission Statement</li> <li>• Puberty and Menstruation</li> <li>• Personal Hygiene</li> <li>• Nutrition and Diet (incl sleep)</li> <li>• Healthy Exercise</li> <li>• Emotional Health and Well-Being</li> </ul>	<ul style="list-style-type: none"> <li>• Making Friendships</li> <li>• Maintaining Friendships</li> <li>• Social Influences and Peer Pressure (incl gang issues)</li> <li>• Developing Emotional Vocabulary</li> <li>• Relationship Values (incl internal and external influences)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to Learn</li> <li>• Target Setting</li> <li>• Evaluating Strengths and Areas of Development</li> <li>• Budgeting</li> <li>• Rights and Responsibilities</li> <li>• Diversity of Society</li> <li>• Breaking Down Stereotypes</li> <li>• National Careers' Week</li> </ul>	<ul style="list-style-type: none"> <li>• Form Prayer Intentions</li> <li>• Community activities: Community Feast Day cards for Sisters/Senior Citizens</li> <li>• House Buddy activities</li> <li>• Year 7 Retreat</li> <li>• Year Group Assembly preparation</li> <li>• Year 7 Liturgy Preparation</li> <li>• School Council Reps</li> </ul>

	<ul style="list-style-type: none"> <li>• Protecting and Maintaining Positive Mental Health</li> <li>• Resilience</li> <li>• Getting to/from School</li> <li>• Staying Safe Out and About</li> <li>• First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Romantic Relationships (incl LGBTQ+)</li> <li>• Family Life and Parenting</li> <li>• Rights and Responsibilities Online</li> </ul>		
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol</li> <li>• Nutrition and Diet (incl sleep)</li> <li>• Healthy Exercise</li> <li>• Emotional Health and Well-Being</li> <li>• Celebrity Culture and Influence</li> <li>• Impact of Social Media</li> <li>• Protecting and Maintaining Positive Mental Health</li> <li>• Resilience</li> <li>• Identity and Contributing Factors</li> </ul>	<ul style="list-style-type: none"> <li>• Coping with Conflict</li> <li>• Social Influences and Peer Pressure (incl gang issues)</li> <li>• Relationship Values (incl internal and external influences)</li> <li>• Romantic Relationships (incl LGBTQ+)</li> <li>• Family Life and Parenting</li> <li>• Appropriate Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Revision Skills</li> <li>• Target Setting</li> <li>• Evaluating Strengths and Areas of Development</li> <li>• British Parliament and Voting</li> <li>• British Law, Crime and Punishment</li> <li>• Equality</li> <li>• National Careers' Week</li> <li>• The World of Work</li> <li>• Take Your Daughters to Work Day</li> <li>• Options</li> <li>• Media Bias and Reliability</li> </ul>	<ul style="list-style-type: none"> <li>• Form Prayer Intentions</li> <li>• Community activities: Community Feast Day cards for Sisters</li> <li>• Year 8 Retreat</li> <li>• Year Group Assembly preparation</li> <li>• Year 8 Liturgy preparation</li> <li>• School Council Reps</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Responsibility for Physical Health</li> <li>• Unhealthy Habits, Dependence and Addiction</li> <li>• Alcohol</li> <li>• Smoking</li> <li>• Legal Highs</li> <li>• Nutrition and Diet (incl sleep)</li> <li>• Healthy Exercise</li> <li>• Emotional Health and Well-Being</li> <li>• Celebrity Culture and Influence</li> <li>• Impact of Social Media</li> <li>• Protecting and Maintaining Positive Mental Health</li> <li>• Resilience</li> <li>• Identity and Contributing Factors</li> </ul>	<ul style="list-style-type: none"> <li>• Social Influences and Peer Pressure (incl gang issues)</li> <li>• Coping with Conflict</li> <li>• Developing emotional vocabulary</li> <li>• Relationship Values (incl internal and external influences)</li> <li>• Romantic Relationships (incl LGBTQ+)</li> <li>• Boundaries</li> <li>• Family Life and Parenting</li> <li>• Online Privacy</li> <li>• Sexting/Inappropriate Content</li> </ul>	<ul style="list-style-type: none"> <li>• Revision Skills</li> <li>• Target Setting</li> <li>• Evaluating Strengths and Areas of Development</li> <li>• Saving</li> <li>• Living in and Maintaining a Democracy</li> <li>• Parliament and Law Making</li> <li>• Rights and Responsibilities</li> <li>• Equality</li> <li>• National and International Issues</li> <li>• Diversity of Society</li> <li>• Breaking Down Stereotypes</li> <li>• National Careers' Week</li> <li>• Options</li> <li>• Role and Impact of Social Media</li> <li>• Evaluation of Information</li> <li>• Extremism and Intolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Form Prayer Intentions</li> <li>• Community activities: Community Feast Day cards for Sisters</li> <li>• Year 9 Retreat</li> <li>• Year Group Assembly preparation</li> <li>• Year 9 Liturgy preparation</li> <li>• School Council Reps</li> <li>• Duke of Edinburgh scheme discussions</li> </ul>



<b>Year 10</b>	<ul style="list-style-type: none"> <li>• Responsibility for Physical Health</li> <li>• FGM and Honour Based Abuse</li> <li>• Unhealthy Habits, Dependence and Addiction</li> <li>• Alcohol</li> <li>• Smoking</li> <li>• Legal Highs</li> <li>• Nutrition and Diet (incl sleep)</li> <li>• Healthy Exercise</li> <li>• Emotional Health and Well-Being</li> <li>• Impact of Social Media</li> <li>• Protecting and Maintaining Positive Mental Health</li> <li>• Staying Safe Out and About</li> </ul>	<ul style="list-style-type: none"> <li>• Social Influences and Peer Pressure</li> <li>• Developing Emotional Vocabulary</li> <li>• Relationship Values (incl internal and external influences)</li> <li>• Romantic Relationships (incl LGBTQ+)</li> <li>• Boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Revision Skills</li> <li>• Target Setting</li> <li>• Evaluating Strengths and Areas of Development</li> <li>• Saving</li> <li>• Credit and Borrowing</li> <li>• British Parliament and Voting</li> <li>• Living in and Maintaining a Democracy</li> <li>• Rights and Responsibilities</li> <li>• Equality</li> <li>• Diversity of Society</li> <li>• Breaking down stereotypes</li> <li>• National Careers' Week</li> <li>• Employment Law/Rights and Responsibilities</li> <li>• Media Bias and Responsibility</li> <li>• Evaluation of Information</li> <li>• Extremism and Intolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Form Prayer Intentions</li> <li>• Community activities: Community Feast Day cards for Sisters</li> <li>• Year 10 Retreat</li> <li>• Year Group Assembly preparation</li> <li>• Year 10 Liturgy Preparation</li> <li>• School Council Reps</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• FGM and Honour Based Abuse</li> <li>• STIs</li> <li>• Pregnancy</li> <li>• Fertility</li> <li>• Alcohol</li> <li>• Smoking</li> <li>• Legal Highs</li> <li>• Emotional Health and Well-Being</li> <li>• Identity and Contributing Factors</li> <li>• First Aid</li> <li>• Mental Health First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Social Influences and Peer Pressure</li> <li>• Developing Emotional Vocabulary</li> <li>• Romantic Relationships (incl LGBTQ+)</li> <li>• Pornography and Sex in the Media</li> <li>• Consent</li> <li>• Family Life and Parenting</li> <li>• Rights and Responsibilities Online</li> <li>• Sexting/Inappropriate Content</li> </ul>	<ul style="list-style-type: none"> <li>• Revision Skills</li> <li>• Target Setting</li> <li>• Evaluating Strengths and Areas of Development</li> <li>• Gambling and Misuse of Money</li> <li>• Equality</li> <li>• National Careers' Week</li> <li>• The World of Work</li> <li>• Work Experience</li> <li>• University Life</li> <li>• Preparing for Life After School</li> <li>• Role and Impact of Social Media</li> <li>• Media Bias and Reliability</li> <li>• Evaluation of Information</li> <li>• Extremism and Intolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Form Prayer Intentions</li> <li>• Community activities: Community Feast Day cards for Sisters</li> <li>• Year 11 Retreat</li> <li>• Year Group Assembly preparation</li> <li>• Year 11 Liturgy Preparation</li> <li>• School Council Reps</li> <li>• Year 11 Council</li> <li>• Year 11 Prefects</li> <li>• National Citizen Scheme discussions</li> <li>• Parkside Summer Volunteering Scheme discussions</li> </ul>

## SIXTH FORM PSHEE PROGRAMME

	Lower Sixth	Upper Sixth
<b>Citizenship (including SMSC Fundamental British Values)</b>	<ul style="list-style-type: none"> <li>• Writing of Form Prayer Intentions</li> <li>• Lower Sixth Assembly preparation</li> <li>• Lower Sixth Retreat</li> <li>• Sixth Form Service preparation</li> <li>• Community activities: Community Feast Day cards for Sisters</li> </ul>	<ul style="list-style-type: none"> <li>• Writing of Form Prayer Intentions</li> <li>• Upper Sixth Assembly preparation</li> <li>• Upper Sixth Retreat</li> <li>• Community activities: Community Feast Day cards for Sisters</li> </ul>
<b>Health and Well-Being</b>	<ul style="list-style-type: none"> <li>• Body Image, Self-perception and the Media</li> <li>• Mental Health and Emotional Well-being</li> <li>• Maintaining a Healthy Lifestyle as a Young Adult</li> <li>• Managing Risk and Personal Safety</li> <li>• Drugs, Alcohol and Tobacco</li> <li>• Sexual and Reproductive Health</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs, Alcohol and Tobacco</li> <li>• Mental Health and Emotional Well-being</li> <li>• Managing Risk and Personal Safety</li> <li>• Sexual and Reproductive Health</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Relationship Values</li> <li>• Forming and Maintaining Respectful Relationships</li> <li>• Consent</li> <li>• Bullying, Abuse and Discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Forming and Maintaining Respectful Relationships</li> <li>• Consent</li> </ul>
<b>Living in the Wider World</b>	<ul style="list-style-type: none"> <li>• Choices and Pathways</li> <li>• Higher and Further Education Information</li> <li>• UCAS preparation</li> <li>• Sixth Form Leadership Responsibilities</li> <li>• Ivy House Leadership Programme</li> <li>• Political Awareness and Current Affairs – Democracy and Citizenship</li> <li>• Self-evaluation and Target Setting</li> <li>• Financial Choices</li> <li>• Media Literacy and Digital Resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation and Target Setting</li> <li>• Employment Rights and Responsibilities</li> <li>• Interview Practice</li> <li>• Developing Careers Skills</li> <li>• Establishing Leadership Responsibilities</li> <li>• UCAS Preparation and Applications</li> <li>• Student Life</li> <li>• Financial Choices</li> <li>• Political Awareness and Current Affairs</li> </ul>

This policy and the Schemes of Work are reviewed annually by the PSHEE Co-ordinator, Deputy Head - Pastoral and the Heads of Year.

The next review is due in May 2024.