



Personal, Social, Health and Economic Education (PSHEe) (Wellbeing) Policy

Linked Policies/Protocols

- Anti-Bullying Policy
- Careers Education Information Advice & Guidance Policy
- Drugs and Substance Misuse Policy
- Equality Policy
- E-Safety Policy
- Promotion of Values at TCC
- Relationships and Sex Education Policy
- Social, Moral, Spiritual and Cultures Policy
- Transition Policy
- Visitor Policy
- UNCRC

Reviewed: May 2026

Next review due: May 2027

Governing Body Committee: Headteacher

CLT contact: Cheryl Lockett/ Davina Bray

Policy adopted by the Headteacher on:- 08/06/2026

Policy – Amendment Record Sheet

Amendment Number	Section Amended	Amended By	Reason for Amendment	Date
01	Introduction	DBR	Some text deleted	30.04.25
02	Introduction	DBR	Health profiles updated	30.04.25
03	Page 6 curriculum outline	DBR	Changed lesson order to prepare for new PSHE guidance in line with age ratings	30.04.25
04	Page 9	DBR	Removed reference to external speakers – funding changes mean some can no longer come into school	30.04.25
05	Page 10	DBR	Changed kudos to merits for new rewards system	30.04.25
06	Pages 5-11	DBR	Updated the curriculum objectives due to the new statutory guidelines and additional learning objectives to be covered	05.06.26
07	Pages 11 onwards	DBR	A few updates to remove references to Covid etc as now out of date	05.06.26
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INTRODUCTION AND CONTEXT

This policy covers our College's approach to Personal, Social, Health and Economic education. The policy was produced by the College PSHEe Lead, Davina Bray. Guidance provided by the PSHE Association has been used to update the policy. The policy will be reviewed annually. The PSHEe policy can be viewed by parents, carers and all stakeholders on the College website.

PSHEe helps to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them in developing personally and socially and it tackles many of the moral, social and cultural issues that affect young people today. It equips students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Careers education within PSHEe lessons aims to support our students to be self-aware of their own qualities, skills and strengths and to be able to make informed decisions about their next steps.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

PSHEe is taught as a spiral programme which allows the recurrence of themes throughout the key stages. With each delivery of the theme, the level of demand increases and learning is progressively deepened and therefore is age appropriate. Quality-marked, PSHE Association resources are used whenever possible.

The PSHEe curriculum consists of discrete timetabled lessons for Years 7-11. Students are taught by a team of teachers. When possible, we also organise visits from external agencies and speakers such as the Police, We Are With You (formerly called Addaction and YZUP), Brook and other organisations and charities. There are wider, extra-curricular activities and activities completed during tutor time which also enrich the PSHEe programme. Students' personal, social and emotional development is also encouraged by our supportive college ethos, where all are valued, and positive relationships are seen as important. A safe and secure school environment is created which is conducive to learning. (College Vision & UNCRC)

Torpoint Community College is situated in South-East Cornwall and is very much a part of the local community. The majority of students attending the College live in the Torpoint and the Rame Peninsula. A number of students travel from Plymouth via the ferry across the River Tamar.

In Cornwall, local health profiles show that the rate of new cases of malignant melanoma skin cancer is worse than the England average. The estimated rates of smoking, healthy eating, binge drinking and obesity are similar to the England average. The death rate from smoking is better than the England average. However, almost 1,000 people in Cornwall die from smoking related diseases each year. Teenage pregnancy rates have declined but teenage attitudes to relationships and sex continue to be a concern with rising STI rates in Cornwall. The Southwest, including Cornwall, has seen increasing rates of sexually transmitted infections, particularly among young adults aged 20 to 24. There is a higher than national average rate of smoking amongst pregnant women. Almost 1 in 5 women smoke during

pregnancy as evidenced by the regional health profiles. The rate of people claiming incapacity benefits for mental illness in Cornwall is higher than the England average. We strive to create a PSHEe curriculum which ensures the present and future wellbeing of students and has relevance in meeting their learning needs in response to local and national statistics

We acknowledge that Relationships and Sex Education is the right and responsibility of the parent. Torpoint Community College provides relationships and sex education to support parents in fulfilling this responsibility. From September 2020 due to the new statutory guidelines for RSE and Health Education parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents should state their wish to remove their child from such activities in writing to the Head Teacher, Dr. Jeremy Plumb.

Please note in this College safeguarding young people is paramount. PSHEe is a potentially sensitive subject and ground rules are used to establish rules with each teaching group for effective discussions which allows the issues of confidentiality and safeguarding to be discussed with students. All staff have received training regarding the Prevent Strategy and understand their responsibility to prevent extremism and radicalisation. Students have been advised about the issues surrounding this.

- 1. AIMS AND OBJECTIVES (Article 2 – without discrimination; Article 3 – in the best interests of the child; Article 6 – survival and development of a child; Article 8 – protection of a child’s identity; Article 17 –access to reliable information from the media; Article 24 – access to health care; Article 27 – a standard of living that meets their physical, social and mental needs; Article 28 – right to an education; Article 31 – the right to relax and play; Article 33 – protect children from the use of illegal drugs; Article 34 – protect children from sexual abuse and exploitation)**

Our PSHEe programme aims to support young people to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Our learning objectives, fulfilled through the engagement of students in active learning opportunities, enable students to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

2. VALUES

Our PSHEe programme promotes and reflects our college and co-operative values of respect, equality and co-operation in line with the UNCRC.

Students learn to recognise, develop and communicate their qualities, skills and **attitudes (Article 29)**. Students accumulate knowledge, confidence and self-esteem in order to realise their true potential **(Article 29)**. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms **(Articles 2, 12, 13, 14 & 30)**. The world is full of complex and sometimes conflicting values. Personal well-being helps students explore this complexity and reflect on and clarify their own values and attitudes **(Article 2)**. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people **(Article 2)**.

Personal wellbeing makes a major contribution to the promotion of personal development **(Article 24 & 27)**.

Education for economic well-being and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively (**Article 28**).

3. PSHEe CURRICULUM

Content and Organisation Key Stage 3: Years 7, 8 and 9

. The PSHEe curriculum has been reviewed in response to the revised Relationships, Sex and Health Education statutory guidance due for implementation from September 2026. The revised curriculum places greater emphasis on online safety, healthy relationships, safeguarding, mental wellbeing, personal safety and preparation for adulthood. These themes are embedded throughout the Key Stage 3 and Key Stage 4 programmes to ensure age-appropriate progression. The curriculum reflects current statutory guidance for Relationships, Sex and Health Education and has been reviewed in response to the revised statutory guidance due for implementation from September 2026.

The PSHEe curriculum is designed to provide a progressive learning journey from Year 7 to Year 11. Learning is sequenced so that students first develop awareness and understanding of key concepts before applying knowledge to increasingly complex situations as they mature. The curriculum prepares students for healthy relationships, independent living, future employment and active citizenship.

Students in years 7 and 8 receive 1 PSHEe lesson a week and are taught by a team of teachers. Information on the structure and content of the PSHEe curriculum is available on the College website. . Year 9 students have one timetabled PSHEe lesson a fortnight.

The following topics are covered by each year group and consist of a sequence of lessons: We seek feedback regularly from students to ensure that the PSHEe curriculum is relevant and engaging.

Year 7

- Ground rules for PSHEe.
- British Values and effective discussion.
- The transition from Primary to Secondary education and the importance of finding help and support, friendships and belonging.
- Healthy friendships, recognising positive relationships and developing personal boundaries.
- Anti-bullying week focus. Active listening, negotiation, offering and receiving constructive feedback and assertiveness, peer-on-peer abuse.
- Differences, diversity, inclusion and respect for protected characteristics.
- Personal Safety in a range of situations e.g. beach safety, online safety, road safety, knife crime and identifying trusted adults.
- Introduction to online relationships, digital footprints and managing online reputation.
- Recognising grooming, manipulation and unsafe situations online and offline.

- Healthy Living including lessons on the consequences of smoking.
- Understanding vaping, nicotine addiction and associated health risks.
- Importance of physical activity, sleep and healthy screen use.
- Emotional literacy, recognising emotions and developing healthy coping strategies.
- Coping with change including the physical and emotional changes during puberty.
- Understanding self-esteem, body confidence and the influence of social media.
- Introduction to consent, personal boundaries and respect for others.
- Consequences of teenage pregnancy.
- Managing your money, finding out about bank accounts, different ways of spending and saving money, budgeting.
- Careers education, importance of goal and target setting.
- Focus on drugs including alcohol and how risk-taking behaviours affect individuals and families.
- Understanding where and how to access support for physical health, mental health and wellbeing.

Year 8

- Revisiting ground rules for effective discussions.
- Values of respect and British Values.
- Healthy relationships, including consent, communication, trust, respect and personal boundaries.
- Understanding the characteristics of healthy, unhealthy and abusive relationships.
- Introduction to contraception and where to access support and advice.
- Understanding the law relating to sexual activity and age of consent.
- The nature and importance of marriage, stable relationships and different family structures.
- Friendships, groups and gangs, including peer influence and peer pressure.
- Recognising coercion, manipulation and controlling behaviours.
- Drug, alcohol and tobacco education.
- Understanding gambling, gaming-related gambling harms and financial risk.
- First Aid – British Heart Foundation Heartstart course.
- Cancer awareness, divorce and where to find help and support.
- Differences, diversity, prejudice and discrimination.
- Equality, inclusion and challenging stereotypes.
- Anti-bullying, active listening, negotiation, offering and receiving constructive feedback and assertiveness, peer-on-peer abuse.
- Understanding sexual harassment, sexist language and harmful behaviours.
- Sharing images online, including the law, consent and consequences.
- Understanding online exploitation, online coercion and image-based abuse.
- Introduction to pornography and its potential impact on expectations of relationships and body image.
- Mental wellbeing, including bereavement, coping strategies, eating disorders and help-seeking.
- Understanding stress, anxiety and strategies for maintaining positive mental health.
- Impact of social media and online influences on mental wellbeing.
- Child criminal exploitation, county lines and how to seek support.
- Vaccinations, preventive healthcare and personal health responsibility.
- Importance of work-life balance, leisure, exercise and wellbeing.

- Money Matters.
- Careers Education.
- Dementia awareness.
- Understanding misinformation, influencers and making informed health decisions.

Year 9

- Ground rules and skills for discussions. Values of respect and British Values.
- Human Rights, campaigning for human rights, FGM and safeguarding.
- The relationship between human rights, British law, cultural practices and individual freedoms.
- Exploring views about drugs, the law and drugs, legal highs, binge drinking and drink-driving awareness.
- Cannabis and mental health.
- Understanding addiction, substance misuse and pathways to support.
- Careers Education and research including qualification pathways, options research, action planning, application forms, Work Experience preparation and transition to KS4.
- Healthy eating, nutrition and informed health choices.
- Relationships and Sex Education including recognising and managing risk, contraceptives, STIs, condoms, HIV awareness and consent.
- Reproductive health, fertility and pregnancy.
- Understanding pregnancy choices and sources of support.
- Accessing sexual health services and healthcare independently.
- FGM and other forms of abuse linked to harmful practices.
- Online safety, media images, gender and body image.
- Artificial intelligence, deepfakes, digitally manipulated images and online misinformation.
- Online misogyny, harmful online communities and extremist influences.
- Self-harm awareness, self-esteem, resilience and support pathways.
- Recognising the signs of poor mental health and accessing appropriate support.
- Managing stress, anxiety and exam pressure.
- Discrimination, prejudice, sexuality and inclusion.
- Protected characteristics, equality law, hate incidents and hate crime.
- Recognising and challenging misogyny, sexism and discriminatory behaviour.
- Sexual harassment, stalking and violence against women and girls.
- Healthy, unhealthy and abusive relationships, including coercive and controlling behaviour.
- Child sexual exploitation, grooming and recognising warning signs.
- First Aid recap.
- Guide to finances, earning money, taxation, spending and budgeting.
- Consumer awareness, fraud, scams and financial safety.
- Understanding modern slavery, trafficking and exploitation.
- Preparing for increased independence, responsibility and decision-making in Key Stage 4.

Content and Organisation at Key Stage 4: Years 10 and 11

Year 10

Year 10 students have one PSHEe lesson each fortnight. The focus for Year 10 PSHEe lessons are:

- The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them.
- The characteristics and benefits of positive, strong, supportive and equal relationships.
- Understanding healthy, unhealthy and abusive relationships.
- Recognising coercive and controlling behaviour in relationships.
- Domestic abuse and recognising warning signs.
- Sexual harassment, consent and respectful behaviour in relationships and society.
- Violence against women and girls, including challenging misogyny and gender-based stereotypes.
- Statutory and voluntary organisations that support relationships experiencing difficulty or crisis and how to access them.
- Managing conflict and the ending of relationships safely and respectfully.
- Honour-based abuse, forced marriage, rape and sources of support for self and others.
- Understanding stalking, harassment and persistent unwanted attention.
- How the media portrays young people, body image and health issues and how this links to self-esteem.
- Online influences, social media, online misogyny and harmful online communities.
- AI, deepfakes, digitally manipulated images and online misinformation.
- The characteristics of emotional and mental health and the causes, symptoms and treatment of common mental health difficulties including stress, anxiety and depression.
- Strategies for maintaining positive mental health and emotional wellbeing.
- The benefits and risks of health and lifestyle choices, including sexual activity, substance use and risk-taking behaviours.
- Sexual health, contraception, STI prevention and accessing sexual health services independently.
- Understanding image-based abuse, sharing sexual images and the legal and emotional consequences.
- Child sexual exploitation, grooming and recognising warning signs.
- Where and how to obtain reliable health information and challenge health misinformation.
- How to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations.
- How to find sources of emergency help and how to use basic and emergency first aid.
- Taking increased responsibility for personal health, including self-examination, screening and preventative healthcare.
- Careers and Financial Education, including goal setting and employability skills.
- Harassment, discrimination and equality in the workplace.
- Managing online reputation and digital footprints for employment and future opportunities.
- Consumer awareness, financial decision-making, fraud and scams.

Year 11

Year 11 students have one PSHEe lesson each fortnight and cover a range of topics preparing them for adulthood and post-16 transition.

Topics include:

- The characteristics and benefits of positive, strong, supportive and equal relationships.
- Recognising unhealthy, abusive and exploitative relationships.
- Coercive control, domestic abuse and support pathways.
- Sexual harassment, misogyny and violence against women and girls.
- Statutory and voluntary organisations that support individuals experiencing abuse or relationship difficulties and how to access them independently.
- Managing relationship breakdown, loss and change.
- Honour-based abuse, forced marriage, rape and support services.
- Workplace harassment, discrimination and employment rights.
- Personal safety in community, social and online environments.
- Stalking, harassment and reporting concerns.
- Issues surrounding online safety including pornography, image-based abuse, sexting and consent.
- AI-generated content, deepfakes and digitally manipulated sexual imagery.
- Child sexual exploitation, grooming and recognising exploitation in relationships.
- Healthy sexual relationships, communication, consent and decision-making.
- Abortion, the current legal position and a range of beliefs and opinions about abortion.
- Pregnancy choices, parenting, adoption, fostering and available support.
- Fertility, reproductive health, menopause and factors affecting fertility.
- Options for individuals unable to conceive, including assisted reproduction.
- Accessing healthcare and sexual health services independently.
- Taking responsibility for personal health, including self-examination and preventative healthcare.
- First aid recap.
- Drug awareness, addiction and pathways to support.
- Resilience, coping with stress, exam pressure and preparing for transition.
- The Year 11 journey and preparation for post-16 education, employment and training.
- Careers Education and post-16 pathways.
- Money management, avoiding debt and financial planning.
- Understanding taxation, payslips, employment rights and workplace responsibilities.
- Financial scams, fraud, online crime and economic abuse.
- Consumer rights and informed financial decision-making.
- Modern slavery, trafficking and exploitation.
- Evaluating information critically, recognising misinformation and making informed choices.
- Preparing for increased independence, responsibility and adulthood.

Full details of lessons can be found in the scheme of learning for each year group.

Essential Skills students will learn in KS3 and KS4

Essential skills are those of:

- Critical Reflection.
- Decision Making and Managing Risk.
- Developing Relationships and Working with Others.

The tutor programme and wider programme of extra-curricular activities also promote the personal and social development of our students.

Opportunities in the tutor programme include rewarding and celebrating student achievements, organising fundraising events, Tutor and House challenges, working to uphold the rights of our students.

4. RESOURCES

In the delivery of PSHEe, teachers use a variety of teaching methods and resources, including:

- Discussion.
- Drama and role play.
- Research and presentation.
- Video and Power Point Presentations.
- Outside Speakers.

In 2015 we joined the PSHE Association and benefit from the quality mark resources and support on offer. We also uphold the rights of the convention (UNCRC), incorporating knowledge and understanding of students' rights through learning of the Articles that complete the UNCRC (**Article 42 – knowledge of rights**).

5. EXTERNAL SPEAKERS AND ORGANISATIONS

We believe that external speakers can usefully supplement learning. We will ensure the external agencies and contributors' input is part of a planned programme which consolidates and grows prior learning.

All visitors follow the Safeguarding policies in place when visiting the College. Classes or groups are always supervised by a member of the teaching staff.

We work closely with the Brook to deliver effective RSE.

All year 9 students receive a talk about the Brook service and law regarding consent.

Year 10 students take part in a workshop delivered by a team of healthcare professionals from Brook covering;

- Access to Sexual Health Services through the Brook website
- The role of Brook
- Information about contraception, STIs, healthy and unhealthy relationships.

- The consequences of unprotected sex.
- The influence of alcohol and drugs leading to risky behaviours.
- The influence of media and pornography on attitudes towards sex

We are constantly reviewing and endeavouring to establish links with additional speakers and organisations and so this list is subject to changes – external organisations are also subject to funding cuts in the current economic climate. There are guidelines for staff on confidentiality and handling sensitive and controversial issues and we use organisations recommended by the Cornwall Healthy Schools team.

6. CELEBRATION OF ACHIEVEMENT – ASSESSMENT, RECORDING AND REPORTING

As with any learning process assessment of students’ personal, social and emotional development is important. It provides information which indicates students’ progress and achievement and informs the development of the programme. Students do not pass or fail within PSHEe but have the opportunity to reflect on their own learning and personal experiences and set personal goals and agree strategies to reach them. The process of assessment has a positive impact on student’s self-awareness and self-esteem.

We do not assess students in all areas of the PSHE programme, however, opportunities for students to reflect on their progress is identified. It is inappropriate to assess students’ values. In some cases it will be possible to observe and assess how students apply their knowledge, skills and understanding in simulated or real experiences. There are opportunities to record learning and progress in different ways. Staff will provide data on interim and annual student reports and provide a written comment on the annual report. Explicit Curriculum Related Expectations and short assessments have been used from September 2024 in line with the College policy on assessment. Assessment focuses on knowledge, understanding and skills development. Students are not assessed on their personal beliefs, values or lived experiences.

Celebration of achievement contributes to building students’ self-esteem, developing a sense of community and belonging, helps create a positive atmosphere in the College and develops student’s sense of pride. Students are rewarded using Merits and through recognition of effort and progress in PSHEe at end of term awards assemblies and in subject awards at the annual Awards evening.

7. ON-GOING EVALUATION AND MONITORING OF THE PROGRAMME FOR PSHEe

PSHEe is monitored through student questionnaires and evaluations. There are regular meetings of PSHEe staff to monitor and evaluate the PSHEe programme and share good practice. There are regular meetings between Cheryl Lockett CLT link and Davina Bray, PSHEe lead.

8. CREATING A SAFE and SUPPORTIVE LEARNING ENVIRONMENT

All PSHEe classes develop a set of ground rules for discussions at the start of each academic year in agreement with their teacher. The aim of the ground rules is to establish an environment of respect and collaboration so that students feel confident in discussing sensitive issues. The ground rules are reinforced in the RSE lessons and at the start of any RSE activity or talk from an External Speaker.

Staff routinely remind students of the protocols in place for confidentiality. If a disclosure is made, the teacher must act in accordance to the College Safeguarding Policies and the UNCRC.

The following are protocols for discussion-based lessons with students:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way;
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the College's policy in this matter to the letter.

9. EQUALITY AND DIVERSITY (Ref: College Equality and Diversity Policies)

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment. Teaching will take into account the ability, age-readiness and cultural background of students in order that all students can access the PSHEe curriculum. **(Articles 2, 14, 23 & 30)**

We actively promote social learning in PSHEe lessons and across the College. We expect our students to show a high regard for the needs of others by working to the College and Co-operative values.

We will use PSHEe education as a vehicle to address diversity and equality for **all (Articles 2, 3, 23 & 30)**.

Teaching promotes respect for the protected characteristics identified within the Equality Act 2010 and challenges discrimination, prejudice and stereotypes.

10. CONFIDENTIALITY

The aim of this part of the policy is to set out the College's position on confidentiality so that it meets the requirements of the:

- Keeping Children Safe in Education (KCSIE)
- Data Protection Act
- The Children's Act
- The Schools Standard and Framework Act 1998
- Child Protection
- UNCRC

Teachers are clear that they cannot be totally confidential and that if a student makes a disclosure that indicates that child abuse is taking place, staff have a safeguarding duty to report concerns in line with the College Safeguarding Policy and Keeping Children Safe in Education.

In cases where a teacher learns from a student under the age of 16 that they are having, or contemplating having sexual intercourse, the teacher will:

- encourage the student to talk to their parent or carer;
- encourage the student to contact the appropriate health or sexual health services to access contraceptive and/or other services.

Teachers will only have to report such disclosures where child protection issues are involved. The PSHEe curriculum supports safeguarding by addressing topics including online safety, sexual harassment, child sexual exploitation, child criminal exploitation, coercive control, domestic abuse, harmful sexual behaviour, misogyny, radicalisation and mental wellbeing. The curriculum is designed to equip students with the knowledge, skills and attributes required to stay safe, healthy and prepared for life in modern Britain.

11. PARENTS AND CARERS

We are committed to working with parents and carers. The PSHEe policy will be displayed on the College web site.

Information about PSHEe will be distributed to parents at Open Evenings, Parent Evenings, and during one-to-one meetings.

As stated above parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE. . Parents and Carers should do this so in writing to the Headteacher, Dr Jeremy Plumb. When the Headteacher receives such a letter, he will invite the parents to a meeting, at which the Headteacher will explain clearly what the College's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible, the student will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.

12. STUDENT CONSULTATION

Student voice is taken into account to review PSHEe and plan for its continual improvement. Student voice may be collected from specific focus groups or from groups of students in the College such as the School Council and the Rainbow Alliance.

13. IMPLEMENTATION OF POLICY

All staff at Torpoint Community College are required to read, understand and are responsible for the implementation of this policy.

The PSHEe Lead will ensure that:

- All staff delivering PSHEe are given adequate training and are comfortable with dealing with issues that may arise.
- There is regular communication and termly PSHEe meetings.
- Schemes of work for PSHEe are maintained and updated.

- Use of teaching and learning styles and materials are appropriate.
- The College programme of PSHEe is effective.
- This PSHEe policy supports/compliments other College policies.

14. POLICY MONITORING AND REVIEW

This Policy will be reviewed annually by the Governing body, CLT, Parents, Students and PSHEe Lead and amended and updated as appropriate.