

## THE KING'S SCHOOL IN MACCLESFIELD



### **KING'S COMPASS POLICY (SENIOR DIVISIONS) COVERING PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION (SENIOR DIVISIONS)**

This policy should be read in conjunction with the Curriculum Policy, the Relationships and Sex Education Policy, the Assemblies Policy, the Safeguarding Policy and the Infant and Junior Procedure and Guidance for PSHE and Citizenship.

#### **VISION & RATIONALE**

King's is committed to developing pupils' responsibilities towards themselves, others in school, and the local and global community. Our vision is to empower every student with the knowledge, skills, and values needed to build Character for Life. Through our Compass programme, we strive to foster courage, leadership, and acts of service, equipping students to navigate life's challenges and opportunities with respect and compassion. We are committed to creating a safe, inclusive environment where all students can explore their identity, develop a strong sense of self-worth, and cultivate meaningful relationships. By promoting personal well-being, social responsibility, and critical thinking, we prepare our students to thrive as active, ethical citizens who contribute positively to their communities and the wider world. This commitment is embodied in the school's aims:

- To challenge our pupils to aspire, work hard and achieve;
- To develop lively and enquiring minds;
- To foster a friendly, polite and caring community;
- And to support parents in raising ambitious and well-rounded individuals.

King's Compass is concerned with the physical, mental, spiritual and economic well-being of the pupils in our school. It should enable our pupils to acquire and develop the thinking and inter-personal skills they need to make sense of, and then manage, the world around them. Compass helps pupils to become effective learners and supports them as they become independent young people and active contributors to British society.

Compass plays an important role within King's pastoral care and in fostering a friendly, polite and caring community, made up of well-rounded individuals who work well with others and who become increasingly responsible for their own learning and development.

#### **AIMS**

A focus on pupils' personal, moral, cultural and spiritual development is a fundamental part of King's Compass programme, which aims to support pupils in:

- Becoming confident and self-aware, appreciative of non-material aspects of life, and becoming emotionally mature for their age;
- Developing their sense of right and wrong, of respect for norms of good conduct, and of moral and ethical values;
- Respecting English civil and criminal law and the democratic process;
- Accepting responsibility, contributing to the society of the school and the world beyond, and developing social, political and economic awareness;
- Understanding and respecting our common humanity, diversity and differences, appreciating and respecting their own and other cultures;
- Becoming increasingly able to form effective and fulfilling relationships as an essential part of their lives and learning.

## **COMPASS PROGRAMME**

Compass is delivered in every year group from the Early Years Foundation Stage through to Key Stage 5. Within the Senior Divisions, pupils' learning in PSHE is divided into three strands: Relationships, Health and Wellbeing and Living in the Wider World. These strands have the following aims:

1. To assist the pupils in developing confidence and responsibility;
2. To prepare the pupils to play an active role as citizens in British society;
3. To enable pupils to develop a healthy and safe lifestyle;
4. To develop good relationships with people, respecting differences.

These areas are supported by schemes of work, which are delivered by teaching staff from across departments and who are trained by, and responsible to, the Head of Compass. There are formal, timetabled Compass lessons in Years 7 to 11. In Years 7-11, these lessons are delivered by specialised teachers. In Years 7 and 9, Compass is enhanced through additional days where a mixture of visiting speakers and teachers present to the pupils on topics such as finance and budgeting, drug awareness and wellbeing. Relationships and Sex Education (RSE) is also taught within Compass in line with statutory requirements. See the separate policy for details of curriculum coverage. The Compass programme in the Sixth Form is delivered during dedicated periods, and very often involves outside speakers.

There is an extensive careers and financial literacy programme embedded into the tutor programme that complements and enhances the provision with the main Compass programme. The careers programme has been designed by our Careers Officer and more details of the rationale behind this programme can be found in the Careers Policy (see Appendix B for the scheme of work). The financial literacy programme has been put together by the Head of Compass as part of the Living in the Wider World offering (see Appendix C for the complete Compass programme in tutor time). The Computing Department also handle aspects of online literacy and e-safety which cannot be covered in Compass (see Appendix D).

More information can be found in Appendix A and in the schemes of work. The Infant and Junior Division's PSHE and Citizenship Procedures and Guidance give more information about pupils' learning in the EYFS and Key Stages 1 and 2.

## **ROLE OF THE HEAD OF COMPASS**

The role of the Head of Compass is to maintain and develop schemes of work which meet statutory requirements and which dovetail with our form period programme and, where appropriate, with the educational provision delivered by other departments, e.g. to work with the Computing Department on the e-safety programme. The Head of Compass also liaises with the school's Designated Safeguarding Lead to ensure that the Compass

curriculum contains accurate and up-to-date information related to safeguarding, as well as with pastoral leaders to keep abreast of current issues affecting pupils. As there is no statutory programme of study, the Head of Compass will also keep abreast of good practices advised by the PSHE Association and will ensure that contact is maintained with appropriate professional bodies.

The Head of Compass monitors the work of teachers to ensure that they are adhering to the published schemes of work and delivering them in as engaging a way as possible. This is done through learning walks, including peer observation, and departmental meetings, where new staff will be trained as necessary. The Head of Compass will also conduct regular book scrutiny and lesson plan evaluations to ensure teachers are monitoring the progress of their students and adapting lessons accordingly, as per the guidance published by the Department for Education.

### **SAFE AND EFFECTIVE PRACTICE**

In delivering Compass (or PSHE) education, it is essential to ensure a safe and effective learning environment that supports the emotional and physical well-being of all students. Safe practice in Compass includes creating a respectful and inclusive atmosphere where sensitive topics are approached with care, and students feel secure to express their thoughts without fear of judgment. Effective practice requires the use of age-appropriate, evidence-based resources and teaching methods that foster active participation and critical thinking. Our teachers are trained to handle challenging discussions, maintain confidentiality where appropriate, and signpost students to additional support services when needed. Regular assessment and reflection on Compass content and delivery by our Head of Compass and teaching team ensures that the curriculum remains responsive to students' needs and societal changes. In doing this, we ensure that all practices within Compass align closely with our Safeguarding Policy, ensuring students' emotional and physical safety are prioritised and any concerns are managed appropriately and sensitively.

### **PASTORAL PROVISION**

Considerable support is provided to achieving the aims of this policy by tutors and pastoral leaders. The form tutor programme is designed to encourage the moral, spiritual and cultural development of the pupils. Assembly themes, frequently involving input from pupils themselves, cover many personal, spiritual, health, citizenship and economic education matters (see the Assembly Policy.) The school's annual Christmas and Founders' Day services, together with preparation for them, constitute a formal opportunity for the school to gather together in the place of our foundation. Our responsibility for and commitment to others is emphasised in the importance attached to charity fundraising in all the school's Divisions, and the School Councils encourage a respect for the democratic process. The Head of Compass liaises regularly with the pastoral managers, Heads of Year and the Principal to ensure that work covered by the form tutor programme is in line with the Compass Policy.

### **CURRICULUM PROVISION**

The goals of Compass are further supported through the consistent teaching of all academic subjects and will be in the next academic year by the school-wide implementation of the Character for Life statements. The Head of Compass regularly conducts audits to assess how well Compass themes are integrated throughout the Senior Division curriculum. This process helps identify areas where themes may need to be reinforced, either within specific year groups or across the broader curriculum.

Author: Principal, Senior Division  
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Appendix A. Year 7-11 Long Term Overview

**KING'S COMPASS: LONG-TERM OVERVIEW** Health & wellbeing Living in the wider world Relationships  
**Character for Life: Respect Compassion Service Leadership Courage**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional sessions
Year 7	Welcome to Compass + Mindfulness .b MISP Transition to secondary school and Mindfulness .b programme.		Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Health and puberty Puberty, introduction to consent, menstrual wellbeing, digital resilience, body image	Diversity Diversity, prejudice, stereotypes, visible differences, british values	Financial decision making Saving, borrowing, budgeting and making financial choices	Wellbeing Day Computing lessons Form time: Careers resources Positive relationships King's Together
	Welcome to Compass + Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia		Healthy Relationships Relationship values, influences on relationships, avoiding assumptions (recap of consent).	Identity and relationships Gender identity, sexual orientation	Emotional wellbeing Mental health and emotional wellbeing, coping strategies, change loss grief	Drugs, alcohol, tobacco Alcohol and drug misuse and pressures relating to drug use. Tobacco and vaping.	Inclusive Leadership Day Computing lessons Form time: Careers resources Financial literacy
	Developing skills and aspirations Tycoon enterprise competition. Careers, teamwork and enterprise skills, and raising aspirations. Aspire project source analysis and reflection.			Exploring character for life in more depth Respect and stereotypes, anti-immigrant racism, generosity and curiosity, gratitude, ethical consumption, service and charity			Enterprise Challenge, Healthy Choices Day, Inclusive Leadership Day Computing lessons Form time: Careers resources Financial literacy
Year 10	Healthy relationships and influence Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography. Addressing relationship abuse, not just flirting (nudes) and body image and the media.		Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness and gang exploitation	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Mental health Mental health and ill health, stigma, safeguarding health	Inclusive Leadership Day Form time: Careers resources Financial literacy Prep for Work Experience Health and Wellbeing

<b>Year 11</b>	<b>Independence and building for the future</b> Responsible health choices, and safety in independent contexts. Self-efficacy, stress management, and future opportunities.	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse, LGBT+ experiences, Racial wealth gap	<b>Preparing for the future</b> Debating social issues and managing online presence	<b>Form time:</b> Careers resources Financial Literacy Health & Wellbeing
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	<b>Off-timetable days</b>
<b>Year 7</b>	Health & Wellbeing Day - Autumn 1 - Mindfulness Intro Dental health, Health & Nutrition, Yoga, King's Together, First aid
<b>Year 8</b>	Inclusive Leadership Day - Spring 2 - Developing character for life, advocacy and autonomy
<b>Year 9</b>	Tycoon Challenge - Autumn 2 - Enterprise skills, goals, qualities Healthy Choices Day - Spring 1 - Contraception, STI's, Consent, Samaritans, Addiction, Finances
<b>Year 10</b>	Inclusive Leadership Day - Summer 2 - Developing character for life, advocacy and autonomy
<b>Form Time</b>	See medium term overview for more details. All themes covered.
<b>Computing Lessons</b>	Health & Wellbeing, Relationships

Appendix B. Careers programme in tutor time

<b>CAREERS Form Tutor Time Programme 2024 - 2025</b>					
	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Aut 1</b>	Launch Assembly	Career Sectors Library Treasure Hunt	Subject Library Treasure Hunt	Interview Skills - Skills Based questions	Reviewing Your Quiz Profile Reflect on psychometric tests done in Compass
	Log on/Investigate Careers Library	Careers Sectors Library Treasure Hunt	Complete Subject Library Treasure Hunt and start own research	Interview Skills	Reviewing Your Quiz Profile Reflect on psychometric tests done in Compass
<b>Aut 2</b>	Careers Library Treasure Hunt	What Are Skills?	What Is The Labour Market and Why Is it Important?	Exploring Employer Profiles	A-level Choices - Careers' Assembly
	Careers Library Treasure Hunt	What Are Skills?	What Is The Labour Market and Why Is it Important?	Exploring Employer Profiles	Explore A-level subjects using Careers Library and Subjects Library
<b>Spr 1</b>	What is a Career?	What Are My Skills	GCSE Options	Introduction to Apprenticeships Assembly	Apprenticeship Assembly CF
	What is a Career?	What Are My Skills	Own GCSE subject research	Apprenticeship search on Unifrog	Independent Apprenticeship search

<b>Spr 2</b>	Exploring Possibilities: Dream Jobs	Skills Profile	What Makes a Great Team Player	Recording Activities	Read, Watch, Listen
	Exploring Possibilities: Dream Jobs	Skills Profile	Teamwork Activity, Recording Own Skills	Time to record your own activities	Independent Research time on Unifrog
<b>Sum 1</b>	What Does Success Mean To Me?	What Are My Interests	What Type of Career Is Best For Me?	What Makes A Great Leader	
	What Does Success Mean To Me?	What Are My Interests	What Type of Career Is Best For Me?	What Makes a Great Leader	
<b>Sum 2</b>	Personality Profile	Interests Profile	Exploring Employer Profiles	Professional Networking	
	Personality Profile	Interests Profile	Exploring Employer Profiles	Professional Networking	



*Appendix C. Compass programme in tutor time*

Year 7		Students will learn:
R/WW	<ol style="list-style-type: none"> <li>1. Friendliness, Friendship &amp; Civility</li> <li>2. Career stereotypes</li> <li>3. Sleep</li> <li>4. Deciding what to watch online</li> <li>5. The critical consumer</li> <li>6. Decision making – budgeting for a holiday</li> </ol>	<p>R1. about different types of relationships, including friendships and the factors that can affect them</p> <p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>L15. to assess and manage risk in relation to financial decisions that young people might make</p> <p>L16. about values and attitudes relating to finance, including debt</p> <p>L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p>
Year 8		Students will learn:
WW/R	<ol style="list-style-type: none"> <li>1. How to open a bank account</li> <li>2. How to read a bank statement</li> <li>3. How to save money</li> <li>4. How to use bank cards</li> <li>5. Managing debt</li> <li>6. A guide to banking</li> <li>7. Change, Loss, Grief</li> </ol>	<p>L15. to assess and manage risk in relation to financial decisions that young people might make</p> <p>L16. about values and attitudes relating to finance, including debt</p> <p>L17. to manage emotions in relation to money</p> <p>L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> <p>L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p> <p>H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p>
Year 9		Students will learn:
WW	<ol style="list-style-type: none"> <li>1. Creation and Innovation</li> <li>2. Self-Management &amp; Resilience</li> <li>3. Problem solving</li> <li>4. Leadership</li> <li>5. Cryptocurrency</li> <li>6. Online gaming</li> <li>7. Online safety with money</li> <li>8. Pocket money debate</li> </ol>	<p>Character for life skills</p> <p>L15. to assess and manage risk in relation to financial decisions that young people might make</p> <p>L16. about values and attitudes relating to finance, including debt</p> <p>L17. to manage emotions in relation to money</p> <p>L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> <p>L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p>
Year 10		Students will learn:
H&W/	<ol style="list-style-type: none"> <li>1. New challenges</li> </ol>	<p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p>

WW	<ol style="list-style-type: none"> <li>2. Reframing negative thinking</li> <li>3. Change, Loss, Grief,</li> <li>4. Promoting emotional wellbeing</li> <li>5. Recognising mental ill-health</li> <li>6. Body image and the media</li> <li>7. Mobile phone products</li> <li>8. Financial exploitation</li> <li>9. Careers in the city</li> <li>10. Resolving work issues</li> </ol>	<p>H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</p> <p>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p> <p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</p> <p>H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p> <p>H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>L16. how to effectively budget, including the benefits of saving</p> <p>L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p>L18. to recognise and manage the range of influences on their financial decisions</p> <p>L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p>L20. the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p>L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</p>
<b>Year 11</b>		<b>Students will learn:</b>
WW/ H&W	<ol style="list-style-type: none"> <li>1. Take home pay</li> <li>2. Budgeting for the future</li> <li>3. Savings</li> <li>4. Influences on healthy lifestyles</li> <li>5. The Sleep Factor</li> <li>6. Insurance</li> <li>7. Investing 1</li> <li>8. Investing game</li> <li>9. Gambling</li> <li>10. Exploring donation</li> <li>11. Cancer Awareness</li> </ol>	<p>L16. how to effectively budget, including the benefits of saving</p> <p>L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p>L18. to recognise and manage the range of influences on their financial decisions</p> <p>L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p>L20. the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p>L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</p> <p>H11. to make informed lifestyle choices regarding sleep, diet and exercise</p> <p>H12. the benefits of having a balanced approach to spending time online</p> <p>H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p> <p>H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</p> <p>H15. the purpose of blood, organ and stem cell donation for individuals and society</p> <p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p> <p>H25. to understand and build resilience to thinking errors associated with gambling (e.g. ‘gambler’s fallacy’) the range of gambling-related harms, and how to access support for themselves or others</p>

Appendix D. Computing programme in relation to King's Compass

Year 7 Computing Lessons			Students will learn:
AUTUMN	WW	Cyberbullying and being safe online	R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
Year 8 Computing Lessons			Students will learn:
AUTUMN	WW	Online safety, digital literacy, media reliability	L24. to understand how the way people present themselves online can have positive and negative impacts on them L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms
Year 9 Computing Lessons			Students will learn:
SPRING	R	Online choices, and body image	L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues
	WW		