



CHRIST CHURCH

Church of England Secondary Academy

PHSE Policy

Our mission statement

Through valuing every individual, as made in God's image, we will **learn, flourish, and celebrate truth.**

Purpose of this policy

This policy aims to outline our approach to Personal, Social and Health Education and the role of our timetabled weekly Personal Development curriculum provision.

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1. Introduction

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programs have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

There is evidence to show that PSHE education can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and emotional health. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

2. PHSE programme delivery

PSHE education at CCSA is delivered to all students through weekly timetabled Personal Development lessons. The Deputy Headteacher and Head of Personal Development provide half-termly schemes of work and lessons, which are all taught by an assigned teaching team. The expectations of staff to prepare, adapt, differentiate and deliver PSHE lessons are the same as any other lesson.

The content has been selected so that throughout the programme pupils 'practice' life skills such as assertiveness, self-awareness, decision making, and considering all aspects of relationships and what affects them. It also provides many opportunities for pupils to explore their own and others attitudes, values and opinions on a variety of issues.

Our provision and teaching programmes at KS3 and KS4 follow the PHSE association programme of study.

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

Assessment

Lessons are carefully planned to ensure that the students reflect with the teacher on what they have learned in terms of knowledge and understanding, development of skills, and how their attitudes and values may have changed. Students complete a self-assessment review of their learning at the end of PSHE sessions, as well as at the end of each term.

Monitoring and Evaluation

Students needs are monitored through student council meetings and student surveys as well the use of a question box, regularly checked to ensure student questions and concerns are addressed through PSHE.

PSHE provision is monitored by Mrs. Kate Darby, Deputy Headteacher and is ratified by the Local Academy Board. Learning walks ensure that the delivery of PSHE are monitored to identify issues for development as well as through meetings between SLT and the Head of Personal Development. Lesson plans and medium-term plans for PSHE are reviewed each year to ensure the relevance and accuracy of the curriculum provided.

3. Promotion of spiritual, moral, social and cultural development and British values

CCSA actively promotes pupils' spiritual, moral, social and cultural development through a blend of both curriculum materials and extra-curricular activities. This approach also enables the academy to actively promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

SMSC provision

SMSC	How does CCSA promote this?
<p>Spiritual Development</p> <ul style="list-style-type: none"> • Reflecting on their own beliefs. • Respect for other people's feeling and values. • Learning about the world around them. • Imagination and creativity in learning. • Reflecting on experiences. 	<ul style="list-style-type: none"> • PSHE curriculum provision • RE curriculum provision • Collective worship and reflection • Authorised day off for religious observance e.g. Eid, Orthodox Christmas
<p>Moral Development</p> <ul style="list-style-type: none"> • Understanding the consequences of right and wrong. • Respecting civil and criminal law. • Offering reasoned views on ethical issues and being able to understand the viewpoint of others. 	<ul style="list-style-type: none"> • Curriculum model of fertile questions. • Organised debating. • RE lessons cover a wide range of ethical issues and dilemmas. Each lesson is centred on an evaluation question, which encourages student to consider the point of view of another. • If removed from lesson, students have to do a self-reflection on why their behaviour was wrong. • RE Y7 scheme of work on introduction to ethics.
<p>Social Development</p> <ul style="list-style-type: none"> • Communication with other people from a wide variety of different religious, ethnic and socio-economic backgrounds. • Volunteering, cooperating well with others and being able to resolve conflicts effectively 	<ul style="list-style-type: none"> • Charity week. • Volunteering to take part in academy events. • Enrichment • Drama • Music • Organised Debating

	<ul style="list-style-type: none"> • Frequent assemblies on the theme of citizenship.
<p>Cultural Development</p> <ul style="list-style-type: none"> • Understanding and appreciation of a wide range of cultures within school and further afield. • Showing respect for and being willing to celebrate cultural diversity. • Knowledge of Britain's parliamentary systems. • Knowledge about culturally harmful practices such as FGM. 	<ul style="list-style-type: none"> • Planned assemblies, which refer to religious celebrations. • Planned Black History month (October) • Holocaust and Remembrance Day assemblies. • Ramadan Assembly • PSHE scheme of work for Y7 addressing the issue of FGM. • RE and Humanities schemes of work addressing current political affairs and multicultural Britain. • At least one RE lesson in every scheme of work looks at beliefs in the UK today.

British values provision

Value	How does CCSA promote this?
<p>Democracy</p> <p>"A state of society characterised by formal equality of rights and privileges." i.e., Making decisions together.</p>	<ul style="list-style-type: none"> • Students elect a student council to represent the voice of the student body. • Changes suggested by the student council are implemented once agreed by the Headteacher. • Students may voice any concerns to their form representative. • Election of parent governor. • Election of a staff governor. • Addressing in planned British Values assembly by Deputy Headteacher.
<p>Rule of Law</p> <p>"The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law." i.e., understanding that rules matter.</p>	<ul style="list-style-type: none"> • Behaviour policy used by all staff ensures just allocation of punishment and reward. • Rewards prizes and trips to promote good behaviour. • All students sign home/school agreement. • Students educated on joint enterprise and the dangers of gang culture. • PSHE lessons delivered on the law and why it is there to keep us safe. • Addressing in planned British Values assembly by Deputy Headteacher.

<p>Liberty “Freedom from control, interference, obligation, restriction, hampering conditions, etc.; power or right of doing, thinking, speaking, etc., according to choice.”</p> <p>i.e., freedom for all.</p>	<ul style="list-style-type: none"> • Curriculum schemes cover speeches made by individuals who fought for freedom. • Curriculum is based around the concept of ‘Fertile questions’ that learning is a problem to be solved. • Teaching and Learning policy contains information on how to encourage each child to think and express themselves individually. • Behaviour policy ensures all children feel comfortable expressing themselves in class. • CCSA staff are trained in the ‘growth mind-set’ mentality. • Teaching and learning fosters a ‘questioning culture’ which encourages open questions. • Addressing in planned British Values assembly by Deputy Headteacher.
<p>Respect “Esteem for or a sense of the worth or excellence of a person”</p> <p>i.e., Treat others as you would like to be treated.</p>	<ul style="list-style-type: none"> • Staff are trained in ‘restorative justice’ practices. This approach encourages students to be honest about their actions, understand their impacts upon others, and to seek resolutions to past grievances. • CCSA expects that students must fulfil their potential as citizens which includes respect for others. • Student induction, students complete a session on what it means to be a good citizen including celebrating and respecting diversity. Respect and citizenship is a key element in many assemblies. Addressing in planned British Values assembly by Deputy Headteacher.
<p>Tolerance “A fair, objective, and permissive attitude toward opinions, beliefs, and practices that differ from one's own.”</p> <p>i.e., Treat others as you would like to be treated.</p>	<ul style="list-style-type: none"> • Tolerance via assemblies. Assembly delivered on ‘love thy neighbour’ • Rewards given out in assemblies for those students who have helped others • All students delivered a lesson on understanding Autism, Down syndrome and SEN • Anti-bullying Week • LGBTQ addressed in PSHE and RE. Addressing in planned British Values assembly by Deputy Headteacher.

4. Related policies, guidance, and statute

The list below outlines policies, additional resources from the trust or external agencies, and statutory guidance related to this policy.

PSHE Association Programme of Study	https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935
CCSA SRE Policy	www.christchurchsecondary.org.uk/policies