



## **Chesterton Community College**

### **PSHE Policy 2025-26**

<b>Approved by Headteacher</b>	20 Jan 2026
<b>Review cycle</b>	Annually - next review September 2026

New Version Number	Key changes from previous version	Date of ratification
2	Change of Trust lead: Karen Lonsdale > Christopher Gee as Trust Lead  Minor alterations only <i>in red</i>	30 Sep 2024
2.1	No changes	20 Jan 2026

## Policy Context and Rationale

PSHE is a non-statutory subject. However, there are aspects of it that we are required to teach.

- We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

As stated above, we're required to cover the content for relationships and sex education and health education as set out in the statutory guidance (linked to above). Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. You can find this policy on our website. For other aspects of PSHE, including health education, you will find our PSHE Sway also on our website which includes a curriculum overview.

This policy covers our school's approach to delivering a PSHE programme which develops the knowledge, skills and attributes that young people need to keep themselves healthy and safe, and prepared for life and work. It closely reflects the school's ethos and reflects the needs of the school, local community as well as responding to national and global events where students require particular attributes, skills and knowledge to help them thrive in the world around them.

PSHE education is delivered primarily through the tutor time ELA Character programme supported by departments at school. Age-group specific PSHE (relationships education and health education) are delivered through the addition of enrichment programmes in the form of 'Drop Down' mornings and extended assemblies.

The responsibility for the PSHE programme lies with the Trust PSHE Lead but is planned and managed by the SLT PSHE Lead for each school and supported by PSHE coordinators where applicable.

This policy was produced in consultation with the Head of School, Designated Safeguarding Lead as well as parents, governors and the Student Council. Students were involved in the creation of this policy through student forums, surveys and student council. Key needs identified in our community are reflected in the curriculum offering.

This policy will be reviewed annually by the PSHE Trust Lead, Christopher Gee, along with school-based PSHE Leads, to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance. Students, staff and parents are invited to contribute their ideas, thoughts and suggestions towards the improvement of our offering.

## Policy Availability

Parents and carers will be informed about the policy through the school website and start of year communications. The policy is available at all times on the school website. If you require a copy of this policy which meets a particular accessibility need, please contact the school reception.

## Policy Aims and Objectives

Chesterton Community College is a place where realising the academic potential and developing the emotional and social intelligence of each student is the highest priority. We are a welcoming and happy community where students and staff are respectful towards each other and the environment. We have the highest expectations of ourselves and of others, and we are always striving to support each other to do better.

This policy fulfils our school ethos of realising the potential of each student by ensuring that they develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Our PSHE curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships, and living in the wider world (including economic wellbeing and aspects of careers education).

Our school curriculum meets the requirements of the National Curriculum, schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010, and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. From September 2020, health education, relationships education and sex and relationships education is also required as per the statutory guidance from the Department for Education.

These aims are consistent with, and so reinforce, the ethos and general aims of the school and the **protected characteristics** named under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation).

The Equality Act 2010 placed duties on schools not just to address prejudice based bullying but also to prevent it happening, and in doing so to keep protected characteristic groups safe. Please refer to the Equality, Diversity and Inclusion Policy for further information.

## PSHE Curriculum

The PSHE curriculum is one which we are very proud of. Topics taught within PSHE allow for reflection and are often very thought provoking. Students explore PSHE through balanced, factually-accurate and appropriate lessons. We cover the law and a range of views and beliefs on a given issue, while being appropriate to the age and maturity of the pupils and respectful of their religious and cultural backgrounds.

Our PSHE programme is taught through 3 key themes: **Health and Wellbeing**, **Relationships** and **Living in the Wider World**. The key areas of study within each theme are listed below.

Pupils were involved in the creation of this policy through student panels and surveys. Key needs identified by pupils were opportunities for discussion and debate in a safe and open environment. Pupils identified that learning about the key three themes enabled them to feel more confident, independent and an important part of the CCC community.

#### Health and Wellbeing

- Positive self-concept
- Positive mental health and emotional wellbeing
- Healthy lifestyles and health-related decisions
- Drugs, alcohol and tobacco
- Managing risk and personal safety
- Puberty, sexual health and fertility

#### Relationships

- Positive relationships
- Relationship values
- Sexuality
- Forming and maintaining respectful relationships
- Consent
- Contraception and sexual health protection
- Parenthood
- Bullying abuse and discrimination
- Social influences

#### Living in the Wider World

- Learning skills
- Choices and pathways
- Work and career
- Employment rights and responsibilities
- Financial choices
- Media literacy and digital resilience

To see the full curriculum, please visit the PSHE curriculum [sway](#) on the website.

### **Creating a Safe and Supportive Learning Environment**

PSHE education works within pupils' real life experiences and it is therefore essential to establish a safe learning environment. We create this safe and supportive learning environment by discussing clear 'ground rules' at the beginning of each session (or series of sessions). We also adhere to the school's safeguarding and child protection policy [*see school website for details*] if students indicate that they may be vulnerable and/or at risk. Heads of Houses are made aware of sensitive issues or potential triggers, and provide appropriate support as required and as directed by the Designated Safeguarding Lead. This ensures that needs are anticipated when certain topics are taught, resulting in increasing support and signposting.

### **Ground Rules and Difficult Conversations**

PSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

We acknowledge that sensitive and potentially difficult issues will arise in PSHE, as students will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the students who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from Heads of Houses, the Designated Safeguarding Lead or the PSHE lead. Questions may be referred to parents/carers if it is not appropriate to answer them in school.

Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures. During the delivery of more challenging PSHE, students receive a link to anonymised surveys to ask questions and the answers are addressed in future sessions.

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. This is explicitly taught to students and revisited through the curriculum and with reminders in assemblies.

### **Entitlement and Equality of Opportunity**

As per the school's equality statement [*see school website for details*], classroom practice and teaching approaches promote the needs and interests of all pupils, irrespective of gender, sexuality, faith, culture, ability, maturity or personal circumstance. Our curriculum has been designed specifically to take into account pupils' ability, age, readiness and cultural backgrounds at each stage of learning to ensure accessibility to all pupils.

Our PSHE programme is used as a way to address diversity issues both within school and in the wider community and to ensure equality. By promoting diversity and inclusion, we expect all pupils to actively consider the needs of others and use PSHE education as a means to address diversity issues, and to ensure equality for all by carefully planned sequential topics and ensuring progress checks are made regularly to monitor attitudes, skills and knowledge surrounding equality.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive equal access to PSHE following the same curriculum knowledge as their peers. Careful consideration is given and differentiation needs identified by those delivering sessions with support from our SEND department. In some cases, the content or delivery of the lesson may be scaffolded to suit the needs of the learners. Where learning support assistants are available, they will be tasked to work with students identified as most in need, including students where English is an additional language.

We will not exclude access to PSHE for any pupil by removing them from PSHE lessons, as these aspects of personal and social development are important to all pupils as their academic achievement. For this reason, attendance at drop down days will be monitored and, should a student miss a drop down day, they will be

issued with a student-led version of the topic covered to be completed in their own time. Please see the RSE policy for specific guidance regarding withdrawal from this element of PSHE (available on the website).

The PSHE offering is sequential to ensure students have access to a range of opportunities to access core topics. Parents and students are signposted to a range of resources to ensure they have additional support if required.

## **Teaching and Learning**

### Principles and Methodology

PSHE education will consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. We will determine pupils' prior knowledge/starting points by reviewing both current national trends and more local needs as well as MyConcern trends and in collaboration with the Designated Safeguarding Lead.

The programme will be taught through a range of teaching methods, including discussion, scenarios and approved videos. PSHE teachers will not attempt to scare or shock young people into making healthy choices and instead encourage them to make these decisions themselves based on fact and discussion.

PSHE is delivered with active engagement in mind and with opportunities to engage in positive debate and healthy discussions to reflect on their own views, develop interpersonal skills and also listen respectfully to other points of view and perspectives. This is balanced with comprehensive, balanced and accredited factual information to inform present and future choices.

Teaching will encourage pupils to make connections between the learning they receive and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education. Elements of the PSHE programme will be made clear in other subjects to ensure students can identify cross-curricular links.

### Planning

Planning is undertaken by the Trust Lead and then tailored to the school's needs by the PSHE Co-ordinator(s) and has involved extensive reviews of the Department of Education statutory guidance and the PSHE Association guidance, regular meetings with external organisations (e.g. the local police force) and governor consultation. Student and staff feedback is regularly taken into account in order to ensure that the programme provided meets the changing needs of students at the school.

### Timetabling

The school teaches its PSHE provision primarily through a combination of a personal development programme and timetabled year group-specific drop down days. Both the tutor time programme and the drop down day programme are built on the idea of sequential learning, building on the knowledge of students as they progress through their time at secondary school.

The PSHE provision at school is also enriched by a range of assemblies, events, workshops, careers education programmes, information stands from visiting organisations amongst others. Topics covered in PSHE may be revisited within other subject curriculums and taught through a different lens (e.g. the Science National Curriculum teaches about drugs).

### Assessment

Assessing progress within PSHE is difficult as much of PSHE education encourages self-reflection and is designed to develop the knowledge, skills and attributes students need to keep themselves healthy and safe, and prepared for life and work. Monitoring and measuring this is therefore undertaken through non-assessed approaches. Students will not receive a grade or written feedback on their progress.

### Teaching Responsibility and Staff Training

The PSHE programme will be led by the PSHE Co-ordinator supported by the PSHE Trust Lead.

PSHE will be taught by all form tutors as part of the PSHE lessons during personal development time. Materials for these sessions are planned in collaboration with the Trust and external partners.

Monitoring of PSHE teaching in tutor time is undertaken by Heads of House and is an integral part of the annual appraisal review for all teaching staff, half-termly with regular open-door drop-ins.

The PSHE Co-ordinator is responsible for leading the Relationships, Sex and Health Education provision as well as a range of other topics considered best taught in year groups through focussed enrichment programmes in the form of 'drop down days' instead of through tutor time.

Some drop down days, a small group of internally-trained staff will be used to run workshops complemented by use of external speakers/providers to bring expertise to enrich pupil's learning such as:

- Police Force
- Fire Brigade
- Emergency Services
- British Red Cross and other first aid trained specialists
- Local services

When using external speakers/providers to deliver aspects of our PSHE programme, the PSHE Co-ordinator will always manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors is part of a planned, developmental programme rather than a substitute for it. A teacher will always be present to manage the learning, and to ensure that the learning environment is safe.

### **Involving Parents and Carers**

The school website has been updated to provide a wealth of materials available to parents to explore with their children. This will be updated regularly by the PSHE Co-ordinator to include materials and guidance provided by external organisations.

For those who choose to withdraw their child from sex education, the school is committed to providing parents with the resources they require to ensure the child receives the missed learning. Responsibility for ensuring this missed learning is received falls to the parent. Learning will be checked through informal methods (see above).

### **Links to other school policies**

The PSHE policy complements our existing school policies which can be found on the school website:

- RSE Policy
- Equality Policy
- Safeguarding Policy

- Behaviour Policy
- Staff Code of Conduct