

ARCHBISHOP BLANCH CE HIGH SCHOOL



Archbishop Blanch
SCHOOL

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY

POLICY WRITTEN BY:	ADOPTED POLICY
POLICY PREPARED BY:	Deputy Headteacher
DATE FIRST RATIFIED BY GOVERNING BODY:	November 2020
DATE POLICY REVIEWED:	
DATE FOR NEXT REVIEW:	November 2023

**Community, Compassion, Forgiveness,
Friendship, Thanksgiving, Trust**

CONTENTS

1. Aims.....	2
2. Definition.....	2
3. Curriculum	2
4. Delivery of PSHE	2
5. Roles and responsibilities	3
6. Training.....	3
7. Monitoring arrangements	3
Appendix 1: Curriculum map	4

This policy should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Mission Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

1. AIMS

The aims of personal, social and health education (PSHE) at our school are to:

- Promote the mental and physical health and development of pupils
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- Develop a comprehensive, balanced and relevant body of information to inform students' present and future choices
- Promote British values.

PSHE at Archbishop Blanch is taught in line with our core values of Community, Compassion, Friendship and Trust and developed in line with the advice contained within 'Valuing all God's Children', published by The Church of England Education Office.

2. DEFINITION

PSHE involves three core strands of health & wellbeing, relationships and living in the wider world. PSHE includes statutory elements of RSE (for which there is a separate policy), but this policy sets out the broader curriculum for students at Archbishop Blanch including comprehensive coverage of economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing both negative and positive risk.

3. CURRICULUM

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed this curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

4. DELIVERY OF PSHE

PSHE is normally delivered by the student's form tutor.

PSHE focuses on giving students the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drug, alcohol and tobacco
- Basic first aid
- Financial awareness and managing risk
- Economic well being

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. We will ensure that pupils with SEND receive access to PSHE through differentiated resources as appropriate.

For more information about our PSHE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

5. ROLES AND RESPONSIBILITIES

5.1 The Governing Board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

5.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

5.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

6. TRAINING

Staff training on the delivery of PSHE is part of our continuing professional development calendar.

The headteacher will also invite visitors from outside the school when relevant and appropriate.

7. MONITORING ARRANGEMENTS

The delivery of PSHE is monitored by the Deputy Head through curriculum evaluation and quality assurance procedures, which include learning walks and pupil voice.

Pupils' development in PSHE is monitored by form tutors and progress leaders as part of our internal assessment systems.

This policy will be reviewed by the Deputy Head every three years. At every review, the policy will be approved by the governing board.

8. RELATED POLICIES AND DOCUMENTS

- Child Protection Policy
- Anti-bullying Policy
- RSE policy
- Special Education Needs and Disabilities Policy
- Teaching and Learning Policy
- Equalities Information and Objectives
- CEIAG Policy Statement
- Valuing All God's Children

Appendix 1: Curriculum map

	Topic	PSHE Theme	Pupil's should have the opportunity to learn:
RSE	Transition to Archbishop Blanch – making new friends (Lesson 1)	<ul style="list-style-type: none"> ✓ Health and Wellbeing ✓ Relationships 	<ul style="list-style-type: none"> • How to manage transition • What makes a good friend • How to deal with issues within a friendship • Where they can go for support if they are having friendship issues • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships
RSE	Transition to Archbishop Blanch – use of ICT within school and safe social media (Lesson 2)	<ul style="list-style-type: none"> ✓ Health and Wellbeing ✓ Relationships ✓ Living in the Wider World 	<ul style="list-style-type: none"> • The benefits of the internet • The benefits of age appropriate social media • The dangers of the internet • The dangers of social media and the internet • Why it is bad practice to use social media that is not age appropriate
RSE	Transition to Archbishop Blanch – organisation and taking responsibility for own learning (Lesson 3)	<ul style="list-style-type: none"> ✓ Living in the wider world 	<ul style="list-style-type: none"> • How to recognise their personal strengths and how this affects their self-confidence and self-esteem • How to recognise that the way in which personal qualities, skills and achievements are evaluated by others, affects confidence and self-esteem • How to accept helpful feedback or reject unhelpful criticism
	Healthy diet	<ul style="list-style-type: none"> ✓ Health and Wellbeing 	<ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
	Exercise	<ul style="list-style-type: none"> ✓ Health and Wellbeing 	<ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental health • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
	Personal hygiene – changing bodies/keeping clean/reducing risk of illness	<ul style="list-style-type: none"> ✓ Health and Wellbeing 	<ul style="list-style-type: none"> • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
	Personal hygiene – regular check-ups (dentist)	<ul style="list-style-type: none"> ✓ Health and Wellbeing 	<ul style="list-style-type: none"> • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
	Saving	<ul style="list-style-type: none"> ✓ Living in the Wider World 	<ul style="list-style-type: none"> • Why is it important to save • What products can help us to save • How to assess and manage risk in relation to financial decisions that young people might take

			<ul style="list-style-type: none"> To explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)
	Making the most of your money	✓ Living in the Wider World	<ul style="list-style-type: none"> How to assess and manage risk in relation to financial decisions that young people might take To explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)
	Security and fraud	✓ Living in the Wider World	<ul style="list-style-type: none"> How to assess and manage risk in relation to financial decisions that young people might take To explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)
	Diversity in our community	✓ Living in the Wider World	<ul style="list-style-type: none"> The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities Strategies for safely challenging stereotyping, prejudice, bigotry, bullying and discrimination when they witness or experience it in their daily lives About the potential tensions between human rights , British law and cultural and religious expectations and practices
RSE	Friendships: bullying – offline	✓ Relationships	<ul style="list-style-type: none"> About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
RSE	Bullying: online	✓ Relationships	<ul style="list-style-type: none"> How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours The rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online Not to provide material to others that they would not want shared further and not to share personal material which is sent to them What to do and where to get support to report material or manage issues online The impact of harmful content How information and data is generated, collected, shared and used online
RSE	GET REAL PUBERTY	✓ Health and Wellbeing	<ul style="list-style-type: none"> Key facts about puberty, the changing adolescent boys and menstrual wellbeing The main changes which take place in males and females, and the implications for emotional and physical health
RSE	Periods	✓ Health and Wellbeing	<ul style="list-style-type: none"> Key facts about puberty, the changing adolescent boys and menstrual wellbeing The main changes which take place in males and females, and the implications for emotional and physical health
RSE	FGM	✓ Health and Wellbeing	<ul style="list-style-type: none"> The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
RSE	GET REAL HEALTHY RELATIONSHIPS	✓ Relationships	<ul style="list-style-type: none"> That there are different types of committed, stable relationship How these relationships might contribute to human happiness and their importance in bringing up children

			<ul style="list-style-type: none"> • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships
RSE	Types of relationship	✓ Relationships	<ul style="list-style-type: none"> • That there are different types of committed, stable relationship • How these relationships might contribute to human happiness and their importance in bringing up children • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships
RSE	Types of relationship	✓ Relationships	<ul style="list-style-type: none"> • That there are different types of committed, stable relationship • How these relationships might contribute to human happiness and their importance in bringing up children • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships
	Helping others: Stewardship	<ul style="list-style-type: none"> ✓ Relationships ✓ Living in the Wider World 	<ul style="list-style-type: none"> • Learn about the vulnerable within our society (such as the homeless, elderly, disabled) • How to support others in need by developing an awareness of different charitable organisations that deal with the most vulnerable • About people who work in our community (in school and the wider area) and who are responsible for looking after them or protecting them • How pupil can contact these people if they require support