





Blue Coat Church of England Academy

PSHE Policy

Date:		February 2025
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Ratified by the Governing Body on:		6 th February 2025
	Signature	
Principal		D. Smith
Chair of Governors		L. Parker
Review date:		February 2027

Contents

Academy Vision	2
1. Key roles and responsibilities.....	3
2. Aims of the PSHE curriculum	3
3. Teaching methods and learning style.....	4
4. Timetabling and cross-faculty involvement	4
5. Reporting and confidentiality	5
6. Tailoring PSHE.....	5
7. Key stage 3 and 4 programme of study	6
8. Assessment.....	6
9. PSHE Strategic Lead	7
10. Monitoring and Evaluation.....	7
11. Links to other policies	7

“Truly, truly, I say to you, a servant is not greater than his master, nor is a messenger greater than the one who sent him.” John 13:16

Academy Vision

At Blue Coat Church of England Academy we believe that a strong personal, social, and health education (PSHE) is important to help our students develop into well-rounded members of society, who able to make a positive contribution to the wider community. Our PSHE curriculum is strongly tied to our relationships and sex education (RSE) and pastoral care programme.

Our vision is centred on achieving the highest standards of achievement and aspiration for all students through the provision of a distinctive and inclusive Christian learning environment where the uniqueness of each individual is celebrated, nurtured and realised. Every member of the school community is encouraged to develop, flourish and achieve, and to become full contributors to society as confident, learning, adaptable and caring individuals.

At Blue Coat Church of England Academy, we are committed to:

- Developing faith through all aspects of the school's work, including a unique partnership with St. Matthew's Church.
- Enabling a safe and secure environment where young people can flourish as individuals and members of their community.
- Providing a broad, balanced, relevant, adaptable and inclusive curriculum, which equips young people for their lives now and in the future.
- Providing the highest standards of teaching and learning in order to allow students to fulfil their academic potential
- Providing access to enrichment activities and opportunities to develop spiritual, moral, cultural and social attributes.
- Challenging stereotypical expectations, broadening horizons and raising aspirations.
- Developing enterprising and adaptable citizens who can rise to challenges.
- Developing innate talent, interests and aptitudes.
- Increasing the contribution of students through the promotion of an active student voice.
- Supporting effective transition into further education, training, employment or higher education.

Parents and carers will be informed about the policy via the schools website where it, and the PSHE and RSE curriculum, will be available to read and download.

This policy will be used alongside the Relationships and Sex Education Policy, Anti-Bullying Policy, Equal Opportunities Policy, Safeguarding Policy, Mental Health and Wellbeing Policy, E-Safety Policy and others as appropriate in order to ensure a comprehensive PSHE education.

1. Key roles and responsibilities

- 1.1. The governing body has overall responsibility for the implementation of the school's PSHE policy.
- 1.2. The governing body has overall responsibility for ensuring that the PSHE policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has overall responsibility for reviewing the PSHE policy annually.
- 1.4. The Principal and Senior Assistant Principal have responsibility for handling complaints regarding this policy, as outlined in the school's complaints policy.
- 1.5. The Assistant Principal (Personal Development) will be responsible for the day-to-day implementation and management of the PSHE Policy, liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- 1.6. As required by statutory guidance, the governing body and Principal will consult with parents and carers to ensure that the RSE and PSHE policies reflect the needs and sensibilities of the wider school community.
- 1.7. Blue Coat Church of England Academy will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from RSE.
- 1.8. We will ensure that students are also involved in the creation of this policy through termly feedback and suggestion forms and/or class discussions.

2. Aims of the PSHE curriculum

- 2.1. The curriculum is divided into six strands: personal development, social development, health and well-being, relationships, living in the wider world and culture and citizenship. Students will learn to:
 - understand what constitutes a healthy lifestyle
 - understand safety issues, both in real life and online
 - develop responsibility and independence within school, which they will take forward into society in their working lives
 - respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world
 - understand what constitutes 'socially acceptable' behaviour at school and in society
 - be a constructive member of society
 - understand democracy
 - develop good relationships with peers and adults
 - develop self-confidence, self-esteem and self-worth
 - make positive, informed choices as they make their way through life
 - understand that they have a right to speak up about issues or events, and to respect other's right to do the same

3. Teaching methods and learning style

- 3.1. A range of teaching and learning styles will be used to teach PSHE.
- 3.2. We will endeavour for the teaching of PSHE to be student-led; there will be an emphasis on active learning techniques, such as discussion and group work, taking into account normal classroom management expectations.
- 3.3. 'Ice-breaker' activities and clear ground rules regarding discussions will be put in place in order to ensure a safe, supportive and positive learning environment.
- 3.4. Students will learn research, study techniques, and have the opportunity to engage in investigations and problem-solving activities.
- 3.5. All students will be encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.
- 3.6. We will use visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers must be closely monitored by the class teacher who should use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- 3.7. We will consult with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 3.8. Students' questions will, unless inappropriate, be answered respectfully by the teacher.

4. Timetabling and cross-faculty involvement

- 4.1. We will use direct teaching during designated personal development days.
- 4.2. PSHE will be taught during personal development days, delivered by teachers and other staff, with supplementary information delivered through form time activities and assemblies.
- 4.3. Pupils at Key Stage 3 have an additional weekly Personal Development lesson, supporting and allowing enhanced coverage of PSHE topics, delivered and assessed by classroom teachers.
- 4.4. We will ensure cross-curricular learning through discussion between subjects in particular in R.E. and science, and will make clear the links between Personal Development and GCSE subjects such as Health and Social care where relevant.
- 4.5. There is an element of PSHE in pastoral care and we will ensure that PSHE and pastoral care teams work together to ensure that students feel comfortable indicating that they may be vulnerable and at risk.

5. Reporting and confidentiality

5.1. Teachers should reinforce that, if students have any personal concerns or wish to talk about any of the issues raised in any lesson; they should feel comfortable consulting their teacher or another member of staff about this.

5.2. Students will be encouraged to have an open dialogue regarding any such issues with the PSHE teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a student does wish to speak to a teacher about any such issue, the teacher should ensure that the student is aware of this responsibility.

6. Tailoring PSHE

6.1. Discussion and other activities will be used in initial PSHE sessions in order to ascertain 'where students are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regard to this.

6.2. Teaching will take into account the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

6.3. Adaptations will be made for those for whom English is a second language to ensure that all students can fully access PSHE educational provision.

6.4. All students with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.

7. Key stage 3 and 4 programme of study

7.1. The programme of study will cover:

- facts about drugs and alcohol
- contraception and safer sex
- sexually transmitted infections and AIDS
- safety in the home and on the street
- online safety
- healthy eating and the importance of exercise
- eating disorders
- the political system of democratic government in the UK, including voting and how Parliament works
- the justice system and the police
- money management, debt and budgeting
- responsibility and lifestyles
- mental health
- how to manage transitions, for example managing loss, including bereavement, separation and divorce
- how to maintain physical, mental and emotional health and wellbeing including sexual health
- parenthood and the consequences and responsibilities of teenage pregnancy
- how to assess and manage risks to health and how to stay, and keep others, safe
- how to identify and access help, advice and support
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health
- how to respond in an emergency, including administering first aid
- the role and influence of the media on lifestyle
- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and how to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters
- the concept of consent in a variety of contexts (including in sexual relationships)
- how to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support

7.2 This curriculum will be reviewed and published to staff annually.

8. Assessment

8.1. Students' knowledge and understanding is assessed through formative assessment via question and answer sessions, discussion groups and quizzes.

9. PSHE Strategic Lead

- 9.1. The PSHE strategic lead (Assistant Principal – Personal Development) will:
- raise awareness amongst teachers and other staff of their contribution to the students' personal and social development
 - agree the overall aims, objectives and priorities of the PSHE curriculum
 - establish a shared view of best practice to which all students are entitled
 - develop and review this policy
 - agree the priorities for students' personal and social development
 - identify the major opportunities for meeting these priorities across the curriculum
 - provide appropriate support and training for departmental staff
 - monitor the PSHE programme including the use of outside agencies
 - evaluate the PSHE programme via an annual students' questionnaire
 - carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
 - attend relevant courses and network meetings
- 9.2. The PSHE strategic lead will also liaise with other staff with key responsibilities:
- Designated Safeguarding Lead
 - Success Centre team and Heads of Year
 - Strategic Lead for ICT (Assistant Principal)
 - Safeguarding Governor

10. Monitoring and Evaluation

- 10.1 This policy will be reviewed by Governors every two years.
- 10.2 The PSHE Strategic Lead will, as part of the continuous review of PSHE, amend the policy if necessary between the review dates.

11. Links to other policies

- 11.1. Safeguarding & Child Protection Policy, Teaching & Learning Policy, Relationships & Sex Education Policy, Mental Health & Wellbeing Policy, Careers Policy.