



Callington Community  
College

# Personal, Social, Health Education (PSHE) Policy

January 2023

Version	Date	Review Date
January 2023	06/01/2023	January 2024
Originator: E. Davis	Authorised by Hub Advisory Board:	

## **Callington Community College**

### **Personal, Social, Health Education (PSHE) Policy**

#### **Policy Aims:**

The aims of PSHE are to develop students who are happy, healthy, resilient, informed, caring and open-minded. The PSHE curriculum also seeks to help students develop themselves, their understanding of the world, and their ability to communicate their feelings (emotional intelligence).

Students are encouraged to make healthy, safe and informed decisions regarding the challenges that life may present them with. In particular, challenges related to relationships (including online), drugs and addiction and mental health and wellbeing.

The PSHE curriculum plays a significant role in promoting Spiritual, Moral, Social and Cultural (SMSC) understanding amongst students and preparing them for an active life in the wider community (local, national and global). In particular, opportunities are provided for students to develop effective critical thinking and decision-making skills, empowering them to make safe and informed choices.

PSHE at Callington also gives students opportunities to develop their understanding of, challenge and participate fully in the fundamental British Values of democracy, rule of law, individual liberty and mutual respect and tolerance for others.

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

- o 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](#)
- o We must teach health education under the same statutory guidance

**In order to fully appreciate PSHE and develop a deep schema**, the curriculum will be delivered through the following themes:

- **Relationships and sex (RSE)**
- **Drugs and addiction**
- **Mental health and wellbeing**
- **Physical health living in the wider world**
- **Careers education, information, advice and guidance (CEIAG)**

Each of these themes will develop through a spiral curriculum that is planned to provide key knowledge, understanding and skills at a relevant and age appropriate time.

As stated above, we are 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. This has been sent out to parents for consultation in the Autumn Term of each academic year.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage.

#### **Curriculum Allocation**

Years 7 and 8 One period (1 hour) per fortnight throughout the year

Years 9,10 and 11 One period (1 hour) per fortnight throughout the year

Years 12 and 13 Tutor sessions and collapsed sessions led by staff and external organisations at various points throughout the year

### **PSHE Delivery**

The creation of a positive climate for learning where students feel secure enough to ask questions and express themselves in a safe environment is key to effective delivery of PSHE. This is achieved through a behaviour charter being agreed upon by the teachers and the students. Due to the nature of the subject, lessons may result in students seeking advice on specific personal issues. It will always be made clear to students that no teacher can offer complete confidentiality. Students will be made aware of what can and cannot be kept confidential. Where students indicate that they are vulnerable and at risk they will be supported by the class teacher and referred to the Designated Safeguarding Lead

A range of active and inclusive pedagogy is utilised to ensure that students fully engage in PSHE lessons. Students are encouraged to debate issues and to offer a range of viewpoints and to reflect critically. Students are required to contribute to class discussion on a range of personal, national and global topics. We will ensure that learning starts from where students are and is positive in tone.

Teaching will take into account the ability, age, readiness and cultural background of our students and those with English as an additional language to ensure that all can fully access the PSHE provision.

The delivery of our PSHE curriculum will be supported by outside agencies e.g. Brooke

### **Assessment**

Students are assessed throughout their learning so that teachers can reflect upon and adapt the curriculum to meet the needs of all learners. Students are also assessed in relation to their specific learning within the context of the powerful knowledge identified within PSHE Curriculum. The inferences we make from assessment in PSHE are essential for ensuring that the curriculum is responsive to the needs and progression of all students, it also ensures that teachers can respond to contemporary influences which impact the context of students' learning.

### **Staffing**

All teachers and support staff are expected to contribute to the personal wellbeing and development of students. However, the Curriculum Leader for PSHE plans and monitors the curriculum and knowledge overviews for the PSHE. Ongoing training provided for the department by the Curriculum Leader at both a whole College level and a Trust-wide level.

Staff are given specific training on how to identify potential safeguarding concerns and are trained on their delivery of controversial topics or difficult questions from pupils, such as by ensuring teachers don't let their personal beliefs and attitudes influence teaching

External opportunities are sought to ensure that staff are up-to-date with curriculum developments.

## **Roles and responsibilities**

### **The Principal**

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

### **Staff**

Staff are responsible for:

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

### **Pupils**

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

### **Student Consultation**

Students participate in discussions on the PSHE curriculum to ensure that students are involved in the shaping and developing of the curriculum and are encouraged to evaluate current provision. It is the intention of Callington Community College that our policies are inclusive to all groups of people in accordance with the Equality Act 2010. Under the Equality Act 2010 no person may receive less favourable treatment or consideration on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories are known in the act as 'protected characteristics', or protected groups. This applies to policies that concern both students and staff.

We will make whatever reasonable adjustments are necessary to ensure that our policies are accessible to all protected groups when requested to do so.

This includes, but is not limited to:

- Physical adjustments for disabled people
- Translation of documents for people whose first language is not English
- Providing appropriate facilities for people to observe their different religions
- Providing relevant and appropriate support for any staff member or student who identify as transgender, in implementing this policy

Related Policies:

Relationships and Sex Education Policy

Equality Policy Drug Education Policy Child Protection and Safeguarding Policy Digital Technology Use and E-Safety policy and appendices including Acceptable Use Agreements