



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

At Cannock Chase High School our students are always at the centre of what we do. As our school vision states, we have a relentless focus on the highest standards of academic achievement, personal development and equality of opportunity. Our focus for all our students is Achievement For All, which demonstrates our attitude and approach to the importance of the development of all aspects of Personal, Social, Health and Economic Education (PSHE) including Relationships and Sex Education (*please see separate RSE policy*) and Spiritual, Moral, Social and Cultural Development (SMSC).

We firmly believe in a holistic education, experience and curriculum that ensures our students are well-rounded and prepared for their future lives. We recognise that the development of students, emotionally, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world in which they live. We, therefore, aim to deliver an education that provides our students with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people based on mutual respect, an understanding and tolerance of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our subject and extended curriculum.

All curriculum areas have a contribution to a child's emotional, spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Beliefs, values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views.

All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for students and their families and stakeholders. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand their rights and accept their responsibilities and the need to respect the rights of others. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teachers' planning and learning resources.

Aims

We aim to ensure:

- that everyone connected with the school is aware of our core values and principles and that these are reflected in our PSHE curriculum;
- a consistent approach to the delivery of PSHE through the curriculum and the general life of the school;
- that students have a good understanding of their responsibilities and how to exercise them;
- through classroom activities and dialogue in the wider curriculum, that students receive opportunities to discuss their own and others' beliefs, experiences and relationships so that they can deal with difficult events, consider their own and others' needs and develop their self-esteem and physical and mental health;
- students build up the skills and attitudes that enable them to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

All curriculum areas provide opportunities to:

- listen and talk to each other;
- develop an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties;
- experience good role models;
- work co-operatively and collaboratively.

All curriculum areas plan and provide opportunities to cultivate the following.

Spiritual Development

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Reflect on experiences
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships

Moral Development

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the resilience to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgments

Social Development

- Develop an understanding of their individual and group identity
- Helping others in the school and wider community
- Participate in the wider life of the school
- Use solution focused techniques to resolve conflict

Cultural Development

- Recognise the value and richness of cultural diversity in Britain
- Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions

Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it 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.

Organisation and Delivery

PSHE is planned for and delivered in a number of ways (*see Curriculum Statement*).

PSHE is delivered primarily through our PSHE curriculum programme but also through broader aspects of Personal Development including our Character Education programme and through assemblies, although opportunities exist across the curriculum, including in our RE curriculum.

A Lead Teacher for PSHE, along with the Deputy Headteacher, oversee the planning and delivery of the PSHE and RSE curriculum. The PSHE curriculum is delivered at KS3 through a one-hour weekly lesson, whereas at KS4 PSHE is delivered for one hour per week by tutors as part of the tutor time programme. All staff who deliver the PSHE at KS4 are provided with regular training by the Lead Teacher for PSHE.

All parents are informed as to the PSHE curriculum content for their child.

What We Teach

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.

Please refer to our Relationships and Sex Education Policy (*school website, under 'Policies'*) for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see below for more details about what we teach in each Year/Key Stage.

Finance Education is primarily delivered through drop down days and by the Maths department who deliver sessions to all Year groups about financial literacy. We also deliver sessions about economic education as part of the Future Ready strand of PSHE to all Year groups.

PSHE Strands

1. RSE- Relationships and Sex Education
2. Physical and Mental Health
3. Safety
4. British Values
5. Future Ready

Key Stage 3

Y7 PSHE	Relationships	Puberty	E-Safety	First Aid	British Values	Your Future
Y8 PSHE	Handling Feelings	SRE	Crime	Human Rights	Healthy Bodies	Safety
Y9 PSHE	Mental Health	Sex Education	Careers and Options	Teenage Parties	Sexism and Misogyny	Body Image

Key Stage 4

Y10 PSHE	E-Safety	SRE	Careers	Finance
Y11 PSHE	Careers	Physical and Sexual Health	Prejudice	Future Ready

Year 7 PSHE Curriculum Plan

Each week students will complete one compulsory lessons of PSHE delivered by the Lead Teacher for PSHE. For each topic, students will complete knowledge tests and self/peer assessments.

Autumn Term 1 – Healthy Relationships	Autumn Term 2 – Physical and Mental Wellbeing- Puberty
Transition concerns	Ground rules and watch film
Friendships	Physical Changes
Bullying	Hygiene
Bullying -Bystander	The big issues for boys and girls
LGBT Week	Emotions
Romantic Relationships	Advice and Support
Family Relationships	
Pressure and Influence	
Spring Term 1 – Being Safe Online	Spring Term 2 – First Aid
How much is too much?	Basic life support 1
Social Media- Reputation	Basic life support 2
Fake News and Trolling	Choking
Cyber Bullying	Bleeding
Dangers of the net	Allergies
Online Grooming	Asthma
Online Sexual Harassment	
Summer Term 1 – British Values	Summer Term 2 – Your future
British Values	Why do people work
Democracy	Employability Skills
The Rule of Law	The Cost of Living
Individual liberty	How to get a job
Extremism	Saving and Managing Money
Challenge Racism	Decision Making

Year 8 PSHE Curriculum Plan

Each week students will complete one compulsory lesson of PSHE. For each topic, students will complete knowledge tests and self/peer assessments.

Autumn Term 1 – Handling Complex Emotions	Autumn Term 2 – Romantic and Sexual Relationships
Self Esteem	Love
Resilience	Sexual Relationships and the law
Anger Management	Marriage
Dealing with change	Parenthood
Managing Grief	What is expected of us?
Mental Health	Lasting Relationships
Child Abuse	Trust and consent
Spring Term 1 – Crime	Spring Term 2 – Human Rights
Crime and Young People	Human Rights
Anti-social behaviour	Human Rights in the UK
Knife Crime	Homophobic Bullying
County Lines	Stop the Hate
Vandalism	Forced Marriage
Gambling	
Public Sexual Harassment	
Summer Term 1 – Healthy Bodies	Summer Term 2 – Safety
Healthy Eating	Road Safety
Exercise	Run Hide Tell
Sleep	Taking Risks
Dental Health	Personal Safety
Vaping	
Vaccinations	

Year 9 PSHE Curriculum Plan

Each week students will complete one compulsory lessons of PSHE. For each topic, students will complete knowledge tests and self/peer assessments.

Autumn Term 1 – Mental Wellbeing	Autumn Term 2 – Intimate and Sexual Relationships (SRE)
Balancing act	Tell me more- video
Types of issues	Intimacy
Digital Resilience	Ready to have Sex?
Unhealthy coping strategies	Contraception- Condoms
Healthy coping strategies	STI's
First aid box	Myths vs Facts
Invisible Film	
Spring Term 1 – Careers	Spring Term 2 – Teenage Parties
Proud to be me	Time to Party
Job Skills	Smoking
Career Types	Alcohol
Jobs rights	Consent
Routes to Success	Drugs
Goals and Action Plans	Aftermath
Options Subjects- My GCSES	

Summer Term 1 – Gender stereotypes and discrimination	Summer Term 2 – Body Image
Breaking down Stereotypes	Eating Disorders
Women’s Rights	Appearance Ideals
Me too movement	Media Messages
Being a man in 2020	Confronting Comparisons
Toxic Masculinity	Be the change
FGM	

Year 10 PSHE Curriculum Plan

Each week students will complete two compulsory lessons of PSHE as part of afternoon tutor time. The remaining two slots will be used for Year group assembly, silent reading and review of attendance, behaviour, homework and progress. For each topic, students will complete knowledge tests and self/peer assessments.

Autumn Term 1 – Being safe online	Autumn Term 2 – Sexual and Intimate Relationships
Cyber bullying	Disrespect Nobody
Grooming	Sexual Health
Healthy Relationships Online	The Baby Borrowers
Sexting	Conflict in Relationships
Stalking	Life as a Teenage Parent
Revenge Pornography	Pregnancy Options
Pornography	Emergency Contraception
Spring Term 1 – Substance Abuse and Crime	Spring Term 2 – Careers
Smoking/Vaping	Introduction to careers
Alcohol	Your Career journey
Drugs	Career Planning
Steps to Addiction	What's next
Alcohol, drugs and sex	Why do we need a plan B?
Extremism and Cults	Unifrog
Offensive Weapons	
Summer Term 1 – Finance	
Earning and Savings	
Budgeting and Borrowing	
Gambling and Fraud	
Money and Mental Health	
Consumer Rights	

Year 11 PSHE Curriculum Plan

Each week students will complete two compulsory lessons of PSHE through tutor time. The remaining two slots will be used for Year group assembly, silent reading and review of attendance, behaviour, homework and progress. For each topic, students will complete knowledge tests and self/peer assessments.

Autumn Term 1 – Careers	Autumn Term 2 – Physical and Sexual Health
Careers info	Infection, Anti-biotics
Mock Interviews	Organ donation
Interview Structure	Cancer and Self Checking

Interview Practice	Fertility
Post 16 options	Pregnancy
Apprenticeships	Childbirth
	STI's and HIV
Spring Term 1 – British Values	Spring Term 2 – Future Ready
Race	University Applications
Honour based violence	University finance
Disability	Driving
LGBTQ+	Managing Mental Health
	Thinking Positively
	Maintaining and Monitoring your own health
	Revision Tips
	Mindful Breathing

Year 12 PSHE/SMSC Overview

No.	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2	Driving lesson	Assembly	Votes for Schools	Enrichment	No Tutor
3	Study Skills	Assembly	Votes for Schools	Enrichment	No Tutor
4	Study Skills	Assembly	Votes for Schools	Enrichment	No Tutor
5	Study Skills	Assembly	Votes for Schools	Enrichment	No Tutor
6	Resilience	Assembly	Votes for Schools	Enrichment	No Tutor
7	Coping with stress	Assembly	Votes for Schools	Enrichment	No Tutor
8	Dealing with Disappointment	Assembly	Votes for Schools	Enrichment	No Tutor
9	Work life balance	Assembly	Votes for Schools	Enrichment	No Tutor
10	Drugs and Alcohol	Assembly	Votes for Schools	Enrichment	No Tutor
11	Social Media +Mental Health	Assembly	Votes for Schools	Enrichment	No Tutor
12	Social Media and Mental Health	Assembly	Votes for Schools	Enrichment	
13	Social Media and Mental Health	Assembly	Votes for Schools	Enrichment	No Tutor
14	Healthy Relationship s	Assembly	Votes for Schools	Enrichment	No Tutor
15	Contraception	Assembly	Votes for Schools	Enrichment	
16	Consent	Assembly	Votes for Schools	Enrichment	No Tutor
17	Harassment and Stalking	Assembly	Votes for Schools	Enrichment	
18	How to end a relationship	Assembly	Votes for Schools	Enrichment	No Tutor
19	Forced and arranged marriages	Assembly	Votes for Schools	Enrichment	No Tutor
20	Catch up session	Assembly	Votes for Schools	Enrichment	
21	Budgeting	Assembly	Votes for Schools	Enrichment	No Tutor
22	Taxation		Votes for Schools	Enrichment	
23	Organised Crime	Assembly	Votes for Schools	Enrichment	No Tutor
24	Extremism and radicalisation	Assembly	Votes for Schools	Enrichment	No Tutor
25	First Aid	Assembly	Votes for Schools	Enrichment	No Tutor
26	Post 18 Options (open days/researching universities/apprenticeships)	Assembly	Votes for Schools	Enrichment	No Tutor
27	Post 18 options	Assembly	Votes for Schools	Enrichment	
28	Post 18 options	Assembly	Votes for Schools	Enrichment	No Tutor
29	post 18 options	Assembly	Votes for Schools	Enrichment	No Tutor
30	MAY DAY	Assembly	Votes for Schools	Enrichment	No Tutor
31		Assembly	Votes for Schools	Enrichment	
32		Assembly	Votes for Schools	Enrichment	
33		Assembly	Votes for Schools	Enrichment	No Tutor
34		Assembly	Votes for Schools	Enrichment	No Tutor
35		Assembly	Votes for Schools	Enrichment	No Tutor

36	REVISION
37	REVISION
38	END OF YEAR EXAMINATIONS
39	DESTINATIONS WEEK

Year 13 PSHE/SMSC Overview

No.	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2	Barclays Finance	Assembly	Votes for Schools	Enrichment	No Tutor
3	Barclays Finance	Assembly			
4	Barclays Finance	Democracy assembly			
5	UCAS – Need computer room	UCAS – Need Computer room RL			
6	Barclays Finance	Assembly			
7	Life After School (apprenticeship/self-employed/results day/clearing)	Assembly			
8	Life After School (apprenticeship/self-employed/results day/clearing)	Assembly			
9	Life After School (apprenticeship/self-employed/results day/clearing)	Assembly			
10	Life After School (apprenticeship/self-employed/results day/clearing)	Assembly			
11	British Values/Parliament/Democracy	ASSEMBLY UCAS slots to see JRS and HA must be pre booked			
12	British Values/Parliament/Democracy	ASSEMBLY			
13	British Values/Parliament/Democracy	ASSEMBLY			
14	British Values/Parliament/Democracy	ASSEMBLY			
15	British Values/Parliament/Democracy	ASSEMBLY			
16	Mental health and Well being Managing stress/work life balance	ASSEMBLY			
17	Mental health and Well being Managing stress/work life balance	ASSEMBLY			
18	Mental health and Well being Managing stress/work life balance	ASSEMBLY			
19	Exam techniques and revision Higher Horizons	ASSEMBLY			
20	Exam techniques and revision Higher Horizons	ASSEMBLY			
21	Exam techniques and revision Higher Horizons	ASSEMBLY			
22	A guide to independent living (Collaborative living/friendships and conflict)	ASSEMBLY		Enrichment	

23	Healthy Cooking	ASSEMBLY			
24	Healthy Cooking	ASSEMBLY			
25	Sexual Health	ASSEMBLY			
26	Contraception	ASSEMBLY			
27	General health/vaccinations	ASSEMBLY			
28	CV updates	ASSEMBLY			
29	Job applications and interview techniques (Apply to the school values)	ASSEMBLY Y13 only Results / Clearing			
30	MAY DAY	ASSEMBLY			
31	EXTERNAL EXAMS				
32	EXTERNAL EXAMS				
33	EXTERNAL EXAMS				
34	EXTERNAL EXAMS				
35	EXTERNAL EXAMS				
36	EXTERNAL EXAMS				
37	EXTERNAL EXAMS				
38	EXTERNAL EXAMS				
39	EXTERNAL EXAMS				

How We Teach It

PSHE lessons take place one hour per week for each Year group. In Year 7, 8 and 9 PSHE is delivered in one single hour lesson delivered by the Lead Teacher for PSHE. In Year 10 and 11, this takes place through tutor time, delivered by tutors in two 30-minute sessions. All tutors are provided with fully resourced lessons and half-termly training with any additional support where needed.

PSHE is also delivered through assemblies which are linked to the school values, National and International Awareness Days and important events and issues at a local, national and international levels.

PSHE is also closely linked to the Character Education and **Votes for Schools** curricula that take place as part of tutor time weekly.

Where relevant, guest speakers and events take place that link to PSHE topics, for example our Finance sessions and our Puberty assemblies delivered by a local GP.

The PSHE curriculum is **fully** inclusive and provisions are in place to support students, regardless of ability or SEND need. This is through regular communication with specific parents, the pastoral and including team including the SENDCO and Assistant SENDCO. Where necessary, small group and one-to-one support can be provided to students who would benefit from this approach.

Staff are encouraged to speak factually with students and we ensure that support organisations are included for each topic we teach. Staff know that where they are delivering a more sensitive or difficult topic, they may seek support in that lesson.

Full support and training is given to teachers to ensure they are confident in their delivery of PSHE and teachers are aware not to let their personal beliefs and attitudes influence their teaching.

Teaching Methods and Resources

All lessons are taught in the same way as the whole-school curriculum, ensuring that the learning journey is clear for students through the use of Knowledge Organisers and regular checks of students' progress through knowledge testing, questioning and discussion.

In order to ensure the PSHE curriculum is robust, it is fully planned and resourced by the Lead Teacher for PSHE who refers closely to guidance and resources issued by the PSHE Association. Access to all PSHE lessons and resources is provided on the VLE.

Roles and Responsibilities

The Governing Body

The Governing Body will approve the PSHE policy, and hold the Headteacher to account for its implementation.

Deputy Headteacher

The Deputy Headteacher is responsible for ensuring that PSHE is taught consistently across the school, the quality of PSHE provision and for managing requests to withdraw students from non-statutory/non-science components of RSE. The Deputy Headteacher also has direct line management responsibility for the Lead Teacher for PSHE.

Lead Teacher for PSHE

The Lead Teacher for PSHE is responsible for ensuring the PSHE curriculum is fully planned, regularly reviewed and monitored and for supporting staff with the delivery of PSHE.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way;
- Modelling positive attitudes to PSHE;
- Monitoring progress;
- Responding to the needs of individual students;
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE;
- Engaging in support and training given and for communication to the Deputy Headteacher or Lead Teacher for PSHE if any further support or guidance is needed.

Students

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

Monitoring and Evaluation

Provision for PSHE is monitored and reviewed on a regular basis. This is achieved by:

- conducting Learning Walks and drop ins;
- conducting surveys to gauge staff, student and parent views about the PSHE curriculum;
- regularly reviewing the PSHE curriculum;
- regular discussions with stakeholders including reporting to the Governing Committee.

Links with Other Policies

This policy links to the following policies and procedures:

Relationships and Sex Education

Implementation date:	November 2023
Last review date:	January 2025
Next Review date:	January 2026
Statutory Policy:	No