



Personal, Social, Health and Economic Education Policy

2023/2024

SLT Responsible for this Policy

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This policy is reviewed on an annual basis		
Annual Policy reviewed by:	Carolyn Dunn	June 2023
Approved by SLT and Published:		June 2023
Next Review:		June 2024

This policy has been approved by SLT and adopted on behalf of the Governors, and is addressed to all members of staff and volunteers and is available on the school's portal. It is available to parents on request. It applies wherever staff or volunteers are working, including when this involves being away from the school.

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1. Introduction

This policy sets out the school's PSHE provision and the ethos that underpins the PSHE curriculum. The policy outlines the methods of delivery and how the College meets the regulatory guidelines for the PSHE (DfE 2019.)

At Abbey College Cambridge our students come from across the world and represent diverse cultures and socio-economic backgrounds. We believe that Personal, Social, Health and Economic Education (PSHEE) enables young to become healthy, independent and responsible members of society. At Abbey College Cambridge we encourage our students to play a positive role in contributing to the life of the school and the wider community. We promote this through our vision to be 'A community energised by the love of learning and outstanding achievement for all'. In so doing we help develop their sense of self-worth. Our diverse enrichment programme helps students to thrive in their academic, personal and social development. We promote Fundamental British Values by teaching them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. They are encouraged to make healthy lifestyle choices through our approach to diet, exercise, relationships and the environment. Through excellent pastoral education we aim to provide an environment in which students feel supported, secure and develop greater confidence and resilience.

2. Aims

The aims of personal, social, health and economic education are to enable our pupils to:

- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues.
- Understand right from wrong and to respect the laws of England
- Understand what makes for good relationships with others.
- Have respect for others with regard to the protected characteristics set out in the Equality Act 2010.
- Be independent and responsible members of the school community and wider community.
- Be positive and active members of a democratic society.
- Develop self-confidence and self-esteem, and make informed choices regarding personal, social, economic and health issues.
- Develop good relationships with other members of the school and the wider community.
- Appreciate Fundamental British Values

3. Staffing and Provision

PSHEE is delivered through a dedicated PSHEE programme. The commitment is one 50 minute dedicated PSHEE session per week with other opportunities identified through weekly assemblies and the daily 20 minute tutor sessions. PSHEE is adapted to differentiate by language level, age and phase of education. The curriculum is based on the National Curriculum for PSHEE and is supported through the work of subject teams, the school matron, Safeguarding Team and assemblies.

- Where appropriate SSMC opportunities are identified and taught
- Where appropriate the lessons are used to deliver the key Fundamental British Values particularly those pertaining to tolerance and respect for different beliefs and identities, the rule of law and the understanding and upholding of democratic values.
- PSHEE is used to teach students about online safety and includes lessons on:
 - Their rights, responsibilities and opportunities online, including that the same expectations of behaviour
 - 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 providing 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 viewing harmful content
 - How specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
 - Understanding that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
 - How information and data is generated, collected, shared and used online
 - 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
- PSHEE is used to teach students Relationships and Sex Education.

4. Delivery

- Teachers are encouraged to use a range of teaching and learning styles. We place an emphasis on interactive learning with the teacher as the facilitator and ensure that teachers deliver the material in accordance with those Teachers' Standards relating to Personal and Professional Conduct

- We have planned a 'spiral programme' which introduces new and more challenging learning, while building on what has gone on before and which reflects and meets the personal development needs of the individual student.
- Abbey College takes a positive approach which does not attempt to induce shock or guilt but focuses on what young people can do to keep themselves safe and healthy and which will lead to happy and fulfilling lives. Particular diligence is taken to ensure that students are offered a balanced presentation of opposing views.
- We encourage pupils to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, volunteering in the wider community, the planning of school special events such as assemblies, or involvement in an activity to help other individuals or groups less fortunate than themselves.
- We organise lessons to provide a safe and supportive learning environment so that students can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

5. Visiting Speakers

We offer students the opportunity to hear visiting speakers, such as health workers, representatives of different faiths and the police talk about their role in creating a positive and supportive local community, and who contribute to the delivery of lessons, e-safety, personal safety and relationships and sex education.

The College undertakes to ensure that visiting speakers are appropriately checked, to prevent presentations (including the distribution of materials) which are contrary to fundamental British values, and that they are supervised at all times. Speakers will not be able to address students without a member of staff being present.

The College will not use a visiting speaker where any link is found to extremism, such as extremist groups and movements. The College's responsibility to students is to ensure that they can critically assess the information that they receive as to its value to themselves, and that such information is aligned to the ethos and values of the College and Fundamental British Values.

6. Roles and Responsibilities

6.1 The governing body

The governing body will hold the principal to account for the implementation of this policy.

The governing body has delegated the approval of this policy to the Principal

6.2 The Principal

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

6.3 Teachers

Teachers are responsible for:

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

6.4 Students

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

7. Monitoring arrangements

The delivery of PSHEE is monitored by the Vice Principal Pastoral and the Housemasters through the Assuring Pastoral Excellence programme by:

- Work scrutinies
- Learning walks
- Student Feedback
- Staff Feedback

Linked Documents

- Safeguarding, Child Protection and Promotion of Welfare Policy.
- Visitor and Visiting Speaker Policy
- Preventing Radicalisation Policy.
- Smoking Policy.
- Student Drug Misuse Policy.
- Anti-Bullying Policy.
- Social Media, Mobile and Photography Policy.
- E-safety Policy
- Student Health Policy.
- Relationship and Sex Education Policy
- Reflection and Worship Policy.
- Fundamental British Values Policy
- Equality Act 2010
- DfE Guidance for PSHEE Education 2013
- DfE Prevent Duty 2015

SOW - GCSE PSHE				KNOWLEDGE, UNDERSTANDING AND SKILLS									
WEEK	TOPIC	SPEC OBJECTIVES	SUGGESTED ACTIVITIES	KEY TERMS	Linguistic	Maths	Scientific	Technological	Human and Social	Physical (and Health)	Aesthetic and Creative	SSMC	Fundamental British Values
1	How to build positive relationships	R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) R2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness R4. to explore the range of positive qualities people bring to relationships R5. that relationships can cause strong feelings and emotions (including sexual attraction) R6. the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind) R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships R8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these.	.. \GCSE Pre Sess KS3\Term 1\Half-term 1\1. How to build positive relationships	Relationship Conflict Portrayal Expectations Characteristic	X			X	X			Social and Spiritual	Respect and Tolerance Rule of Law
2	Respect	R14. to understand what expectations might be of having a girl/boyfriend R15. to consider different levels of intimacy and their consequences R16. to acknowledge and respect the right not to have intimate relationships until ready	.. \GCSE Pre Sess KS3\Term 1\Half-term 1\2. Respect	Relationship Respect Trust Intimacy	X				X	X		Social and Spiritual	Respect and Tolerance. Rule of Law
3	Consent	R15. to consider different levels of intimacy and their consequences R16. to acknowledge and respect the right not to have intimate relationships until ready R17. about readiness for sex and the benefits of delaying sexual activity R18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected R19. about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given) R20. how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent	.. \GCSE Pre Sess KS3\Term 1\Half-term 1\3. Consent	Consent Freely given Rape	X				X	X		Social and Moral	Respect and Tolerance. Rule of Law
4	Peer pressure and risky behaviours	R30. to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illit alcohol and cigarettes), drugs and other risky behaviours	.. \GCSE Pre Sess KS3\Term 1\Half-term 1\4. Peer pressure and risky behaviours	Peer pressure Risky behaviour Resistance Resilience Friendship	X			X	X	X	X	Social and Moral	Respect and Tolerance. Rule of Law. Individual Liberty
5	Managing relationship breakdown	R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement	.. \GCSE Pre Sess KS3\Term 1\Half-term 2\1. Managing Relationship Breakdowns	Avoidance Diffusion Negotiation Confrontation	X				X			Social and Spiritual	Respect and Tolerance
6	Anti-bullying	R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so R28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted R29. the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them	.. \GCSE Pre Sess KS3\Term 1\Half-term 2\2. Anti-Bullying	Bullying Respect On-line and off-line Emotional, verbal and physical	X	X		X	X		X	Social and Moral	Respect and Tolerance. Rule of Law. Individual Liberty.
7	Homophobia	R24. about the difference between assigned/biological sex, gender identity and sexual orientation R25. to recognise that there is diversity in sexual attraction and developing sexuality R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so R28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted	.. \GCSE Pre Sess KS3\Term 1\Half-term 2\3. Homophobia	Sexuality Identity Choice Gay, Lesbian Transgender	X	X	X	X	X	X	X	Social and Moral	Respect and Tolerance. Rule of Law. Individual Liberty.
8	Social media / sexting	R23. to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)	.. \GCSE Pre Sess KS3\Term 1\Half-term 2\4. Social Media and Sexting	Social media Sexualisation Fear of missing out Relationships	X		X	X	X	X	X	Social and Moral	Respect and Tolerance. Rule of Law.

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WEEK	TOPIC	SPEC OBJECTIVES	SUGGESTED ACTIVITIES	Key Terms	Linguistic	Maths	Scientific	Technological	Human and Social	Physical (and Health)	Aesthetic and Creative	SSMC	Fundamental British Values
1	How to maintain positive relationships	R1. strategies to manage strong emotions and feelings R2. the characteristics and benefits of positive, strong, supportive, equal relationships R3. that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other R4. parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding) L25. recognise and celebrate cultural diversity;	Year 12 KS4/Term 1/Half-term 1/1. How to maintain positive relationships	Relationship Positive Healthy and unhealthy Civil partnership Romantic	X				X	X		Social and Spiritual	Rule of Law. Respect and Tolerance.
2	Recognising unhealthy & abusive relationships	R5. to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk. R7. to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support	Term 1/2. How to recognise and manage	Unhealthy Behaviour Abuse Isolation	X				X	X		Social and Spiritual	Rule of Law. Respect and Tolerance. Individual Liberty.
3	Consent	R15. how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity R16. to recognise when others are using manipulation, persuasion or coercion and how to respond R17. to understand the pernicious influence of gender double standards and victim-blaming	Year 12 KS4/Term 1/Half-term 1/3. Consent	Consent and non-consent Capacity to consent Non-verbal	X				X	X	X	Social and Moral	Rule of Law. Respect and Tolerance. Individual Liberty.
4	Peer pressure and risky behaviours	R18. to recognise the impact of drugs and alcohol on choices and sexual behaviour L8. the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks	Year 12 KS4/Term 1/4. Peer pressure and	Peer pressure Risky behaviour Resistance Resilience	X				X	X	X	Social and Spiritual	Rule of law. Respect and Tolerance. Individual Liberty.
5	Managing relationship breakdowns	R6. managing changes in personal relationships including the ending of relationships R11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement	Year 12 KS4/Term 2/5. Managing Relationships	Relationships Stress Coping Resilience	X				X	X	X	Social and Spiritual	Respect and Tolerance
6	Anti bullying online	R7. to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support	Year 12 KS4/Term 1/Half-term 2/6. Anti-bullying	Bullying Respect Online Conflict resolution	X			X	X	X		Social and Moral	Rule of law. Respect and Tolerance.
7	Equality in relationships	R17. to understand the pernicious influence of gender double standards and victim-blaming R20. to understand and respect others' faith and cultural expectations concerning relationships and sexual activity	Year 12 KS4/Term 1/Half-term 2/7. Equality in relationships	Stereotypes Equality Gender Awareness Challenge	X				X	X	X	Social and Moral	Respect and Tolerance
8	Sexual health	R21. to assess readiness for sex R27. that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age	Year 12 KS4/Term 1/Half-term 2/8. Sexual health	Sexual health STIs	X		X		X	X		Social and Moral	

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1	How to maintain positive relationships	R1. develop and maintain healthy relationships; differentiate between 'love' and 'lust'; understand what it means to be 'in love'. R2. accept and use positive encouragement and constructive feedback. R3. recognise and manage negative influence, manipulation and persuasion in a variety of contexts;	..\\Year 13 KSS\\Term 1\\Half-term 1\\1. How to maintain positive relationships	Relationship Positive Healthy and unhealthy Love Lust	X				X	X	X	Social and Spiritual	Respect and Tolerance. Individual Liberty.	
2	How to recognise and manage negative influences	R3. recognise and manage negative influence, manipulation and persuasion in a variety of contexts; R5. recognise, manage and escape from different forms of physical and emotional abuse; how and where to get support; how to support others they care about to manage and escape from abuse		Abusive Supportive Situations Influences	X				X	X	X	Social and Spiritual	Respect and Tolerance. Rule of Law.	
3	Consent / Recognising abusive relationships	R3. recognise and manage negative influence, manipulation and persuasion in a variety of contexts; R6. understand and value the concept and qualities of consent in relationships R7. understand the moral and legal responsibility borne by the seeker of consent, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent R8. understand and appreciate the legal consequences of failing to respect others' right to not give or to withdraw consent R9. seek redress if their consent has not been respected; how to recognise and seek help in the case of sexual exploitation, assault or rape R10. appreciate the ways different cultures and faiths view relationships, respecting others' right to hold their own views R11. recognise and use language and strategies in order to manage pressure in a variety of forms and contexts	..\\Year 13 KSS\\Term 1\\Half-term 1\\3. Consent - recognising abusive relationships	Gaslighting Mental manipulation Withholding Countering	X			X	X	X	X	Social and Moral	Respect and Tolerance. Rule of Law.	
4	Different cultures and faiths	R10. appreciate the ways different cultures and faiths view relationships, respecting others' right to hold their own views	..\\Year 13 KSS\\Term 1\\Half-term 1\\4. The nature of relationships in different cultures and faiths	Marriage Culture Faith Beliefs Traditions	X				X	X		Social and Spiritual	Respect and Tolerance. Individual Liberty.	
5	Harrasment and stalking (+ on-line)	R12. manage issues of harassment (including online) and stalking; understand their rights and access support	..\\Year 13 KSS\\Term 1\\Half-term 2\\5. Harassment and stalking	Harassment Stalking Obsession	X			X	X			Social and Moral	Respect and Tolerance. Rule of Law.	
6	Antibullying - Racial stereotypes	R10. appreciate the ways different cultures and faiths view relationships, respecting others' right to hold their own views	..\\Year 13 KSS\\Term 1\\Half-term 2\\6. Anti-bullying	Race Discrimination Stereotypes	X	X		X	X	X		Social and Spiritual	Respect and Tolerance. Individual Liberty. Rule of Law.	
7	Professional relationships	R19. recognise and respect what is meant by professionalism in the workplace; understand the concept of 'professional colleagues'; the boundaries around 'professional relationships'	..\\Year 13 KSS\\Term 1\\Half-term 2\\7. Developing professional relationships	Professionalism Work place Professional relationships Networking	X				X			Social and Spiritual	Individual Liberty	
8	Professionalism including online image	R19. recognise and respect what is meant by professionalism in the workplace; understand the concept of 'professional colleagues'; the boundaries around 'professional relationships'	..\\Year 13 KSS\\Term 1\\Half-term 2\\8. Professionalism including your online image	Online Image Professionalism Business Profile	X			X	X		X	Social	Individual Liberty. The Rule of Law.	