



Personal, Social, Health & Economic Education (PSHEE) Policy

including statutory Health, Relationships & Sex Education

St Christopher's Church of England High School

Compiled by:	Miss D Sutton		
Approved by:	Governing Body		
Last reviewed on:	December 2025	Next review due by:	December 2026

St Christopher's CE High School Mission Statement

St Christopher's is a Church of England Academy where pupils and staff work together, in the knowledge and love of God. We try to act out our faith in daily life, with Christ as our example.

Within our strong Christian, Anglican context, we seek to promote the spiritual, moral, cultural, intellectual and physical development of our pupils, growing together as a caring and supportive community whilst preparing them for the opportunities, responsibilities and experiences of their adult lives.

We aim to achieve our mission by providing an environment which

- recognises that each member of the school community is an individual with specific needs and strengths
- fosters mutual respect and concern for others
- values the contribution made by each member of the school community
- encourages and celebrates positive achievement
- actively supports those in need.

Vision

Teaching about love and sexual relationships in this Church academy is rooted in the Church's teaching about what is to be truly human in Christ, what it means to live well in relationship with others and is presented within a positive framework of Christian values. The emphasis on the importance of healthy relationships to human well-being, as the core learning within our RSE curriculum directly links to the vision of the Board of Education (2018), the Church of England's Vision for Education (2016) and the gospel message for all its students to experience an education which is holistic and offers 'life in all its fullness' John10:10

Each young person is a unique being, a child of God, loved and accepted. As such, St Christopher's seeks to enable young people to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being. The Church of England's vision for education, is deeply Christian, with Jesus' promise of "life in all its fullness" at its heart. The vision is for the common good of the whole community. The vision has four elements, including:

- educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth; and
- educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Aims

The aims of Relationship and Sex Education within PSHEE at St Christopher's Church of England Academy are:

- To ensure Relationships and Sex Education is part of a student's broad, balanced curriculum, integral to the basic curriculum of the school and part of the student's all-round development.
- To ensure that students are provided with the information that they need to help them develop safe, healthy, nurturing relationships of all kinds, not just intimate relationships.
- To enable students to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for a sexual relationship.
- To prepare students for healthy relationships in an online world.
- To understand how to stay safe physically and emotionally, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help students develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet, challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

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Legislation

Current regulations and guidance from the Department for Education state that all secondary schools must deliver relationships and sex education from September 2020 (*see appendices PSHEE i. and PSHEE ii. for summaries of statutory RSE and Health Education*).

RSE is taught in our school in line with the Equalities Act of 2010, no young person should feel excluded on the grounds of gender, sexuality, race or religious belief. As supported by 'Valuing All God's Children' produced by the Church of England in 2017, and 2021 guidance on Relationship and Sex Education from the Blackburn Diocesan Board of Education, we want all our pupils to willingly engage in a safe and welcoming environment.

Roles and Responsibilities

Senior Assistant Headteacher/DSL* Mrs L Williamson

Deputy DSL's Miss H Davies, Miss S Holmes, Mrs B Mulhall, Mr R O'Doherty

Head of PSHE & Careers Education Miss D Sutton

Head of RE/Director of Spirituality Mr C Pountain

Head of Science Mrs R Dowd

School Nurse Ms A Booth

Link Governor with responsibility for PSHEE and RSE Mrs C Wightman

* Designated Safeguarding Lead

Curriculum Design

We follow the PSHE Association's Programmes of Study which cover the main themes of Health and Wellbeing, Relationships and Sex, and Living in the Wider World. Lessons in PSHEE are supported by external visitors such as the Community Education Sexual Health (CESH) team and Lancashire Fire and Rescue Service. We will ensure that external input is agreed in advance and delivered in partnership with the class teacher.

Discrete PSHEE lessons are delivered once per fortnight to all pupils and supported across the curriculum in other subject areas particularly Science, Computing, RE and PE. The full programme of study can be viewed [here](#).

We define 'Relationships, Sex and Health Education' as learning about relationships, sex, sexuality, emotions, sexual, physical, mental and emotional health and well-being and ourselves. The RSE programme is an integral part of our whole school PSHE education and covers:

- The physical and emotional changes associated with puberty.
- Recognising and aspiring to healthy relationships.
- The importance of consent.
- Gender and sexuality.
- Pornography and its potential harm.
- Recognising the signs of grooming and online safety.
- The benefits of delaying sexual activity and the skills to be able to do this.
- The law and how it applies to relationships and sex.
- Being enabled to make informed and responsible choices.
- The dangers of risk taking behaviour.
- Positive self-image.
- Responsibilities and consequences of any decisions they make, including the responsibilities of parenthood.
- Contraceptive choices.

- Sexually transmitted infections and how to avoid them.
- Understanding that they have the right to access information services and advice, and that this is available to them in confidence.

RSE is taught primarily through PSHEE lessons but many aspects are also covered within Science and RE. The RE department organises and delivers 'drop down' spirituality themed days for each year group. The Year 10 focus is Relationships & Sex. It is the responsibility of the Head of PSHEE and the class teacher to deem age appropriate content for PSHEE lessons with an RSE focus.

Safe and Effective Practice

At St Christopher's we create a safe and supportive learning environment by establishing clear ground rules in PSHEE lessons, where pupils agree what constitutes effective learning. Pupils will be able to ask anonymous questions through the use of the 'ask it basket' or a 'question box'.

We ensure that sessions, including those on risky behaviours remain positive in tone. Teaching staff generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment. Teaching staff are experienced professionals and teaching resources are deployed effectively. Teachers deliver lessons with factual content, enabling pupils to make informed choices and to be aware of risks. Pupils are taught skills to help them in the decision making process.

St Christopher's aims to help young people develop the confidence and skills to talk, listen and think about relationships and sex education. The programme is taught through a range of teaching methods including discussions, quizzes, group work, circle work, debating, researching and role play. Active learning methods are used wherever possible and teachers take on the role of facilitator when possible.

There are a number of teaching strategies used, including:

- Establishing ground rules with pupils.
- Distancing techniques.
- Interactive games.
- Knowing how to deal sensitively with unexpected questions or comments from pupils.
- Using discussion and appropriate materials.
- Encouraging discussion and reflection

All staff teaching RSE adhere to the school's safeguarding and confidentiality policies and are supported by the Head of PSHEE, Miss D Sutton and the SLT link Mrs L Williamson.

Intended Outcomes

The aims of PSHE education at St Christopher's are to provide pupils with the knowledge and skills that they require to make healthy and informed choices and minimise risk, we hope to help pupils to prepare for life beyond school.

Equality and Diversity

We promote the needs and interests of all pupils irrespective of gender, sexuality, culture or ability. Teaching in PSHEE takes into account the ability, age, readiness and cultural background of our young people to ensure that all pupils can access the PSHE education provision. We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by ensuring that no pupil feels excluded from lessons on the grounds of race, religion, culture, gender or sexual identity.

Inclusion and Differentiation

We will ensure learning 'starts from where pupils are' by assessing prior knowledge and closely reviewing class data. We identify pupils' different starting points by using attainment and SEND data and adapting teaching and learning techniques appropriately. Teachers will ensure that teaching is inclusive and will adhere to the school's inclusion policy.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult the Designated Safeguarding Lead, Mrs L Williamson or the Deputy DSL's.

Visitors and external agencies delivering any aspect of RSE will ideally provide a DBS certificate on arrival or will be supervised in the school by a member of staff at all times. The content of such lessons will be thoroughly checked by the Head of PSHEE beforehand.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by staff seeking advice from the pastoral support team and the Designated Safeguarding Lead (DSL)/Deputies as necessary.

Engaging Stakeholders

We recognise that the relationship between parents and schools is at the heart of successfully educating children and we understand that the most successful PSHEE is a collaboration between school and home. In line with statutory guidance from the Department for Education, parents can ask to see curriculum material and resources, especially in relation to sensitive topics. Requests can be made to Miss D Sutton via email: d.sutton@st-christophers.org

Legislation states that 'parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum'. The school will inform parents in advance of planned RSE learning. It is a parent's responsibility to opt out. The school will not ignore any parental concerns, but the Governors do believe that a programme of Relationships and Sex Education embedded in a Christian education is important for every student. The teaching of human reproduction is part of the national curriculum for science and as such parents/carers do not have the right to withdraw their child from this statutory programme.

Requests for withdrawal should be put in writing to the Headteacher (*see appendix PSHE iii. for the parental withdrawal form*). If a parent requests that their child be removed from 'sex education', the school will provide support by arranging for their child to work independently in the school library.

A parent's right to withdraw their child from sex education may be exercised until the third term before reaching the age of 16 at which point, the young person may choose for themselves and request that sex education is provided by the school during one of these three terms. (See Para 47, Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019).

Pupils are involved in consultations on the content and delivery of RSE lessons through the use of questionnaires and the School Council.

Teachers will critically reflect on their work in delivering RSE through professional development opportunities as and when they arise. Staff will be provided with the latest guidance on delivering PSHEE, including statutory content by the subject lead, Miss D Sutton.

Monitoring, Reporting and Evaluation

Pupil progress is monitored and work is assessed. Pupils are encouraged to evaluate their learning at the end of each year and suggest improvements. The Head of PSHEE will regularly review the schemes of work to ensure that the policy's aims are being met. Pupils' progress is reported on in the end of academic year reports at KS3 and in progress reports at KS4.

Links to Other Policies

The policy for PSHEE supports and is itself underpinned by the school's other policies, processes and procedures. These include Safeguarding Policy; SEND Policy; Anti-bullying Policy; Drugs, Alcohol & Tobacco Education Policy.

Review

This policy will be reviewed in July 2025 by Miss D Sutton, Head of PSHEE. This will ensure that policy is updated and reflects current legislation and guidance.

Appendices:

Appendix i: Statutory Health Education (from September 2020)

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

What pupils should know:

Topic 1: Mental wellbeing

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing issues.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Topic 2: Internet safety and harms

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours

Topic 3: Physical health and fitness

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- 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.
- about the science relating to blood, organ and stem cell donation.

Topic 4: Healthy eating

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Topic 5: Drugs, alcohol and tobacco

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Topic 6: Health and prevention

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) the benefits of regular self-examination and screening.
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Topic 7: Basic first aid

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed.

Topic 8: Changing adolescent body

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

Appendices:

Appendix ii: Statutory Relationships and Sex Education (from September 2020)

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

What pupils should know:

Topic 1: Families

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting
- how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Topic 2: Respectful relationships, including friendships

- the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Topic 3: Online and media

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.
- 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 viewing harmful content.
- that specifically sexually explicit material often 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.
- 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.

Topic 4: Being safe

- 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.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including offline).

Topic 5: Intimate and sexual relationships, including sexual health

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendices:

Appendix iii: St Christopher's PSHEE Curriculum Overview

Year 7

Autumn Term		Spring Term		Summer Term	
1	2	1	2	1	2
<ul style="list-style-type: none"> • PSHE Introduction & Ground Rules • Transition • Travel Safety • British Values 	<ul style="list-style-type: none"> • Self-Awareness • Relationships and Friendships • Emotional Wellbeing 	<ul style="list-style-type: none"> • Bullying • Cyber Bullying • Be Safe in Cyber Space 	<ul style="list-style-type: none"> • Health and Fitness • Changes / Personal Hygiene • Let's Talk About Periods 	<ul style="list-style-type: none"> • Puberty Problem Page • Citizenship / Stereotypes • Class Debates 	<ul style="list-style-type: none"> • Money and Finance • My Dream Life • Budgeting

Year 8

Autumn Term		Spring Term		Summer Term	
1	2	1	2	1	2
<ul style="list-style-type: none"> • Ground Rules / British Values • Drug and Alcohol Education: Caffeine, Smoking, Alcohol 	<ul style="list-style-type: none"> • Social Media • Staying Safe Online • Deciding what to Watch 	<ul style="list-style-type: none"> • Relationships in the Media • Managing Challenging Content 	<ul style="list-style-type: none"> • Cyber Crime 	<ul style="list-style-type: none"> • Emotional Wellbeing • Children's Rights • Rights and Responsibilities 	<ul style="list-style-type: none"> • Criminal Justice System • Unicef • Life Saving

Year 9

Autumn Term		Spring Term		Summer Term	
1	2	1	2	1	2
<ul style="list-style-type: none"> • Ground Rules / British Values / Prejudice • Racism • Respecting Differences • Asylum Seekers 	<ul style="list-style-type: none"> • Prevent; Combatting the Far Right • Extremism; how can language divide us / how others can influence us • Extremism; helping the community and discrimination 	<ul style="list-style-type: none"> • Options • Dealing with Change • Emotional Wellbeing 	<ul style="list-style-type: none"> • Puberty recap • Respectful Relationships • Different Types of Relationships 	<ul style="list-style-type: none"> • Gender Identity • Sexting • Porn Education / Revenge Porn 	<ul style="list-style-type: none"> • Contraception / STIs • Abusive Relationships • The First Time

Year 10

Autumn Term		Spring Term		Summer Term	
1	2	1	2	1	2
<ul style="list-style-type: none"> • PSHE Ground Rules / British Values • Drug and Alcohol Education 	<ul style="list-style-type: none"> • Legal Highs / Energy Drinks • Knife Crime 	<ul style="list-style-type: none"> • Work Experience preparation – interview technique/ health & safety in the workplace 	<ul style="list-style-type: none"> • Work Experience debrief – questionnaires/ thank you letters • Key Skills 	<ul style="list-style-type: none"> • Emotional Wellbeing • Self-Esteem & Body Image • Eating Disorders 	<ul style="list-style-type: none"> • Self-Harm • Online Safety & Grooming • Media & Sex

Year 11

Autumn Term		Spring Term		Summer Term	
1	2	1	2	1	2
<ul style="list-style-type: none"> • PSHE Ground Rules / British Values • Post-16 Options / Money • Employability Applications • Mock Interview Preparation 	<ul style="list-style-type: none"> • RSE Perfect Partner • Consent • The First Time 	<ul style="list-style-type: none"> • Contraception and STIs • Planet Porn • Sexuality FIT 	<ul style="list-style-type: none"> • Parenting • Cancer and Young People • Leaving School 	<ul style="list-style-type: none"> • Revision Techniques • Stress • Rise Above Exam Stress 	

Appendices:

Appendix iv: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents	<i>E.g. removed from which lessons and doing which projects instead.</i>		



**That person is like a tree planted by streams of water,
which yields its fruit in season and whose leaf does not wither-
whatever they do prospers.**

Psalm 1:3



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