

PSHCE POLICY

(Personal, Social, Health and Economic Education)



HARTFORD
CHURCH OF ENGLAND
HIGH SCHOOL

Ratified by Governing Board: February 2026 Next Due for Review: Autumn Term 2026

Mission Statement:

Our mission at Hartford Church of England High School is to provide an outstanding, inclusive and ambitious education for all. Children develop and thrive both within and beyond the classroom. They are known, with their talents embraced and promoted. They develop into young people who will make a substantial contribution to the world. They enjoy an education rooted in a shared set of Christian values that radiate the love and truth of Jesus Christ.

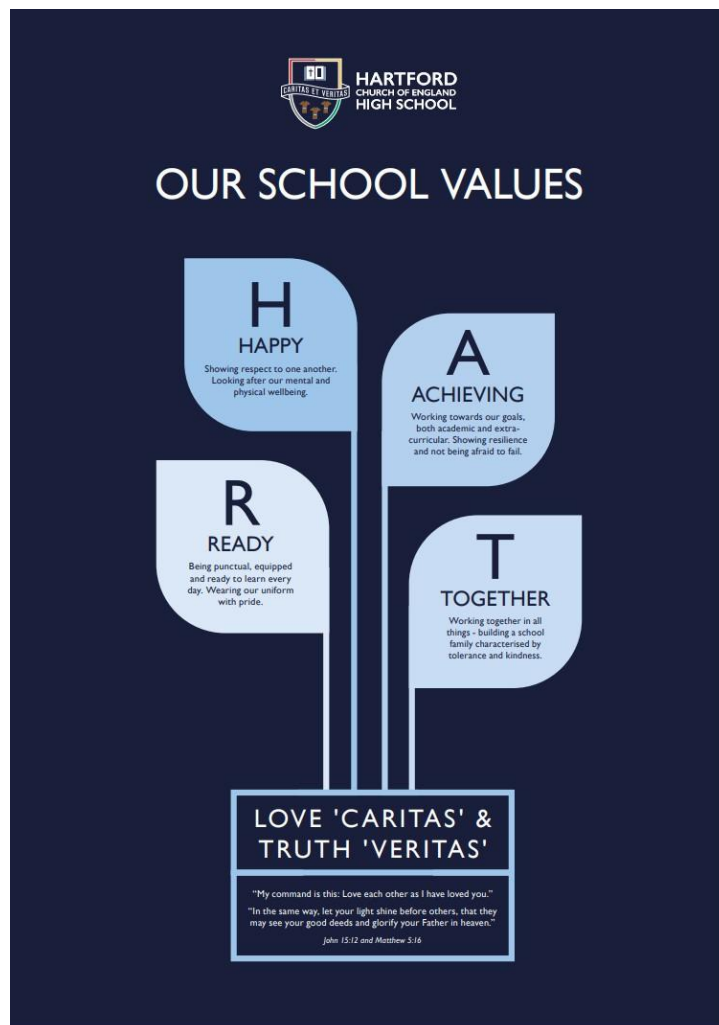
Everything we do at Hartford Church of England High School as students, staff, Governors and wider stakeholders, centres on the core values of our school:

Happy: Showing respect to one another. Looking after our mental and physical wellbeing.

Achieving: Working towards our goals, both academic and extra-curricular. Showing resilience and not being afraid to fail.

Ready: Being punctual, equipped and ready to learn every day. Wearing our uniform with pride.

Together: Working together in all things - building a school family characterised by tolerance and kindness.



"My command is this: Love each other as I have loved you."

"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

John 15:12 and Matthew 5:16

Equally, the educational offer at Hartford Church of England High School is based on the Church of England's four key principles for education:

- Educating for wisdom, knowledge and skills
- Educating for hope and aspiration
- Educating for community and living well together
- Educating for dignity and respect

The PSHCE Policy for Hartford Church of England High School fully embodies our values, our mission statement and the key principles for education set out by the Church of England.

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1. Aims

In accordance with our school's mission, our aim through the teaching of PSHCE is to encourage all students to grow, develop and flourish into confident, resilient and compassionate individuals who enhance any community of which they are a part.

Our values as a Church of England High School underpin all lessons and the school's Christian Ethos is promoted widely within the teaching of PSHCE. PSHCE equips students with the knowledge and skills to make decisions that contribute to healthy and balanced lifestyles, positive relationships, economic well-being, the achievement of aspirations and their involvement and impact within the wider community.

PSHCE is delivered to all year groups in an age-appropriate and sensitive manner.

2. Definition

Personal, Social, Health and Economic Education (PSHCE) aims to provide children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work. PSHCE aims to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

3. Guidance

This policy has been created in accordance with both the statutory and non-statutory guidance provided in the following documents:

- Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025).
- Pastoral Principles for Living Well Together (CoE, 2019).
- The Equality Act 2010.
- Keeping Children Safe in Education 2025.
- SEND Code of Practice 2015.

This policy operates in conjunction with the following school policies and procedures:

- Anti-Bullying Policy
- Behaviour and Attitudes Policy
- Careers Policy
- Child Protection and Safeguarding Policy
- SEND Policy

4. Christian Distinctiveness

Our policy and curriculum is guided in part by The Church of England Education Office and their faith-sensitive and inclusive approach to Health Education (PSHCE). This approach is underpinned by two key bible passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

The Church of England's Pastoral Advisory Group has set out some principles for living well together, accommodating difference and diversity within churches (especially in relation to LGBTI+ people) which has provided helpful context and principles for our school. Hartford Church of England High School has ensured that our PSHCE curriculum protects, informs and nurtures all students. Our PSHCE teaching ensures that children are able to cherish themselves and others as unique and wonderfully made, to keep themselves safe and able to form healthy relationships where they respect and afford dignity to others.

Hartford Church of England School approaches PSHCE in a faith-sensitive and inclusive way. Our approach seeks to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. We afford dignity and worth to the views of students from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. We recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

5. PSHCE Curriculum Content

PSHCE (Personal, Social, Health, Citizenship and Economic Education) is delivered within the curriculum by tutors and other members of teaching staff with occasional input from external providers. Visits from external agencies provide a depth and breadth of coverage that promotes an awareness and appreciation of topics. The lessons are delivered weekly throughout the year with additional days where the normal school timetable is broken down to allow for external speakers and more in-depth exploration of curriculum content.

Our curriculum is carefully planned to be cohesive and sequenced across all year groups to ensure progression and depth of learning. Provision is contextualised to be responsive to the specific needs, circumstances and local context of our students and the wider community. Content, particularly in Health Education, is delivered at an age and developmentally appropriate level, in line with DfE guidance.

Our PSHCE curriculum content:

- Mental wellbeing.
- Wellbeing online.
- Physical health and fitness.
- Healthy eating.
- Drugs, alcohol, tobacco and vaping.
- Health protection and prevention.
- Personal safety.
- Basic first aid.
- Developing bodies.
- Citizenship

6. Accessibility

PSHCE will be accessible for all students, including differentiated and personalised resources to meet any specific needs. For some students a bespoke curriculum will be followed to ensure that students who are more vulnerable to bullying, exploitation and other issues due to their SEND (Special Educational Needs and Disabilities) have their needs fully met.

For some SEND students it may be necessary to adapt and personalise the delivery so that they are not disadvantaged when compared to their peers.

7. Monitoring and Review

The strategic lead for Personal Development at Hartford Church of England High School is Assistant Headteacher, Mr C. Eaton. The Director of Learning - RE, PSHCE and RSHE, who holds day-to-day responsibility for the delivery of PSHCE and RSHE, is Miss Hayward.

The content, delivery and impact of the PSHCE curriculum is evaluated in the following ways:

- Student voice across all year groups.
- Annual curriculum reviews.
- Regular evaluation of local and national safeguarding and behaviour trends.
- Staff feedback.
- Learning walks and work scrutiny.

Appendix I - Curriculum Plans

KEY STAGE 3						
	HALF TERM 1 <i>Health and Wellbeing</i>	HALF TERM 2 <i>Relationships</i>	HALF TERM 3 <i>Living in the Wider World</i>	HALF TERM 4 <i>Health and Wellbeing</i>	HALF TERM 5 <i>Relationships</i>	HALF TERM 6 <i>Living in the Wider World</i>
Y7	L1 – What is Transition and Key Life Stages? L2 – What is Self-esteem? L3 – What is Self Confidence? L4 – What is Resilience? L5 – What Influences Our Wellbeing? L6 – How Can We Cope with Stress? L7 – How Can We Respond to Disappointments and Setbacks? L8 – Critical Knowledge	L1 – What are the Different Types of Relationships? L2 – What are the Features of Healthy Relationships? L3 – What is the Importance of Values and Trust in Relationships? L4 – What is Peer Pressure? L5 – What is the Difference Between Bullying and Banter? L6 – What is Cyber Bullying? L7 – (BULLYING WORKSHOP) L8 – Critical Knowledge	L1 – What Qualities do We Have? L2 – What Does it Mean to be Ambitious? L3 – What is a Career? L4 – What are the Different Types of Work? L5 – What Skills do Employers Value? L6 – What are Our Aspirations? L7 – Critical Knowledge	L1 – What is the Importance of First Aid? (EXTERNAL SPEAKER) L2 – What is CPR? L3 – How Can we Reduce Personal Risk? L4 – What is Puberty? L5 – How Can we Practice Menstrual Wellbeing?	L1 – What is Prejudice and Discrimination? L2 – How Do We Talk About Race and Racism? L3 – Why is it Important to Talk About Racism? L4 – What is Anti-Racism? L5 – What is Unconscious Bias? L6 – Critical Knowledge	L1 – What are the Risks and Opportunities of Using the Internet? L2 – Why is it Important to Establish Boundaries Online? L3 – What is the Impact of Social Media? L4 – Why is it Important to Consider Different Perspectives Online? L5 – How do We Respond When Things go Wrong Online? L6 – Critical Knowledge
Y8	L1 – What is Emotional Literacy? L2 – What is Mental Health? L3 – How Can We Destigmatise Mental Health? L4 – How Can Promote Mental Wellbeing? (EXTERNAL SPEAKER) L5 – What is Mindfulness? L6 – How Can We Manage Our Behaviour? L7 – How Can we Support Others? L8 – Critical Knowledge	L1 – What is Human Sexuality? L2 – What is Gender Identity? L3 – How Does Media Portrayal Influence Relationship Expectations? L4 – What Qualities and Behaviours Should be Displayed in Relationships? L5 – What is Marriage? L6 – How Can Change Influence Relationships? L7 – What are Relationship Values?	L1 – What are Career Trends? L2 – What are Career Stereotypes? L3 – What does ‘Employability’ Mean? L4 – What are Interpersonal Skills? L5 – What is Entrepreneurship? L6 – What is the Purpose of Job Applications and CVs? L7 – Critical Knowledge	L1 – What are the Effects of Drugs? L2 – What are the Effects of Alcohol? L3 – What are the Effects of Smoking and Vaping? L4 – What are the Risks of Substance Use and Misuse? L5 – What are County Lines? (EXTERNAL SPEAKERS)	L1 – What is Religious Tolerance? L2 – What is Racism? L3 – What is Homophobia? L4 – What is Disability Discrimination? L5 – What is the Equality Act 2010? L6 – Critical Knowledge	L1 – What is Budgeting? L2 – What are Savings, Loans and Interest? L3 – What is the Difference Between Credit and Debit? L4 – What Influences Our Attitudes to Finance? L5 – How Can We Make Ethical Financial Decisions? L6 – Critical Knowledge

		L8 – Critical Knowledge				
Y9	L1 – How Can We Establish Balance? L2 – What are the Benefits of Physical Activity? L3 – What Influences our Choices About Physical Activity? L4 – What is the Importance of Good Sleep? L5 – What is a Balanced Diet? L6 – What Can We Learn from Food Labels? L7 – What are the Risks of Consuming Energy Drinks? L8 – Critical Knowledge	L1 – How Can We Manage Positive Relationships? L2 – What is the Importance of Communication? L3 – What are the Risks of Online Relationships? L4 – What is Conflict Management? L5 – How Can We Manage the Breakdown of a Relationship? L6 – What are the Characteristics of Unhealthy Relationships? (EXTERNAL SPEAKER) L7 - What Services are Available to Support Healthy Relationships? L8 – Critical Knowledge	L1 – What Skills do We Have? L2 – What are Our Interests? L3 – What Options are Available at the End of Key Stage 3? L4 – What are the Routes into Work? L5 – What are the Challenges and Rewards of Work? L6 – What Does Success Look Like to Us? L7 – Critical Knowledge	L1 – What is the Importance of Personal Hygiene? L2 – What is the Importance of Sun Safety? L3 – What is Cancer? (EXTERNAL SPEAKER) L4 – What is the Purpose of Self-examinations? L5 – How Do We Access Health Services?	L1 – What is Consent? L2 – What are STIs? L3 – What is the Purpose of Contraception? (STAGGERED DELIVERY) L4 – What is Self-awareness? L5 – What is Teen Pregnancy? L6 – Critical Knowledge	L1 – What is a Mortgage? L2 – What are Taxes? L3 – What is the Purpose of Pensions? L4 – How Can We Assess Financial Risk? L5 – What is Financial Exploitation? L6 – Critical Knowledge

KEY STAGE 4						
	HALF TERM 1 <i>Living in the Wider World</i>	HALF TERM 2 <i>Relationships</i>	HALF TERM 3 <i>Health and Wellbeing</i>	HALF TERM 4 <i>Relationships</i>	HALF TERM 5 <i>Health and Wellbeing</i>	HALF TERM 6 <i>Living in the Wider World</i>
YEAR 10	L1- What is a Growth Mindset? L2 – How Can I Look After My Mental Health? L3 – What are Assertiveness, Resilience and Self-perception? (EXTERNAL SPEAKER) L4-What are the Benefits of Routines? L5- What Does Success Mean to Me? L6- What are Interpersonal Skills? L7- What is Employability? L8-Critical Knowledge	L1- What is Consent? L2- What are STIs? L3- What are the Qualities of a Healthy Relationship? L4- What are the Challenges of Parenting and Young Families? L5- What is Fertility and Reproduction? L6- What is Pregnancy and Miscarriage? L7- What is Sexual Readiness? L8- Critical Knowledge	L1- What are the Different Attitudes Towards Vaccination? L2- What are the Different Attitudes Towards Organ Donation? L3- What is the Importance of Physical Health? L4- Why is Self-examination Important? (EXTERNAL SPEAKER) L5- What are the Consequences of an Unbalanced Diet? L6- What is the Importance of First Aid? L7- How Can I Manage Emergency Situations?	L1- What is the Purpose of Marriage? L2- What are Arranged Marriages? L3- What are Civil Partnerships? L4- How do People Approach Breakups and Divorce? L5- What is Honour-based Violence?	L1- What are the Different Classes of Drug? L2 – What is the UK Law on Drug Use? L3 – What are the Impacts of Alcohol? L4 – How Can I Effectively Manage Stress? L5 – How Does Substance Use Affect People’s Mental Health and Wellbeing?	L1- What are my Skills? L2- What are my Interests? L3- How do I Complete Job Applications/My CV? L4- What are the Challenges and Rewards of Work? L5- How can I Take Control of my Career Journey L6- What is the Relationship Between Working, Earning and Managing Money?
YEAR 11 <i>To be delivered by RE Dept.</i>	L1- How Can I Manage Exam Stress? L2- What Post-16 Options are Available to Me? L3- What is the Difference Between Apprenticeships and Further Education? L4 – How Can I Make the Most of This Final Year? (EXTERNAL SPEAKER)	L1- How Can I Approach Harassment, Abuse and Unwanted Attention? L2- What is Revenge Pornography? L3- How Do Drugs and Alcohol Influence Sexual Activity? L4- What is Peer Pressure?	L1- What are the Causes and Consequences of Misogyny? L2- How Does Social Media Impact our Body Image? L3- How Can I Build a Positive Online Profile? L4- How Can I Build a Network of Support?	L1- What is Sexual Harassment? L2- How Can I Report Sexual Harassment? L3- What are the Dangers of Sexting? L4- What is the Importance of Consent? (EXTERNAL SPEAKER)		

Date approved by Governing Board: 09/02/2026

Applicable from: 09/02/2026

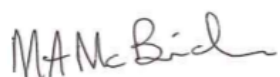
Signed by

Headteacher:



Date: 09/02/2026

Chair of Governors:



Date: 09/02/2026