



Personal Social Health Citizenship and Economic Education (PSHCE) Policy

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In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about Personal, Social, Health, Citizenship and Economic Education. We set out our rationale for, and approach to, Personal, Social, Health, Citizenship and Economic Education in the school.

SCHOOL MISSION STATEMENT

Blanchelande College, as a Catholic school, seeks to be a family always faithful to the example of Our Lord Jesus Christ, together, learning to become all that God wants us to be. The motto of Blanchelande College is 'Semper Fidelis' meaning 'Always Faithful'.

Our aims

1. **Joy in Learning** – To inspire a love of learning by fostering curiosity, creativity, and critical thinking, enabling every student to discover and develop their unique talents.
2. **Joy in Service** – To nurture a spirit of kindness, generosity, and responsibility, encouraging students to serve others, care for the environment and make a positive impact in their community.
3. **Joy in Faith** – To guide students in developing strong personal values and integrity, drawing on faith and ethical principles to lead meaningful and purposeful lives.

Three Rules for Life

1. Use your talents to pursue what is good.
2. Treat other people as you would like them to treat you.
3. Be tolerant and open to respectful debate.

'Lord, let me grow into the person you want me to be.'

Dissemination

This policy is publicly available through the policy page of the school's website.



Aims and Purpose

‘Certainly, as members of the Church, we should not stand apart from others. ... Yet at the same time we must dare to be different, to point to ideals other than those of this world, testifying to the beauty of generosity, service, purity, perseverance, forgiveness, fidelity to our personal vocation, prayer, the pursuit of justice and the common good, love for the poor, and social friendship’.

“Christ is Alive,” Pope Francis’ Letter on Young People and the Church

Personal, Social, Health Citizenship and Economic education is a necessary and important aspect of pupils’ education. It is a requirement that it is taught within all schools as much of the PSHCE curriculum became statutory in 2020. At Blanchelande, we regularly review the programmes of study for PSHCE to support our students and ensure the statutory content is fully integrated within the relevant key stage. Through regularly reviewing the programmes of study we ensure that each key stage has a broad, balanced curriculum which promotes spiritual, moral, social and cultural development of all young people within our care; the curriculum allows young people to experience and understand opportunities, responsibilities and experiences that they will likely encounter during adolescence and adulthood (Education Reform Act 1988).

At Blanchelande we have created a comprehensive PSHCE programme that allows students to fulfil the school aims and three rules for life:

- Schemes of work are designed to ensure that students can discuss challenging topics in a safe environment in which they all flourish.
- Students can use their gifts and talents in lessons and develop their personal vocation through a substantial careers programme which spirals throughout the senior school, developing skills each year.
- Students are encouraged to communicate with accuracy, logic and style.
- Students learn how to nurture their health and wellbeing, alongside learning how to prioritise work and leisure.
- Students can demonstrate their tolerance and openness to respectful debate.

Throughout the course of the student’s career at Blanchelande, they will be provided opportunities to make real decisions about their lives, participate in activities that stimulate adult choices (appropriate to key stage) and demonstrate their ability to take responsibility for their decisions.

Safeguarding

Through providing Relationships and Sex Education within the broader PSHCE curriculum, we can focus on topics such as respect and consent; this allows students to develop their knowledge, language, and strategies on how to protect themselves and their peers.



Statutory Requirements

There are specific aspects that we must teach to students, even though PSHCE is a non-statutory subject.

- Relationships and Sex Education (Children and Social Work Act 2017 in line with DfE 2020 guidance)
- Health Education (DfE 2020)

How we teach PSHCE

The PSHCE programme of study is a spiral approach to learning in which each year expands and develops the key concepts, increasing knowledge whilst deepening their understanding.

Each year group has one 35-minute lesson per week delivered by a team of teachers who are sympathetic to the Catholic understanding and approach in delivering the topics that are statutory. All teachers establish ground rules allowing for students to be taught in a safe and supportive environment in which they can voice their opinions and challenge their own preconceived ideas. All topics are taught without bias, however, are in keeping with the school mission and the Church.

The PSHCE department also integrates specific themed weeks into the curriculum across the key stages. For example, Neurodiversity week, Anti-bullying week and Children's Mental Health week provide stand-alone lessons within the wider curriculum to ensure that the Pastoral and SEND departments are supported by the department with the delivery of core content.

Content and delivery

The curriculum is split into key themes within the spiral approach as it allows students to deepen their knowledge during their school life:

- Health and Wellbeing (mental, physical, and emotional)
- Relationships (friendships, romantic, familial)
- Living in the Wider World (British Values)
- Careers (academic choices, enterprise, economic understanding, managing finances)



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Overview of topics per term for each year group:

| Year/ Term | Michaelmas 1 | Michaelmas 2 | Hilary 1 | Hilary 2 | Trinity 1 | Trinity 2 |
|---------------|---|--|--|--|--|--|
| Reception | Building relationships/ taking turns/ sharing/ self-care | Live Life to the Full Plus Created and Loved by God Story sessions: Handmade with love | Ten Ten Life to the Full Plus Created to Love Others I Am Me Heads, Shoulders, Knees and Toes Ready Teddy? | Ten Ten Life to the Full Plus Created to Love Others I Like, You Like, We All Like! All The Feelings Let's Get Real | Ten Ten Life to the Full Plus Created to Live in a Community Growing Up New People, New Places God is Love Loving God, Loving Others | Ten Ten Life to the Full Plus Created to Live in a Community Me, You, Us When I Grow Up Money doesn't grow on Trees |
| Year 1 | Ten Ten Life to the Full Plus Health and wellbeing Rules for life | Ten Ten Life to the Full Plus Health and wellbeing Created and Loved by God | Ten Ten Life to the Full Plus Relationships Special People Treat others well Saying Sorry Created to love others | Ten Ten Life to the Full Plus Relationships Good and Bad Secrets Physical Contact Harmful substances | Ten Ten Life to the Full Plus Living in the wider world Who is my neighbor? Created to live in community. | Ten Ten Life to the Full Plus Living in the wider world The communities we live in Who will I be? |
| Year 2 | Ten Ten Life to the Full Plus Let the children come Rules | Ten Ten Life to the Full Plus Let the children come Rules | Ten Ten Life to the Full Plus I am unique Girls and boys Clean and healthy | Ten Ten Life to the Full Plus Feelings, likes and dislikes Feeling inside out | Ten Ten Life to the Full Plus The cycle of life Beginnings and endings Change Rules | Ten Ten Life to the Full Plus Three in one Who is my neighbour? Communities we live in |



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| | | | | | | Needs and wants |
|---------------|--|--|---|--|--|---|
| Year/ Term | Michaelmas 1 | Michaelmas 2 | Hilary 1 | Hilary 2 | Trinity 1 | Trinity 2 |
| Year 3 | Blanchelande Diploma The Hero's Journey Knightly Virtues Caring, Helpfulness, Cooperation | TenTen Life to the Full Plus <i>Religious Understanding</i> 1 Get Up! 2 The Sacraments 3 Jesus My Friend Knightly Virtues Courage, Kindness | TenTen Life to the Full Plus <i>Personal Relationships</i> 1 Family, Friends and Others 2 When Things Feel Bad <i>Life Online</i> 1 Sharing Online 2 Chatting Online Knightly Virtues Reflection Cleanliness, Fairness, Friendliness | TenTen Life to the Full Plus <i>Keeping Safe</i> 1 Safe in My Body 2 Drugs, Alcohol and 3 Tobacco 4 First Aid Heroes 5 Rights and Responsibilities Knightly Virtues Patience | TenTen Life to the Full Plus <i>Religious Understanding</i> 1 A Community of Love 2 What is the Church? Knightly Virtues Respect, Reflection, Courtesy, Forgiveness | TenTen Life to the Full Plus <i>Living in the Wider World</i> 1 How Do I Love Others? 2 Working Together Knightly Virtues Determination, Gratitude, Honesty, Reflection |
| Year 4 | Blanchelande Diploma The Hero's Journey Knightly Virtues Caring for the Environment Helpfulness Team building | TenTen Life to the Full Plus <i>Me, My Body, My Health</i> 1 We don't have to be the same 2 Respecting our bodies Knightly Virtues Sports Day Courage Kindness | TenTen Life to the Full Plus <i>Emotional Well Being</i> 1 What am I looking at? 2 Fake reality and stereotypes Knightly virtues Clean Words School Rules Flexible Friends | TenTen Life to the Full Plus <i>Emotional Well Being</i> 1 I am thankful Knightly Virtues Fundraising A Patient Survivor Powerful Respect | TenTen Life to the Full Plus <i>Life Cycles</i> 1 A time for everything 2 Big changes, little changes <i>Religious Understanding</i> 1 A community of love 2 What is the church? Knightly Virtues | TenTen Life to the Full Plus <i>Living in the Wider World</i> 1 How do I love others 2 Money matters Knightly Virtues Never Give Up Can You Wait? Being Honest with Yourself |



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| | | | | | Courtesy, Forgiveness | |
|---------------|---|---|--|--|---|--|
| Year/ Term | Michaelmas 1 | Michaelmas 2 | Hilary 1 | Hilary 2 | Trinity 1 | Trinity 2 |
| Year 5 | TenTen Life to the Full Plus <i>Religious Understanding</i> 1 Calming the Storm Blanchelande Diploma The Hero's Journey Knightly Virtues Caring for Our Community Helpfulness in Your Family Understanding Aesop's Tale: The Bundle of Sticks | TenTen Life to the Full Plus <i>Religious Understanding</i> 1 God is Calling You Blanchelande Diploma The Hero's Journey Knightly Virtues Facing Our Fears Cruel to be Kind | TenTen Life to the Full Plus <i>Personal Relationships</i> 1. Under Pressure 2. Do You Want a Piece of Cake? 3. Self-Talk <i>Life Online</i> 1 Sharing Isn't Always Caring Knightly Virtues No Smoking | TenTen Life to the Full Plus <i>Keeping Safe</i> 1. Types of Abuse 2. Impacted Lifestyles 3. Making Good Choices 4. Giving Assistance Knightly Virtues Seeing Another Point of View What Are My Friends Interested In? | TenTen Life to the Full Plus <i>Religious Understanding</i> 1. The Holy Trinity 2. Catholic Social Teaching <i>Me, My Body, My Health</i> 1 What is puberty? 2 Changing Bodies Knightly Virtues Positive Role Models People Who Inspire Us | TenTen Life to the Full Plus <i>Living in the Wider World</i> 1. The World of Work 2. Reaching Out Knightly Virtues Knowing the Limits Being Tactful A Courteous Debate |
| Year 6 | The Hero's Journey Knightly Virtues Caring for Our World How Would You Help? | Me, My Body, My Health Knightly Virtues Coaching Younger Children, Heroes | Emotional Well-Being Knightly Virtues Clean up your act Justice | Life Cycles Knightly Virtues Let Me Teach You Human Rights | Personal Relationships And Religious Understanding Knightly Virtues Solving Conflicts Problem Solving Soldiering On | Living in the Wider World Knightly Virtues Achieve Your Potential Reflecting on Gratitude |



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| Year/ Term | Michaelmas 1 | Michaelmas 2 | Hilary 1 | Hilary 2 | Trinity |
|---------------|-----------------------------|---|--|---|---|
| Year 7 | Welcome to Secondary School | Emotional Wellbeing | Healthy Living | Relationships and Sex Education | The World of Work: Careers |
| Year 8 | Emotional Wellbeing | World of Work: Careers | Relationships and Sex Education | Healthy Living | Living in the Wider World: British Values |
| Year 9 | Healthy Living | Relationships and Sex Education | GCSE and beyond: Careers | Emotional Wellbeing | Living in the Wider World: British Values |
| Year 10 | Financial Decision making | World of Work: Careers | Healthy living and Emotional Wellbeing | Relationships and Sex Education | Living in the Wider World: British Values |
| Year 11 | World of Work: Careers | Healthy Living and Preparation for Mock Exams | Relationships and Sex Education | Preparation for GCSEs | Study Leave |
| Year 12 | Welcome to Sixth Form | Healthy Living and Emotional Wellbeing | Relationships and Sex Education | Living in the Wider World: British Values | Post-18: Careers |
| Year 13 | Careers | Relationships and Sex Education | Healthy Living and Finances | Preparing for A Levels | Study Leave |



British Values

Each year group has a unit of work focused on British Values in which they study democracy, rule of law, individual liberty, mutual respect and tolerance. These are also covered during Form Time activities and Assemblies throughout the year.

Please find below a table of when the values are explicitly taught during PSHE for each year group.

| Year/ Term | Michaelmas 1 | Michaelmas 2 | Hilary 1 | Hilary 2 | Trinity |
|---------------|---|---|---------------------------------|---|---|
| Reception | The British values are taught across the whole year as appropriate. This takes place in circle times, collective worship, directed lesson time, playtimes, assemblies and in EYFS in continuous provision. | | | | |
| Year 1 | The British values are taught across the whole phase as appropriate. This takes place in circle times, collective worship, directed lesson time, playtimes, assemblies and in EYFS in continuous provision. The values are reinforced through a communal display. | | | | |
| Year 2 | | | | | |
| Year 3 | | | | | |
| Year 4 | | | | | |
| Year 5 | | | | | |
| Year 6 | | | | | |
| Year 7 | Mutual respect and tolerance Individual liberty | Tolerance Individual liberty | | Freedom of Faith, Mutual respect and tolerance, individual liberty | |
| Year 8 | Mutual respect and tolerance Freedom of Faith Individual liberty | Individual liberty | | Freedom of faith Mutual respect and tolerance Individual liberty | Debating skills, Democracy, Freedom of Faith, Mutual Respect, Tolerance |
| Year 9 | Individual liberty Mutual respect and tolerance | Mutual respect – relationships Tolerance Individual liberty | | | Mutual respect and tolerance– fake news/social media |
| Year 10 | | | Mutual respect and tolerance | Mutual Respect and Tolerance | Diversity, How Radicalism and Extremism do not follow mutual respect and tolerance Individual liberty |



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| Year 11 | | | Mutual Respect and Tolerance | | |
| Sixth Form | | Mutual respect and tolerance Individual liberty Freedom of faith | Mutual respect and tolerance Individual liberty | Political Systems, Civil and Criminal Law, Individual Liberty | |

Protected Characteristics

Students are provided with an age-appropriate understanding of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and demonstrate knowledge and respect of the different groups.

Quite often these protected characteristics are used as examples throughout the PSHE curriculum, so students are made aware of them. Many aspects of these are also covered in Theology (KS3-5), Sociology (KS5) and the Form Time programme.

Please find below a table of when the protected characteristics are explicitly taught to the students.

| Year/ Term | Michaelmas 1 | Michaelmas 2 | Hilary 1 | Hilary 2 | Trinity |
|---------------|--|---|----------------|-----------------------|---------------------|
| Reception | Across the year as appropriate and relevant | | | | |
| Year 1 | | | Special people | | |
| Year 2 | | | I am unique | | |
| Year 3 | In Lower KS2, we explore similarities and differences (LKS2 Module 1, Unit 2: We Don't Have To Be The Same) and deepen children's exploration of family and others in LKS2 Mod2 Unit 2: Family, Friend and Others. | | | | |
| Year 4 | | | | | |
| Year 5 | In Upper KS2, we explore difference once again through the Paradise Street series, including discussion around 'two mums and two dads' etc. | | | | |
| Year 6 | | | | | |
| Year 7 | | Lesson on Bullying will cover the protected characteristics | | Pregnancy Marriage | Culture and Beliefs |



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| Year 8 | Protected characteristics will be discussed in a variety of the lessons – age, religion and belief | | Age | Gender and Sexual Orientation, Pregnancy, Protected Characteristics | Religion and belief, Race |
| Year 9 | | Sexual Orientation, Marriage and Civil Partnership, Pregnancy | | | Beliefs |
| Year 10 | | | | Race, Religion, Beliefs, Pregnancy | Race, Religion, Belief |
| Year 11 | | | Race, Religion, Disability, Marriage and Civil Partnerships | | |
| Sixth Form | | Religion and belief, age, pregnancy, sex and sexual orientation | | | |



RSE: Ten Ten Resources

Ten Ten Resources have an online parent portal which all parents have access to. This contains the vision of the programme, summary of all lessons as well as providing suggestions of how to engage with children at home regarding the PSHCE curriculum. Please find below the overview of topics taught through the Ten Ten programme:

| Year | Term taught | Content |
|--------|--|--|
| EYFS | Michaelmas 2 Hilary 1 Hilary 2 Trinity 1 Trinity 2 | Handmade with love: We are created individually by God as part of His creation plan, We are all God's children and are special, Our bodies were created by God and are good, We can give thanks to God! I am Me, Heads, Shoulders, Knees and Toes, Ready Teddy? I like, you like, we all like, Good Feelings, Bad Feelings, Let's get real Growing Up, Loving God, Loving others, God is Love: Me, You, Us, |
| Year 1 | Hilary 1 Hilary 2 Trinity 1 | Special People, Treat others well, ...and say sorry Good secrets and bad secrets, Harmful substances Who is my Neighbour? |
| Year 2 | Michaelmas 1 Hilary 1 Hilary 2 Trinity 1 Trinity 2 | Let the Children come I am Unique, Girls and Boys (My body), Clean and Healthy (My health) Feelings, Likes and Dislikes, Feeling Inside Out The Cycle of life: Three in One, Who is my Neighbour |
| Year 3 | Michaelmas 2 Hilary 1 Hilary 2 Trinity 1 | Religious understanding – Get Up!, the Sacraments, Jesus my Friend. Personal relationships – family, friends and others. When things feel bad. Life online – sharing online, chatting online. Safe in my body – including drugs and alcohol, keeping safe and rights and responsibilities. A community of love – relationships with our families and friends and how we know we are loved. What is the Church? Living in the wider world – how do we show love to others? Working together |



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| | Trinity 2 | |
| Year 4 | Michaelmas 2 Hilary 1 Hilary 2 Trinity 1 Trinity 2 | We don't have to be the same, respecting our bodies What am I looking at? Fake reality and stereotypes I am thankful A time for everything, big changes, little changes, a community of love, what is the Church? How do I love others? Money matters |
| Year 5 | Michaelmas 1 Michaelmas 2 Hilary 1 Hilary 2 Trinity 1 Trinity 2 | Calming the storm God is calling you Under pressure, Do you want a piece of cake?, self-talk, sharing isn't always caring Types of abuse, impacted lifestyles, making good choices, giving assistance The Holy Trinity, Catholic Social Teaching, What is puberty? Changing bodies The world of work, reaching out |
| Year 6 | | |
| Year 7 | Hilary 2 | Who Am I? completely unique person and body and soul are created and loved by God. Changing bodies: puberty involves physical, emotional and sexual development. Healthy Inside and Out: self-esteem, what contributes to it and how to increase it. Where we come from: sexual intercourse is more than just a physical act, a gift from God for married couples. Family and Friends: different types of friendship, family structure and how to manage behaviour through consideration of thoughts, feelings, actions. My life on screen: online lives and how to safeguard themselves. Living in the Wider World: effects of their actions on others and social responsibility Facts of Life: how to act sensitively and kindly towards others, forming friendships |
| Year 8 | Hilary 2 | Created and Chosen: what makes them unique. Appreciating Difference: ways in which people choose to articulate their identity, gender and sexual identity. Feelings: hormone production during pregnancy, physical and psychological changes, sexual attraction and managing feelings involved Before I was born: different stages of pregnancy, pre-natal care, emotional and real impact of pregnancies |



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| | | <p>Tough Relationships: meaning of prejudice, discrimination, protected characteristics, tolerance and what these look like in reality</p> <p>Think before you share: consequences of sharing images of a sexual nature and how to resist pressure to do this, how to stay safe online.</p> <p>Wider World: learn from history, courage of upstanders and dismantling prejudice.</p> <p>The Trouble with Max: impact of social media and its negative impact, stereotypes on gender</p> |
| Year 9 | Michaelmas 2 | <p>The search for love: desire to be loved and learn about romantic love, sexual attraction and intimacy.</p> <p>Love people, use things: objectification and consider the negative impact of casual sex, pornography and masturbation.</p> <p>In control of my choices: love and lust, shame and regret, delaying sexual intimacy to make wise and informed choices.</p> <p>Fertility and Contraception: methods for managing conception and how they uphold or contravene God's plan for sex.</p> <p>Marriage: different types of committed relationships</p> <p>One Hundred Percent: consent, gaining permission and honour and respect alongside dignity.</p> <p>Knowing my rights and responsibilities: physical consent, sexual exploitation and human rights</p> <p>Love, Honour, Cherish: valuing the gift of sex, difference between love and lust, consequences of posting sexual images</p> |
| Year 10 | Hilary 2 | <p>Authentic Freedom: objective reality of sex and impact on decisions around relationships</p> <p>Self-image: body shame, dignity, modesty, inseparable combination of body and soul</p> <p>Beliefs, Values and Attitudes: how crucial these terms are in shaping our choices.</p> <p>Parenthood: Rights of the Child and legal Parental responsibility</p> <p>Pregnancy and Abortion: stages of life in the womb, abortion methods and legality</p> <p>Abuse: four main types of abuse, what signs to look for, access to support</p> <p>Solidarity: FGM, human trafficking, honour-based violence</p> <p>Babies: protection of the unborn child, saving sex for marriage, options available for unexpected pregnancies</p> |
| Year 11 | Hilary 1 | <p>Self-worth: person's beliefs, values and attitudes are affected by formative experiences and how a person's faith and belief can positively influence the way they respect themselves and others.</p> <p>Addiction: effect on a person's life, statistics about drugs and addiction, strategies to overcome short term highs</p> <p>Eating disorders: pressure, stress and anxiety contribute to poor emotional help and manifestation in different ways, how reducing self-criticism and practicing gratitude can improve mental and emotional wellbeing.</p> <p>Birth control: saving sex for marriage, fertility and contraception, Natural Family Planning, Church teachings.</p> <p>Pornography: facts and figures about the porn industry, unrealistic expectations and unhealthy sex education, links to masturbation.</p> |



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| | | STIs: facts and figures, responsibility of getting tested, emotional and psychological impact of engaging in casual sex. Coercive Control: forms of coercive control, victim blaming and societal attitudes towards misogyny and sexual violence, support avenues. |
| Sixth Form | Y12: Hilary 1 Y13: Michaelmas 2 | Ten Ten Common Room: drugs, alcohol and romantic relationships when entering into Sixth Form. Bakhita's prayer: human trafficking |

Further information about this programme is available in the RSE policy.



External agencies:

We also draw upon expertise from external agencies within Guernsey to ensure that students are provided with up-to-date information and know where they can go for help and support outside of school. A teacher is always present in the lesson to ensure that the discussion and content of the lesson is appropriate to the key stage and the Catholic understanding of the topics covered.

Infant school:

- Ten Ten Resources 'Life to the Full' lessons used for Relationships and Sex Education
- Ten Ten Resources 'Life to the Full Plus' lessons used for PSHCE

Junior school:

- Ten Ten Resources 'Life to the Full' lessons used for Relationships and Sex Education.
- Ten Ten Resources 'Life to the Full Plus' lessons used for PSHCE.
- Action for Children
- Police
- Safer provide lessons on relationships
- Dental Health team

Senior school:

All Key Stages:

- Action for Children provide lessons on drugs, alcohol, tobacco and vaping
- Safer provide lessons on domestic and sexual abuse
- Police provide lessons on harmful sexual behaviours, road safety, antisocial behaviour, cyberbullying, and 'run, hide, tell' as well as Harmful Sexual Behaviours
- Ten Ten Resources 'Life to the Full' and 'In-Cinema Education' focused on Relationships and Sex Education
- Unifrog for Careers input

Key Stage 3:

- Dental Health team provide lessons to year 7 on oral health and caring for their teeth and gums
- St John's Ambulance provide lessons on First Aid to Year 7 and Year 8
- Youth Commission deliver lessons on Child Sexual Exploitation and Data Protection
- Solomon Theatre Group provide drama performances called Time Out (drug and alcohol use, peer pressure, home and family life) for Year 9 and Last Orders (alcohol use) for Year 8
- Alter Ego Theatre Company provide a drama performance called Chelsea's Story (Child Sexual Exploitation) for Year 8

Key Stage 4:

- Tri-Service Road Safety Initiative provide a Licence to Kill presentation for Year 11



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- Guernsey Employment Trust provide guidance for Year 11 on Careers
- Morrisby Profiling is offered to Year 11 co-ordinated by our Head of Careers

Sixth Form:

- Police provide lessons on consent as well as personal safety around drugs and alcohol
- Dementia awareness
- Safer provide lessons on domestic and sexual abuse.
- Unifrog for Careers input
- Health Improvement Commission have held focus groups with Year 12/13 for new initiatives on island
- Share Nurses to provide update on cancer awareness and a lesson on sexual health awareness that fits with the Ten Ten programme

Ensuring we respect the mission of the Church

The co-ordinator for PSHCE works closely with the Head of Theology and the Principal to ensure that all lessons are appropriate and following the Church teaching. The co-ordinator ensures that staff are provided regular professional development, especially focused on sensitive or controversial topics. We do use the Ten Ten CPD package, which allows for staff development with a focus on Relationships and Sex Education.

Teachers of the subject do not share their own personal viewpoints; they remain neutral whilst promoting the Church teaching. If there is any cause for concern, the co-ordinator is notified and discusses with the Principal. Teachers are also aware that they should ensure the students within their classes are able to develop informed opinions and respect others; they are to ensure that no extreme views are taken, and if they are, these are reported to the co-ordinator.

Monitoring and Evaluating

The co-ordinator for PSHCE meets with the class teachers regularly to discuss the impact of the lessons and how the learning is progressing. The co-ordinator will also observe the teachers through termly learning walks in line with school policy. Evidence of good practice is shared within the department.

The co-ordinator will also ask for feedback with regards to the external speakers and their suitability at conveying information to the students. This feedback will influence whether the external agencies are welcomed back or whether the department will create the lessons inhouse.

Assessment

It would not be appropriate to assess students in PSHCE as they are in their other academic subjects. This subject is not about grades, passing or failing; it is about developing the individual to ensure they are well rounded and able to enter into the wider community effectively when they leave school.



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Teachers assess students through comparing their knowledge at the start of the lesson or unit, to where it is at the end. This is often done through creating mindmaps, in which they continuously add to, discussion (private and whole class) as well as personal written reflections.

Consultation

Parents are provided with the opportunity to share their feedback regarding the curriculum through a yearly survey. This allows for the co-ordinator of PSHCE, Head of Theology, Principal and Head of Safeguarding to discuss the main focus areas appropriate to our cohorts.

Other relevant policies

- Safeguarding policy
- Behaviour policy
- Relationships and Sex Education (RSE) policy