

SPIRITUAL, PERSONAL AND SOCIAL DEVELOPMENT POLICY INCLUDING DRUGS EDUCATION, SEX EDUCATION AND COLLECTIVE WORSHIP



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INTRODUCTION

This policy sets out the school's approach to pupils' spiritual, moral, social and cultural development, including the provision of statutory Relationships, Sex and Health Education (RSHE), drugs education, collective worship and careers education and guidance.

Chace Community School provides all students with the opportunity to learn and achieve beyond expectation. The PSHE/Learning for Life, Collective Reflection and Assembly, Sex and Relationships and Drugs Education Programmes underpin our aim to be an inviting, purposeful, successful learning community. The programme supports this by promoting students' spiritual, moral, social and cultural development and fundamental British values¹, whilst also preparing them for the opportunities, responsibilities and experiences of life. The interaction of learning and achievement with personal development is essential in raising the standards of attainment for students at Chace Community School.

THE LIFE SKILLS FRAMEWORK

The framework forms a comprehensive course in Personal, Social, Health Education and Citizenship and consists of four key learning areas:

- Responsibility and Respect;
- Relationships;
- Healthy Lifestyles;
- Citizenship.

The framework is designed to:

- support, enhance, enrich and extend learning at Chace;
- deliver statutory requirements of Citizenship; Careers Education, Sex/Drugs Education and Work Related Learning;
- promote fundamental British values;
- reinforce the school aims/ethos and promote school policies (Equal Opportunities/Anti Bullying);
- respond to new ideas and opportunities;
- benefit students, school and society;
- be accessible, inclusive and differentiated;
- increase participation and ownership through strengthening the work of the Student Council and involve Chace students in improving their learning environment;
- complement current initiatives such as First Give
- give Form Tutors time to get to know their tutor group as a group and as individual learners and monitor their progress, support personal development and help students become organised independent self directed learners particularly through the use of learning conversations;
- raise awareness of the world around and beyond Chace and promote spiritual, moral, social development and provide time for reflection.

¹ the rule of law, representative democracy, individual liberty, mutual respect and tolerance of those with different faiths

It includes input and resources from a number of organisations, including:

- The PSHE Association
- Unifrog
- Young Citizens
- Young Minds
- Brainwaves

AIMS OF THE LIFE SKILLS PROGRAMME

- To encourage co-operation, teamwork and a sense of community.
- To prepare all students to make informed choices about healthy lifestyles, including mental health and well being.
- To prepare all students to make informed future choices.
- To provide opportunities for all students to learn, achieve and develop self-confidence, self-worth and self-esteem.
- To prepare all students for the opportunities, responsibilities and experiences of life.
- To encourage personal autonomy and self reliance.
- To develop the ability to assimilate knowledge, to study independently and to have positive attitudes towards lifelong learning.
- To provide essential knowledge, skills and understanding relating to a student's spiritual, moral, social and cultural development.
- To introduce and develop understanding of democratic processes and the implications of working together and sharing.
- To help students develop a personal philosophy of life which reflects spiritual and moral values.

WHOLE SCHOOL APPROACH

The school has a statutory requirement to follow the programmes of study for Citizenship at Key Stage 3 and 4 and to provide Sex and Relationships Education and Careers Education and Guidance. There are also National Curriculum frameworks for PSHE at Key Stage 3 and 4 which cover four main strands; personal development, active citizens, health and safety and relationships. Covering all these areas requires a whole school approach involving pupils, staff, parents, governors and the wider community.

An effective programme for pupils' personal and social development at Chace Community School is achieved in a variety of ways:

- through the delivery of the Life Skills programme including:
 - Citizenship
 - Careers education
 - Sex and relationships education including parenthood education
 - Drugs education
 - Health education
 - The world of work

- Equal opportunities issues including bullying
 - Personal development/personal responsibility including financial capability
 - Study Skills.
- through the curriculum;
 - through assemblies;
 - School Council;
 - Year 12 work experience;
 - provision of extra curricular activities including visits and trips, outside speakers, theatre in education;
 - Whole school Enrichment Days on a range of topics, including a day that is focused on PSHE.

This SPSPD policy and the delivery of PSHE and Citizenship is informed and influenced by a number of other school policies such as:

- Sex and Relationship Education Policy;
- Careers Education and Work Experience;
- Positive Behaviour Policy (including Anti Bullying Statement);
- Equality Policy;
- Additional Educational Needs Policy;
- Looked After Children Policy.

ORGANISATION

The Life Skills programme includes three elements:

- taught Life Skills programme covering the key issues in PSHE/Citizenship and work related learning across Key Stages 3 and 4, as well as the taught Key Skills post 16 programme;
- tutor group time providing space for effective tutor monitoring and mentoring and flexibility for tutors to respond to individual and group issues as and if they arise;
- Whole school enrichment days

Teachers of key skills and life skills have regular briefings within staff development time in order to ensure that they are confident in delivering the varied curriculum. The school Google drive is used to share and disseminate.

STRUCTURE OF THE LIFE SKILLS PROGRAMME

Life Skills is organised and taught in a mixture of 50 minute lessons and form times. It is normally taught by tutors. In this Life Skills programme we place emphasis on developing the role of the form tutor who also uses this time for tutor monitoring and mentoring.

As well as setting high standards in registration time, ensuring students are ready for successful learning (uniform, equipment) the 50 minute lesson gives form tutors time to develop their group as a team and reinforce Chace core values.

ROLE OF LIFE SKILLS CO-ORDINATOR

As we develop Life Skills at Chace the Head of Life Skills collaborates with Heads of Learning to ensure that the programme:

- meets legal requirements;
- reflects Chace aims;
- supports learning in and across the curriculum and beyond;
- raises aspirations;
- inspires a love of learning;
- motivates all students to achieve beyond expectation.

DELIVERY OF LIFE SKILLS

Life Skills is delivered during a single timetabled period each week in Years 7-10 and form time in Y11. Responsibility for the delivery of Life Skills rests with the Life Skills Co-ordinator together with the Heads of Learning and the Year Teams.

Time is allocated to discuss Life Skills at Year Team meetings. Whole school staff meetings allows for current practice to be reviewed and developed. Inset time has been used to support staff in the delivery of Life Skills and for the development and refinement of the Life Skills curriculum.

We are aware that all areas of the school curriculum influence the personal and social development of students and we believe that all teachers are responsible for promoting personal and social development in their care. Although Life Skills is taught as a subject we are keen to promote the cross-curricular dimension of Life Skills in order to support overall aims and values of the school.

ASSESSMENT

Although the emphasis is on discussion work and development of oracy there are some opportunities for written work.

Assessment for learning is being developed in the Life Skills programme in line with other curriculum areas. This includes:

- peer assessment;
- self assessment;
- teacher questioning;
- oral feedback;
- written feedback.

HOME LEARNING

Staff set homework for Life Skills lessons as is relevant to the work being undertaken. Suitable tasks could include written work and research. Students are subject to the usual sanctions if they fail to complete their home learning.

RESOURCES

All staff delivering Life Skills and Key Skills are provided access to the Google drive containing the programme for the year including schemes of work, lesson plans and resources. In addition the Life Skills Co-ordinator has additional materials available for staff to access.

INFORMATION TECHNOLOGY

Opportunities to use information technology are built into the Life Skills programme. Staff can book chromebooks in the normal manner. Students may present work that they have completed on their computers at home.

CAREERS EDUCATION AND PROVIDER ACCESS

Chace Community School provides an impartial programme of careers education, information, advice and guidance from Year 7 to Year 13, in line with the Department for Education's statutory guidance on careers guidance and access for education and training providers.

The school's careers programme is designed with reference to the Gatsby Benchmarks and is coordinated by the Strategic Careers Lead.

In accordance with section 42B of the Education Act 1997, the school publishes a Provider Access Statement which sets out the arrangements for approved providers of technical education and apprenticeships to access pupils for the purpose of giving them information about the full range of academic and technical pathways.

Further details are available in the school's Careers Education and Work Experience Policy and on the school website.

COLLECTIVE WORSHIP PROGRAMME

At Chace collective worship provides opportunities for our students to develop a sense of community, a common ethos and shared values and to consider spiritual and moral issues.

- This policy should be read in conjunction with our Equality and Community Cohesion Scheme

The majority of our assemblies have a moral, cultural or spiritual dimension as we interpret worship as 'worship': celebration of what is worthy.

Our school assemblies aim to:

- underpin our aims and ethos to be a successful learning community
- support our curriculum and the Learning for Life/PSHE programme
- provide opportunities for the school community to come together to listen, share and reflect
- involve staff and students
- extend general knowledge, broaden horizons and raise awareness of local, national and global issues
- actively promote our commitment to equal opportunities and 'everyone valued equally'
- promote participation and active responsible citizenship
- allow space for personal reflection and discovery
- celebrate achievement.

ASSEMBLY ARRANGEMENTS

The school fulfils its duty to provide a daily act of collective worship for all pupils, which may take place in year groups, tutor groups or other appropriate groupings.

Due to the limitations of available space, whole-school assemblies are not always practical; however, pupils take part in a planned programme of year assemblies and tutor-time reflections which together constitute the daily act of collective worship.

Assemblies follow the school's weekly themes, and involve delivery by a wide range of teachers and some students, such as the head students.

DAILY REFLECTION

Students have an opportunity for daily collective worship and reflection through weekly assemblies and daily tutor-time reflections, supported by the weekly timetabled Life Skills lesson. Each of the weekly reflections presents themes from a variety of faiths and across the calendar which promote individual and group responses. The themes link with the weekly school assemblies underpinning our aims and ethos. Our assemblies and reflections embrace the spirit of the collective act of worship through a meaningful planned programme giving opportunities for raising spiritual and moral awareness.

WITHDRAWAL FROM ASSEMBLIES

If parents wish to withdraw their son/daughter from assemblies, they must meet with the Headteacher to discuss their request

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Introduction

Effective Relationships, Sex and Health Education (RSHE) provides young people with the necessary knowledge, skills and understanding to make informed decisions about their relationships, health and wellbeing. It is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring knowledge, developing skills and forming positive beliefs, values and attitudes. RSHE can teach young people to:

- value themselves and others, physically, emotionally and sexually;
- form positive and rewarding relationships;
- develop the confidence to assert their needs;
- make informed choices;
- be clear about the facts concerning sex (e.g. contraception and STIs);
- develop the skills to look after themselves and others, both emotionally and physically.

Our Sex and Relationship Education Policy clarifies the provision of sex and relationship education to all students (including education about HIV, AIDS and other sexually transmitted diseases) and the teaching of human growth and reproduction as set out in the National Curriculum. This RSHE policy follows the statutory *Relationships Education, Relationships and Sex Education (RSE) and Health Education* guidance from the Department for Education and applies to all pupils in Years 7–11

Policy Statement

The Governing Body believes that a responsive, balanced sex and relationships education programme, produced in consultation with parents/carers and staff will challenge stereotypes, dispel ignorance, prejudice and myths, raise awareness and understanding and enable students to make responsible, informed choices about lifestyle.

Aims

We seek to work within the legal framework and provide a well planned sex and relationship education programme, delivered through Life Skills which:

- provides factual information so students can make responsible, informed decisions and choices;
- uses teaching materials appropriate to age, emotional maturity and cultural background of students;
- teaches about sex education, relationships, love and care and the responsibilities of parenthood, having regard for moral considerations and the value of family life;
- raises awareness of peer pressure and other risk-taking behaviour linked to sex and relationships and health related issues such as drugs, smoking and alcohol;
- enables students to explore moral and ethical issues in a supportive environment which fosters respect and understanding of different cultural and religious views;
- ensures that young people understand how the law applies with regard to sexual relationships;
- promotes spiritual, moral cultural, social, physical and emotional development of students at school and within society;

- prepares students for opportunities, responsibilities and experiences of adult life;
- is complementary and supportive of the role of parents;

Key Issues

Working with Parents

Parents/carers are:

- consulted when developing and reviewing our sex and relationship education policy;
- informed via the Parent Bulletin of specific topics in Life Skills on sex and relationships;
- given details (Prospectus/Welcome to Chace Booklet) of their right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth/reproduction necessary under National Curriculum Science;
- given details of the procedure should they wish to exercise their right to withdraw their child from sex education or wish to make a complaint.

Withdrawal from Sex and Relationships Education and Parental Complaints

Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSHE, other than as part of the National Curriculum for Science.

Any parent or carer wishing to exercise this right should contact the Headteacher to discuss their request, the intended learning and any implications, so that an informed decision can be made in the best interests of the child.

If a pupil is withdrawn, the school will provide appropriate, purposeful education during those lessons.

The Headteacher will take into account the pupil's views, and once a pupil reaches three terms before their 16th birthday, they have the right to opt into sex education even if withdrawn by their parent or carer.

Concerns or complaints about RSHE should be raised via the school's complaints procedure.

Confidentiality

We are aware of our responsibility to ensure the safety and welfare of students and to give information, not advice, mindful that this issue is not value free.

We recognise the importance of working with parents and discussing concerns with them, aware of the complexity of the issue of confidentiality (See Confidentiality Policy). Staff may encourage students to talk to their parents/carers and give them support to do so, but staff understand that they cannot offer or guarantee confidentiality. Concerns will be shared with the appropriate Head of Learning and designated child protection staff.

Organisation

RSHE is taught to students by their Form Tutor, at both Key Stages, as part of the allocated Life Skills curriculum time.

Content

The National Curriculum for Personal, Social, Health Education and Citizenship has four main strands (the Self, Relationships, Health and Safety and Active Citizenship). We include the sexual self, communication skills, contraception and assertiveness as part of the RSHE delivery. There are RSHE schemes of work for Key Stages 3 and 4.

Key Stage 3 includes:

- Physical and emotional changes during puberty;
- Relationships – family;
- Marriage and divorce;
- HIV and AIDS;
- Sexually transmitted infections;
- Contraception;
- Promiscuity and unprotected sex.

Key Stage 4 includes:

- Relationships – pressures and influences;
- Personal Messages – body language;
- Parenting skills.

Teaching RSHE in other subjects Science

The science programme covers the mandatory elements at Key Stage 3:

- Reproductive organs;
- Sexual reproduction;
- Fertility;
- Pregnancy and birth.

Working with Outside Agencies

Outside agencies are at various times involved in the school with regard to sex and relationships.

The following guidelines are followed:

- visits by outside agencies are carefully coordinated and monitored by the appropriate senior staff;
- outside agencies working in schools are sent a copy of the school policy, and expected to follow school procedures;
- outside agencies are invited to contribute to the school curriculum as appropriate.

Monitoring and evaluation of RSHE

The Life Skills Co-ordinator, in partnership with Heads of Learning, monitors the quality and coverage of RSHE through lesson observations and staff feedback.

Pupil voice activities (for example surveys and focus groups) are used to evaluate pupils' confidence, knowledge and attitudes, and to inform improvements to the curriculum.

The RSHE curriculum is reviewed regularly to ensure it remains age-appropriate, inclusive and responsive to local and national safeguarding trends.

SUBSTANCE MISUSE AND DRUGS EDUCATION PROGRAMME

Aims and Objectives

Chace Community School:

- does not condone the misuse of substances, including legal and illegal drugs;
- is committed to the health and safety of its members and will take action to safeguard their well-being;
- acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school, will seek to persuade students in need of support to come forward.

Our aims and objectives for drugs education are designed to complement the school's overall aims. In drawing on other interested parties within the community in the development of our drugs education policy, we are meeting the school's principle aim of working together with the community. We operate with openness, honesty and integrity in providing drugs education. In planning our drugs education provision with care, we aim to promote active, reflective and varied learning. It is clear also that learning in partnership is a key feature of the way in which we plan, implement and review our drugs education programme.

In response to our shared concerns at a local and national level, we wish to state that as part of its care for the welfare of its students, the school believes it has a duty to inform and educate young people on the consequences of drug use and misuse. The school takes a pro-active stance on this matter, believing that health education is a vital part of the Personal and Social Education of every student.

Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents, by keeping them informed and involved at all times. Effective communication and co-operation is essential to the successful implementation of this policy.

Whilst we acknowledge that the numbers of young people who use and misuse substances is rising, it is seen as important to recognise that larger numbers of young people are choosing not to use or misuse substances. We will continue to support their differing needs.

Educational Aims:

We believe and support the following educational aims in respect of substance use and misuse:

- to enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills;
- to provide accurate information about substances;
- to increase understanding about the implications and possible consequences of use and misuse;
- to encourage an understanding for those experiencing or likely to experience substance use;
- to widen understanding about related health and social issues, eg. sex and sexuality, crime, HIV, and AIDS;
- to seek to minimise the risks that users and potential users face;

- to enable young people to identify sources of appropriate personal support.

These aims are fulfilled through aspects of the students' experiences in the taught curriculum, the informal curriculum and through opportunities for extra-curricular activities. We deliver in the taught curriculum mainly through Life Skills, Science and English areas, but other opportunities to reinforce learning will occur in other parts of the teaching programme. The school actively co-operates with other agencies such as Youth and Community Police, and Health Promotion to deliver its commitment to Drugs Education and to deal with incidents of substance use and misuse. Visitors who support the school will be informed of the values held within this policy.

Chace Drugs Education Programme

As part of the broader Life Skills programme, the following headings are used to ensure a comprehensive programme of Drug Education is received by every student in years 7-11:

- School rules, procedures relating to all substances.
- Information about legal and illegal drugs, their effects and associated health risks.
- Different categories of drugs.
- Attitudes and beliefs about drugs and drug users.
- Identifying and assessing risks to health.
- Decision making and assertiveness in drug related situations.
- The law relating to drugs. Legal responsibilities and rights.
- Services provided by local and national advice and support agencies.
- Communicating with peers, parents and professionals. Giving and securing help if needed.
- Individual's responsibility for their own actions and their own and others safety.

It is expected that a wide variety of teaching approaches will be used to deliver this programme. These approaches will be consistent with the aims of the Life Skills programme and will ensure a balanced programme which enhances knowledge, skills and attitudes.

Working with Outside Agencies

Outside agencies are at various times involved in the school with regard to substance misuse.

The following guidelines are followed:

- visits by outside agencies are carefully coordinated and monitored by the appropriate senior staff;
- outside agencies working in schools are sent a copy of the school policy, and expected to follow school procedures;
- outside agencies are invited to contribute to the school curriculum as appropriate.

Procedures for Monitoring and Evaluation

This policy is monitored continually and evaluated every two years in response to such factors as:

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- changes in the legislative framework;
- changing local social and demographic needs and circumstances;
- changes in school personnel;
- needs identified by the ongoing process of curriculum review;

- This policy supports and should be read in conjunction with the school's Equality Policy.

The policy is monitored and reviewed every two years by SLT and Governors through the Governors' Teaching and Learning Committee.