

Christian Living incorporating PSHE (including British Values) Policy Developing Christian Values-Based Attitudes and Behaviours

And I am sure of this, that he who began a good work in you will bring it to completion at the day of Jesus Christ.

Philippians 1 v 6

Ampleforth College

Persons responsible for Policy	Head of Christian Living Ampleforth College DSL & Deputy Head Pastoral Ampleforth College
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Policy: At a glance:

- This policy sets out the core principles for teaching Personal, Social and Health Education at Ampleforth College
- This policy explains the title Christian Living for this teaching and the key themes delivered by the courses
- The teaching methods and programme are outlined briefly.

1. Policy Statement

- 1.1 The Christian Living programme promotes a pro-active approach to all areas of health and well-being. A health education programme is in place for all year groups where age-appropriate healthy living strategies are taught and promoted. Physical, mental and emotional well-being are given equal priority and discussed with equal openness. The curriculum incorporates teaching on mental health and, in each year group, stress, anxiety and depression are addressed. Particular emphasis is placed on the range of help measures that are available and on raising awareness in the student body who are well placed to notice and take action in support of those in our school community.
- 1.2 Students are encouraged to engage with their own health and the programme works closely with the Pastoral body, House Teams (especially Matrons) and Infirmary to ensure that each domain of the school is aware of curriculum content and appropriate safeguarding measures are in place.
- 1.3 This policy has regard to National curriculum in England: citizenship programmes of study for key stages 3 and 4 (September, 2013), [Keeping Children Safe in Education \(2026\)](#), DfE advice documents: The Equality Act 2010, Improving the spiritual, moral, social and cultural (SMSC) development of pupils (November, 2014) and DfE policy statement: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(July 2025\)](#), PSHE Association Programme of Study (PSHE Association, 2020) and [Relationships and Sex Education in Schools \(August 2025\)](#).
- 1.4 Christian Living at Ampleforth College (the College) incorporates PSHE (including British Values). At the College it is named Christian Living because the spiritual, moral, social and cultural education that is delivered is underpinned by the College's Benedictine Ethos, Gospel values and the teaching of the Catholic Church. Christian Living is the area of the Curriculum that provides children and young people with knowledge, skills and understanding of virtue to make values-based judgements in accordance with the beliefs and teachings of the Church and the Benedictine ethos of the College. The curriculum allows students, in accordance with their own maturity, to develop and articulate beliefs and stances on a range of questions connected with living in and contributing to the modern world.
- 1.5 The Christian Living course is a progressive programme, relevant to age and maturity, beginning in Key Stage 3 and continuing through to the end of Key Stage 5. All students at the College attend Christian Living. The Christian Living course is extended in other areas of the curriculum such as Careers education, Tutorials, Assemblies and cross-curricular activities.

The programme is planned to develop key attributes in students such as: resilience; responsible and values-based decision making; empathy and respect for self and others, acceptance of difference and promotion of harmony; the ability to tackle age appropriate moral and social questions with increasing complexity; managing risk, safeguarding and promotion of physical and mental health and well-being. Such attributes prepare students for the Christian life and work in a modern and complex world.

- 1.6 The programme guides students towards responsible and informed decisions on leading healthy, respectful and independent lives and refers at all times to the teaching of the Church on love, commitment, acceptance and inclusion. The importance of loving friendships and understanding of the qualities of lasting friendship, which include attributes such as consent, conflict resolution and discretion, are emphasised. The personal and social skills that are required for healthy relationships such as managing emotions, empathy for others and awareness of prejudice are developed throughout the curriculum. The curriculum also offers guidance on identifying toxic relationships, coercion, abuse and harassment and child-on-child abuse. Students are supported to value and respect each person as a unique individual of equal worth.
- 1.7 It is recognised that in this digital age, there are increasing concerns about the risks of exposure to and engagement with social media. Christian Living, along with other areas of the curriculum, explores the dangers and benefits of online presence, including child sexual abuse and exploitation (CSE), child-on-child abuse and sexual harassment and supports students to develop strategies for safety and integrity with this medium.
- 1.8 Knowledge and understanding of human development, at appropriate ages, human sexuality and sexual health are addressed in the Christian Living programme and accurate information on self-esteem, mental and emotional well-being of self and others in relation to friendship and intimacy and matters of sexual health is presented throughout the curriculum.
- 1.9 The Christian Living programme actively promotes British Values (Democracy, the Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths). The Gospel-based values of tolerance and respect for all humans, the understanding that all humans are made in the image of God and should be treated with dignity underpins the Christian Living curriculum. In this regard other faiths are explored, understanding of similarity is embraced, and difference is respected. Similarly, the protected characteristics from the Equality Act 2010 are fully respected. Beliefs are taught sensitively in accordance with the College's Benedictine ethos, but this is balanced with accurate presentation of civil legislation, for example in the area of same sex marriage.

2 Teaching methods

The College will ensure that:

- Students are taught in age-specific groups.
- All content is age-appropriate and the course is designed to be progressive so that what may be taught in the early years can be revisited in a more mature, complex way later.
- In general, Christian Living groups are gender balanced and the curriculum is delivered sensitively and mutual respect between genders is promoted. Gender balanced groups are the norm so that issues can be explored together and communicated in a sharing environment.
- Provision is made for children with Special Educational Needs in accordance with their individual learning plans, and content and delivery adapted so that all

students can access the Christian Living Curriculum. Extra pastoral support is available for students with SEN and disabilities when sensitive topics are covered.

- Teachers are supported with the curriculum map, resources in the form of booklets containing materials, or online courses, lesson plans, links to further reading and through team meetings. The curriculum is guided by PSHE Education Programme of Study (PSHE Association 2020).

3 Teaching programme

Details of the curriculum content for all years can be found on the school's intranet and at [PSHE Association Programme of Study](#).

Christian Living content links to many, if not all, other areas of the curriculum and pastorally in House life. Housemistresses and Housemasters deliver these values pastorally in House life. Through audit, the College ensures that Spiritual, Moral, Social, Cultural and British Values strands are embedded in all areas of the curriculum.

4 Working with parents

In accordance with teaching in *Gravissimum Educationis* (Pope Paul VI) the College recognises that parents have 'the primary and inalienable right and duty to educate their children'. The College encourages dialogue with parents. Parents know who to contact for further information and in case of any concerns.

5 Working within the wider community

Christian Living has links to the many and varied Service Projects in the school. Year 10 and Year 12 students, especially, participate in service activities which engage with the wider community such as local schools, elderly care homes and charity shops. Christian Living also links closely to Chaplaincy, which takes students out into the wider world, for example Year Group Retreats, the Friendship project and the Lourdes Pilgrimage.

6 Visiting Speakers

The Christian Living curriculum regularly uses outside speakers to deliver content and encourage reflection. Safeguarding and supervision arrangements for all outside speakers follow the College's visiting speakers risk assessment, details of which can be found in the Risk Assessment Policy – Health and Safety.

The views of speakers may not necessarily be fully aligned to the College's Catholic Benedictine ethos but speakers are asked to deliver content in a manner that is respectful of it. Furthermore, the routine provision of follow-up discussions ensures that students' questions can be addressed and that Church Teaching can be articulated.

7 Review

This policy will be reviewed annually or more frequently if required by relevant guidance.