

All Saints Catholic College



PSHE (Personal, Social and Health Education) Policy

Date Approved by Governors: September 2024

Date to be reviewed: September 2025

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Introduction

PSHE is a planned provision which is designed to promote pupils' personal, social and emotional development. By its very nature, personal health education permeates the whole curriculum.

PSHE is not simply a tool by which a moral message is delivered to pupils. It should offer a supportive atmosphere in which pupils develop discussion, thinking and reasoning skills to support their beliefs. Pupils should be encouraged to learn from each other and therefore respect each other's views and opinions. At All Saints, we strive to provide an atmosphere which encourages and provides our young people with an education which will allow them to achieve to the very best of their ability and go on to success in their further education and careers.

We also want our students to be safe and happy, to be well-equipped for adulthood and be positive contributors to our society.

Statement of Intent

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

Our school aims to provide a coherent programme of personal, health, social, SMSC (social, moral, spiritual and cultural) and careers education to every pupil.

Our aims reflect the PSHE Association syllabus, which is designed to equip pupils to live healthy, safe productive, capable, responsible and balanced lives through the core themes of health and wellbeing, relationships and living in the wider world.

Our intent is to provide a PSHE curriculum that provides opportunities for pupils to reflect on and clarify their own values and attitudes, whilst exploring complex and sometimes conflicting ranges of values and attitudes, which they may encounter both now and in the future.

We aim to encourage high aspirations to maximise progress and to enable all pupils to experience the joy of success.

PSHE aims to help pupils to:

- Identify their personal qualities, attitudes, skills, attributes and achievements, and what influences these.
- Explore their attitudes, values and beliefs, and to develop the skills, language and strategies needed to manage any issues should they encounter these in their lives.
- Apply academic skills, such as critical thinking and resilience, to their approach to the study of PSHE.
- Promote pupils' spiritual, moral, social and cultural development.
- Equip all pupils with the knowledge and skills they need to stay safe, and to be able to communicate when they do not feel safe.
- Acquire a clear understanding about how the UK is governed, its political system and the democratic system of government.

- Understand the role of law and the justice system.
- Promote an understanding of responsible citizenship
- Acquire the skills to plan for financial needs.

There is a significant contribution within PSHE to pupils' SMSC development, as well as their behaviour and safety, which promotes pupils' wellbeing. PSHE promotes personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It provokes challenging questions about health and wellbeing, relationships and living in the wider world.

PSHE provides great opportunities for pupils to learn about becoming successful in the world of work, within their relationships which are forged throughout life, and as valued contributors to society as a whole. These consist of knowledge gained, behaviours learned and skills mastered. We aim to ensure that all learners have the opportunity to develop these attributes throughout their school careers.

Curriculum planning and delivery is in line with the PSHE Association and National Curriculum guidelines. This builds on the skills, attitudes, values, knowledge and understanding which pupils have previously acquired.

The curriculum is engaging and varied, containing information that is relevant to our pupils and our school setting. We often use outside agencies to deliver current engaging content, which is linked to our demographic area. We also use the 'Ten Ten' resources at Key Stages 3 and 4, to ensure that pupils are learning about RSE through a faith-based programme.

Implementation

Roles and Responsibilities

The subject leader is responsible for:

- The overall planning, implementation and review of the programme.
- Ensuring that teachers are aware of, and are responding to, local and national guidelines.
- Policy statements in relation to PSHE.
- Organising the delivery of PSHE through a team of dedicated teachers.
- Ensuring that a variety of teaching approaches will be used with students.
- Ensuring quality of delivery and monitoring learning across each cohort.

All staff are required to teach within the school's aims.

Organisation

- A wide range of teaching resources are available to teachers and for inspection by parents.
- PSHE resources are user friendly with guidance provided on the delivery.
- The delivery team meet to review, plan, evaluate and modify lessons.
- Support is offered through targeted INSET sessions.
- Further delivery is arranged through school events, educational visits, careers guidance, pastoral care and guidance, the assembly programme, student voice, and through teaching and learning in other subject areas.

Catholic Framework

The Catholic ethos of the school strives to demonstrate that we respect and value every member of the school community. Pupils will be encouraged to consider the importance of the following values:

- Respect and valuing themselves and others.
- Understanding and sensitivity towards the needs and views of others.
- Responsibility for their own actions.
- Responsibility to their family, the school and the wider community.

Programme of study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> •Transition •10:10 Who am I •Personal Identity •Resilience •Anxiety and depression •BHM •Self-assessment 	<p>Staying safe</p> <ul style="list-style-type: none"> •Dealing with anger •First Aid •Anti-Bullying •Respecting others •Healthy Eating •What is citizenship •Self-assessment 	<p>Families</p> <ul style="list-style-type: none"> •Types of relationships •10:10 Families and friends •Marriage and families •10:10 Health inside and out •10:10 Changing bodies •Mental Health awareness 	<p>Relationships</p> <ul style="list-style-type: none"> • Multiculturalism • Road Safety • Online presence • 10:10 Cinema in education part: <ol style="list-style-type: none"> 1 Facts of Life 2 Seeking and Offering Support 3 Looking in the Mirror •10:10 Where we come from 	<p>Relationships</p> <ul style="list-style-type: none"> • 10:10 Family and Friends • British Values - Identity and diversity • Protected characteristics LGBTQAI • Racism • British Values – Multicultural Britain • Wants and needs 	<p>Resilience</p> <ul style="list-style-type: none"> • 10:10 My life on screen • 10:10 Living Responsibly • 10:10 Close assessment • Careers • Aspirations • Human Trafficking
Year 8	<p>Safety, Health and fitness</p> <ul style="list-style-type: none"> •Core values on motivation •Protected characteristics – hate crimes •Homophobia •Importance of exercise •Healthy eating •10:10 Appreciating differences •Black History Month •Self-assessment 	<p>Health and prevention</p> <ul style="list-style-type: none"> •Safety in the community •Anti-Bullying •How to keep healthy - Smoking •The importance of sleep •Communication skills •Global Citizenship •Self-assessment 	<p>Internet Safety</p> <ul style="list-style-type: none"> • 10:10 Created and Chosen • Risky Behaviours and situations • Knife crime • Gambling awareness • 10:10 Trouble with Max 	<p>Online media</p> <ul style="list-style-type: none"> •10:10 Trust the Truth •Entrepreneur •Budgeting •Gambling •Voting •10:10 Appreciating differences •10:10 Think Before You Share 	<p>Being Safe</p> <ul style="list-style-type: none"> • 10:10 Tough relationships (protected characteristics) • 10:10 Feelings • 10:10 Think before you share • Criminal Exploitation county lines • Prejudice and discrimination • FGM • Mental health Managing Conflict • 10:10 Before I was born 	<p>Wider world</p> <ul style="list-style-type: none"> • 10:10 Wider World • Consent • Mental Health • Eating disorders • Careers • The Justice system • Human rights
Year 9	<p>Drugs Alcohol and Tobacco Hate Crime</p> <ul style="list-style-type: none"> •Drugs and the Law •Alcohol •Substance Misuse •Smoking and vaping •How parliament works •Black History Month •Self-assessment 	<p>Financial Choices</p> <ul style="list-style-type: none"> •Safety in the Community •Resisting Peer Pressure •Cost of living •Money management •Money, savings and loans •Critical thinking •Self-assessment 	<p>Choices and Pathways</p> <ul style="list-style-type: none"> •Growth mindset •Digital footprint •Qualifications •Year 9 options •Xello •Options – School Subjects •Careers Pathways 	<p>Wider world</p> <ul style="list-style-type: none"> • LGBTQAI+ • Forced Marriage • Acid attacks • Employability skills • Literacy and numeracy skills • Neurodiversity week 	<p>Intimate relationships Adolescents</p> <ul style="list-style-type: none"> • Success with rules • Alcohol awareness • Sexting • 10:10 The Search for Love • 10:10 Love People, Use Things • 10:10 100% Consent • 10:10 Knowing my Rights and Responsibilities • 10:10 Cinema in Ed Part 1- Love, Honour and Cherish Part 2+3 - The gift of Sex 	<p>Adolescents</p> <ul style="list-style-type: none"> • Male body image • Cancer awareness • Extremism PREVENT • Smoking and vaping • 10:10 Marriage • 10:10 In Control of my Choices • 10:10 Fertility and Contraception • 10:10 Close assessment
Year 10	<p>Families Developing Learning Skills</p> <ul style="list-style-type: none"> •Mental Health – Managing Transition •Being a Citizen •10:10 Self Image •10:10 Parenthood •Study •BHM •Tattoos and piercing •Self-assessment 	<p>Relationships</p> <ul style="list-style-type: none"> •Money, savings and loans •Sexism and ableism •10:10 Babies 1 •Diversity in Britain •10:10 Unexpected Pregnancy •10:10 Safe Sex or Save Sex •Mental Health 	<p>Personal safety</p> <ul style="list-style-type: none"> •The sleep factors •Mental Health •Extremism •10:10 Solidarity •10:10 Values, Beliefs and Attitudes •Neurodiversity •10:10 Abuse 	<p>Self-development</p> <ul style="list-style-type: none"> • Mental Health •10:10 Authentic Freedom • 10:10 Post Assessment • Mental Health •Gambling • Mental Health 	<p>Health and safety</p> <ul style="list-style-type: none"> • Neurodiversity • County lines • Binge drinking • Body shaming • STEM • Forced marriage • Work experience preparation 	<p>Careers</p> <ul style="list-style-type: none"> • GMACS • Applying to college and university • Work Experience Preparation • Work Experience • Work Experience Review • Independent living • Internet safety • Fake news and critical thinking • Steps for Year 11

Year 11	Choices and Pathways / Employment Rights and Responsibilities <ul style="list-style-type: none"> • Preparation for Post 16 • College applications • The Range of Opportunities • GMACS • Application Support • The sleep factors • Study skills 	Work and Careers <ul style="list-style-type: none"> • GMACS • Application Support • Study skills 	Relationships and Sex <ul style="list-style-type: none"> • 10:10 Cinema in Education: 1 Truth and Lies • 2 + 3 Truth or Lies • 10:10 – STI's • 10:10 Pregnancy and Abortion • 10:10 Fertility and Birth Control • 10:10 Coercive Control • Violence against Women and Girls. Consent 	Health prevention and being safe <ul style="list-style-type: none"> • 10:10 Parenting • Interview Skills and Personal Statements • 10:10 Assessment • Revision Techniques • 10:10 Addictions • Dealing with Stress Mental Health – Coping Strategies 	Careers / Wider world <ul style="list-style-type: none"> • Consequences of Drugs • Managing Financial Risks • Developing Life Goals • Study skills • GMACS • Types of Government • UK Political System • World Political Systems
		Health and staying safe <ul style="list-style-type: none"> • 10:10 Assess and Self Worth • 10:10 Eating Disorders and Addictions • Body Image <ul style="list-style-type: none"> • 10:10 Pornography 			

Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work.

All teachers are encouraged to develop a repertoire of flexible, active learning methods, including:

- Effective starting and ending strategies.
- High order questioning skills.
- Climate building and ground rules.
- Working together.
- Clarification of values.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Drama and role-play.
- Discussion and debate.

Impact

The main impact is measured by pupils becoming confident, tolerant and well-rounded adults. Pupils will be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life, from exposure to a range of global issues and problems. Pupils can build up their tolerance thresholds and develop a sense of responsibility about being a global citizen.

From engagement with a variety of scenarios pupils will develop an understanding of the different lifestyles that people may live. They will be respectful of and tolerant towards those leading different lives to themselves.

Attendance and engagement should increase as pupils see their own value, and the value of education, as they become able to deal more effectively with transitional moments.

Pupils should be able to understand how to be healthy and financially secure.

Before undertaking a unit linked to PSHE topics, pupils will use an assessment sheet detailing their understanding and thoughts about a topic. Periodically throughout the topic, pupils will assess any changes in their attitude, thinking or ability. They will also be assessed through the use of hinge questioning and checkpoint questioning. Finally, they will assess what they have learned, and plan how they will use this to aid their future lives.

Other policies that have relevance:

- Behaviour and Anti – Bullying
- Careers Policy
- Equality Policy
- First Aid Policy
- Child Protection and Safeguarding Policy
- Relationship and Sex Education Policy
- Provider Access Policy