

# All Saints Catholic College



## PSHE (Personal, Social and Health Education) Policy

Date Approved by Governors:

7<sup>th</sup> November 2023

To be reviewed: November 2024

## PSHE (Personal, Social and Health Education) Policy

## 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 have amended our delivery at both Key Stages 3 and 4, to include the new 'Ten Ten' Relationships and Sex Education (RSE) programme in order to follow statutory guidelines. This ensures 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, via the subject leader.
- PSHE resources are user friendly, with detailed lesson plans and guidance on the delivery.
- The delivery team meet regularly 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

### ALL SAINTS PSHCE EDUCATION: YEAR PLAN – PSHE/RSE

Key- Blue = Health and Wellbeing. Pink = RSE. Green = Careers and Finance Red = Laws

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>Mental Wellbeing</b> <ul style="list-style-type: none"> <li>Transition</li> <li>10:10 Who am I</li> <li>Personal Identity</li> <li>Resilience</li> <li>Anxiety and depression</li> <li>Coping Strategies</li> <li>Dealing with anger</li> <li>Benefits of exercise</li> </ul>	<b>Staying safe</b> <ul style="list-style-type: none"> <li>Community safety</li> <li>First Aid</li> <li>Anti-Bullying</li> <li>Respecting others</li> <li>Healthy Eating</li> <li>What is citizenship</li> <li>Being a British Citizen</li> </ul>	<b>Families</b> <ul style="list-style-type: none"> <li>Types of relationships</li> <li>10:10 Families and friends</li> <li>Marriage and families</li> <li>10:10 Health inside and out</li> <li>10:10 Changing bodies</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>10:10 Cinema in education part:               <ol style="list-style-type: none"> <li>Facts of Life</li> <li>Seeking and Offering Support</li> <li>Looking in the Mirror</li> </ol> </li> <li>International Woman's Day</li> <li>Respecting Boundaries</li> <li>Situations of struggle and conflict</li> <li>Internet safety</li> <li>10:10 Where we come from</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>10:10 Living responsibly</li> <li>British Values -Labelling and Stereotyping</li> <li>Protected characteristics</li> <li>Racism</li> <li>British Values – Multicultural Britain</li> <li>Wants and needs</li> </ul>	<b>Resilience</b> <ul style="list-style-type: none"> <li>10:10 My life on screen</li> <li>Resilience</li> <li>Internet safety – Hate speech</li> <li>Aspirations</li> <li>Careers</li> <li>10:10 Close assessment</li> </ul>
Year 8	<b>Safety, Health and fitness</b> <ul style="list-style-type: none"> <li>Core values and motivation</li> <li>Protected characteristics – hate crimes</li> <li>Homophobia</li> <li>Importance of exercise</li> <li>Healthy eating</li> <li>10:10 Appreciating differences</li> <li>Black History Month</li> </ul>	<b>Health and prevention</b> <ul style="list-style-type: none"> <li>Safety in the community</li> <li>Anti-Bullying</li> <li>How to keep healthy</li> <li>The importance of sleep</li> <li>Communication skills</li> <li>Global Citizenship</li> </ul>	<b>Internet Safety</b> <ul style="list-style-type: none"> <li>10:10 Created and Chosen</li> <li>Risky Behaviours and situations</li> <li>Knife crime</li> <li>Gambling awareness</li> <li>10:10 Trouble with Max</li> </ul>	<b>Online media</b> <ul style="list-style-type: none"> <li>10:10 Trust the Truth</li> <li>International Woman's Day</li> <li>Gangs</li> <li>10:10 Trust the Truth</li> <li>10:10 Think Before You Share</li> <li>Online behaviour</li> </ul>	<b>Being Safe</b> <ul style="list-style-type: none"> <li>10:10 Consent</li> <li>10:10 Feelings</li> <li>Criminal Exploitation</li> <li>FGM</li> <li>Managing Conflict</li> <li>10:10 Before I was born</li> </ul>	<b>Employment</b> <ul style="list-style-type: none"> <li>10:10 Wider World</li> <li>Diversity and Difference</li> <li>British Values – Equality</li> <li>Human Rights</li> <li>Active Citizenship</li> <li>Parliament</li> <li>Employment Rights</li> </ul>

Year 9	<p>Drugs Alcohol and Tobacco</p> <p>Hate Crime</p> <ul style="list-style-type: none"> <li>Drugs and the Law</li> <li>Alcohol</li> <li>Tobacco</li> <li>Substance Misuse</li> <li>Positive and Negative Drug Use</li> <li>Black History Month</li> <li>County Lines</li> <li>PREVENT – Extremism</li> </ul>	<p>Financial Choices</p> <ul style="list-style-type: none"> <li>Safety in the Community</li> <li>Resisting Peer Pressure</li> <li>Anti-Bullying Week</li> <li>Attitudes to Money</li> <li>Understand Financial Terms</li> <li>Influences and Debt</li> <li>Debit and Credit Cards</li> </ul>	<p>Choices and Pathways</p> <ul style="list-style-type: none"> <li>Ethics of Money</li> <li>Saving Borrowing and Loans</li> <li>Recession</li> <li>GMACS</li> <li>Options – School Subjects</li> <li>Qualifications</li> <li>Careers Pathways</li> <li>Substance misuse</li> </ul>	<p>Choices and pathways</p> <ul style="list-style-type: none"> <li>Employability Skills</li> <li>Literacy and Numeracy Skills</li> <li>International Woman's day</li> <li>STEM Careers</li> <li>Success with Rules</li> </ul>	<p>Intimate relationships</p> <p>Adolescents</p> <ul style="list-style-type: none"> <li>10:10 The Search for Love</li> <li>10:10 Love People, Use Things</li> <li>10:10 100% Consent</li> <li>10:10 Knowing my Rights and Responsibilities</li> <li>10:10 Cinema in Ed Part 1- Love, Honour and Cherish Part 2+3 - The gift of Sex</li> <li>10:10 Marriage</li> </ul>	<p>Adolescents</p> <ul style="list-style-type: none"> <li>10:10 In Control of my Choices</li> <li>Respecting Diversity – Gender Identity</li> <li>10:10 Fertility and Contraception</li> <li>LGBT and Hate Speech</li> <li>Regular Self Examination (Cancer)</li> <li>Immunisations</li> <li>10:10 Close assessment</li> </ul>
Year 10	<p>Families</p> <p>Developing Learning Skills</p> <ul style="list-style-type: none"> <li>Mental Health – Managing Transition</li> <li>10:10 Self Image</li> <li>10:10 Parenthood</li> <li>10:10 Babies 1</li> <li>10:10 Unexpected Pregnancy</li> <li>10:10 Safe Sex or Save Sex</li> <li>Black History Month</li> <li>10:10 Values, Beliefs and Attitudes</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>10:10 Abuse</li> <li>British Values - Remembrance Day</li> <li>Anti-Bullying Week</li> <li>Racism and Homophobia</li> <li>Sexism and Ableism</li> <li>Diversity in Britain</li> <li>10:10 Solidarity</li> <li>LGBTQ+ Hate Crime</li> </ul>	<p>Politics, and personal safety</p> <ul style="list-style-type: none"> <li>Types of Government</li> <li>UK Political System</li> <li>World Political Systems</li> <li>The Commonwealth</li> <li>Gangs</li> <li>Extremism and Radicalisation</li> <li>10:10 Authentic Freedom</li> </ul>	<p>Healthy behaviours</p> <ul style="list-style-type: none"> <li>Mental Health – Stress, Anxiety and Depression</li> <li>Mental Health – Grief and Bereavement</li> <li>International Woman's Day</li> <li>Gambling</li> <li>10:10 Post Assessment</li> </ul>	<p>Self-development</p> <ul style="list-style-type: none"> <li>Consequences of Drugs</li> <li>Managing Financial Risks</li> <li>Mental Health – Coping Strategies</li> <li>Developing Life Goals</li> <li>GMACS</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>GMACS</li> <li>Interview Skills and Personal Statements</li> <li>Work Experience Preparation</li> <li>Work Experience</li> <li>Work Experience Review</li> <li>Steps for Year 11</li> </ul>
Year 11	<p>Choices and Pathways / Employment rights and Responsibilities</p> <ul style="list-style-type: none"> <li>Preparation for Post 16</li> <li>The Range of Opportunities</li> <li>GMACS</li> <li>Application Support</li> </ul>	<p>Work and careers</p> <ul style="list-style-type: none"> <li>GMACS</li> <li>Application Support</li> </ul> <p>Health and staying safe</p> <ul style="list-style-type: none"> <li>10:10 Assess and Self Worth</li> <li>10:10 Eating Disorders and Addictions</li> <li>Body Image</li> <li>10:10 Pornography</li> </ul>	<p>Body changes</p> <ul style="list-style-type: none"> <li>10:10 Cinema in Education: 1 Truth and Lies 2 + 3 Truth or Lies</li> <li>10:10 – STI's</li> <li>10:10 Pregnancy and Abortion</li> <li>10:10 Fertility and Birth Control</li> </ul>	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> <li>10:10 Coercive Control</li> <li>Violence against Women and Girls. Consent</li> <li>10:10 Parenting</li> </ul>	<p>Health prevention and being safe</p> <ul style="list-style-type: none"> <li>10:10 Assessment</li> <li>Revision Techniques</li> <li>10:10 Addictions</li> <li>Dealing with Stress</li> </ul>	



# 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. They will develop a list of 'I can' statements linked to the core content.

### Other policies that have relevance

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

