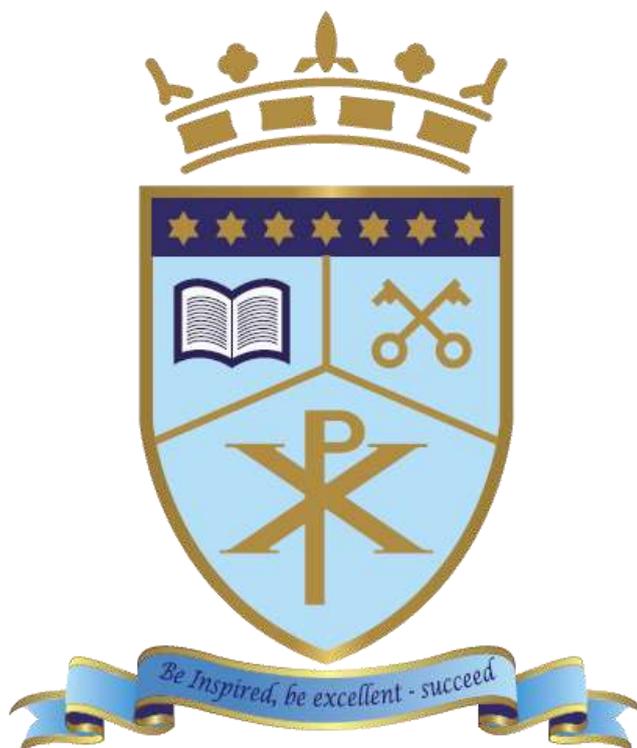


All Saints Catholic College



PSHE Policy

Date Approved by Governors: 6.10.22

Date to be reviewed: October 2023

PSHE Policy

Introduction

PSHE is a planned provision which is designed to promote pupil's 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 be a supportive atmosphere in which pupils develop discussions, 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 further education and careers.

We also want our students to be safe and happy, 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 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 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 and explore complex and sometimes conflicting range of values and attitudes they encounter 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 about them and develop the skills, language and strategies needed to manage any issues should they encounter them 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 be able to communicate when they do not feel safe
- Acquire clear understanding of how the UK is governed, it's 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 in PSHE, to pupils' SMSC development, their behaviour and safety and it 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 the pupils to learn in order to be successful in the world of work, in relationships forged throughout life and as a valued contributor to society as a whole. These tools consist of knowledge gained, behaviours learned and skills mastered and it is our job to ensure that all learners have the opportunity to develop these attributes through their school experience.

The curriculum planning and delivery is in line with the PSHE Association and National curriculum guidelines and builds on the skills, attitudes, values, knowledge and understanding they have previously acquired.

The curriculum is engaging and varied with information that is relevant to our pupils and our school setting. We often use outside agencies to deliver current engaging content linked to our demographic area. We have amended our delivery at both KS3 and KS4 to include the new 'Ten Ten', Relationships and Sex Education (RSE) programme in order to follow statutory guidelines. This ensures that the 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 guidelines and national
- Policy statements in relation of PSHE.
- Organising the delivery of PSHE is through a team of dedicated teachers

- Ensuring that a variety of teaching approaches will be used to give students relevant
- Ensuring quality of delivery and monitor learning across each cohort.

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

Organisation

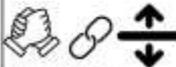
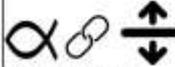
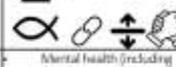
- Students are taught in mixed ability gender groups through bespoke Citizenship lesson
- A wide range of teaching resources are available to teachers and for inspection by parents through the subject leader.
- PSHE resources are user friendly with detailed lesson plans and guidance on the delivery.
- The delivery team meet regularly to review, plan, evaluate and modify lessons.
- Support is offered through targeted INSET.
- Further delivery is 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

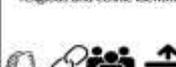
Catholic Framework

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

Year Group:	Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
YEAR 7	<ul style="list-style-type: none"> Personal identity and values Learning skills and teamwork Respect in school What is Citizenship? 	<ul style="list-style-type: none"> Making and maintaining friendships Identifying and challenging bullying Communicating online Sexing What is a good citizen? 	<ul style="list-style-type: none"> Regulating emotions Diet and exercise Hygiene and dental health Sleep The basics of the British political system 	<ul style="list-style-type: none"> Puberty and managing change Body satisfaction and self-concept Multi Cultural Britain 	<ul style="list-style-type: none"> Relationship boundaries Unwanted contact FGM and forced marriage LGBTQ+ Rights in the community Basic economics - Banking 	<ul style="list-style-type: none"> Developing agency and decision making skills Drugs, alcohol and tobacco Safety and first aid My future careers Exploring various careers choices 
YEAR 8	<ul style="list-style-type: none"> Managing online presence Digital and media literacy County Lines 	<ul style="list-style-type: none"> Stereotypes, prejudice and discrimination Promoting diversity and equality The Justice System 	<ul style="list-style-type: none"> Drugs and alcohol Introduction to contraception Resisting peer influence Online choices and influences 	<ul style="list-style-type: none"> Financial decisions Saving and borrowing Gambling, financial choices and debt How different institutions work 	<ul style="list-style-type: none"> Healthy relationships: Boundaries and consent LGBT+ inclusivity 'Sexing' Managing conflict 	<ul style="list-style-type: none"> Maintaining positive mental health Importance of physical activity Higher Education Understanding how higher education works 
YEAR 9	<ul style="list-style-type: none"> Sources of careers advice Employability skills How Parliament Works Elections 	<ul style="list-style-type: none"> Friendship challenges Gangs and violent crime Drugs and alcohol Assertive communication 	<ul style="list-style-type: none"> Mental health (including self-harm and eating disorders) Loss and bereavement Healthy coping strategies LGBTQ+ Basic Laws and British Values 	<ul style="list-style-type: none"> SE options Aspirations for the future Career choices Identity and the world in work Multi Cultural Britain 	<ul style="list-style-type: none"> Healthy/unhealthy relationships Consent Relationships and sex in the media 'Sexing' How the police and Courts work 	<ul style="list-style-type: none"> Sexually transmitted infections (STIs) Contraception Cancer awareness First aid 

Year 10	<ul style="list-style-type: none"> Managing transition to key stage 4 including learning skills Managing mental health concerns Being good citizens Money management Fraud and cybercrime 	<ul style="list-style-type: none"> Relationship expectations Impact of pornography Identifying and responding to abuse and harassment LGBTQ+ Parliamentary democracy 	<ul style="list-style-type: none"> First aid and life-saving Personal safety Online relationships Making safe and healthy lifestyle choices Health promotion and self-examination Blood, organ, stem cell donation Diverse national, regional, religious and ethnic identities 	<ul style="list-style-type: none"> Skills for employment Applying for employment Online presence and Reputation Managing grief and loss Local, regional and international governance 	<ul style="list-style-type: none"> Forced marriage Nature of committed relationships Diversity and discrimination Extremism The different electoral systems 	<ul style="list-style-type: none"> Preparation for the life after All Saints Recognising and celebrating successes Transition and new opportunities Aligning actions with goals Careers skills and interview Human rights and international law 
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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
- Values clarification
- 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 pupils becoming confident, tolerant and well-rounded adults. Pupils can 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 tolerance and a sense of responsibility of being a global citizen.

From engagement with a variety of scenarios pupils can understand the different lifestyles that people may live and be respectful 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 and be able to deal more effectively with transitional moments.

Pupils should be able to know 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 around a topic. Periodically throughout the topic pupils will assess the changes in attitude, thinking or ability. They will also be assessed through the use of hinge questioning and checkpoint questioning. Finally, they will assess what has been learnt and plan how they will use 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
- Careers Policy
- Equality and Diversity Policy
- E-Safety including using Social Media Responsibility Policy
- First Aid Policy
- Health and Safety Policy
- Looked after pupil's Policy
- Safeguarding Policy incorporating Child Protection
- Safeguarding against Extremism and Radicalisation Policy
- Sex Education and Relationship Policy