

# ST. DAMIAN'S RC SCIENCE COLLEGE



Personal, Social, Health and Economic Education Policy

*PSHE Policy*

<b>Approved by Governors:</b>	<b>March 2024</b>
<b>Date to be reviewed:</b>	<b>Biennial</b>

# Personal, Social, Health and Economic Education Policy

*To develop pupils' knowledge, understanding and skills relevant to life in a rapidly changing world*

## Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2022) 'Keeping children safe in education' (KCSIE)
- DfE (2019, updated Sept 2021) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'

This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy
- RSE Policy
- Child Protection and Safeguarding Policy

## Rationale

As a Catholic College, our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Catholic Church. The PSHE (Personal, Social, Health and Economic) course is designed to help learners develop the knowledge, understanding and skills they need to manage their lives, now and in the future.

Within PSHE lessons we focus on real life issues which affect our pupils, their families and their communities. It engages with the social and economic realities of their lives, their experiences, and attitudes. At all times, our Catholic faith and ethos underpin the discussions and various sensitive topics.

As part of the PSHE programme emphasis is also placed on Careers Education and progression routes post 16, with regular contributions from the local sixth form colleges and the careers service.

## INTENT

### Principles and Values

St Damian's R.C College believes that PSHE should:

- Develop a student's knowledge and understanding of what constitutes a healthy lifestyle.
- Promote independent and responsible members of the school and local community.
- Encourage every student to be positive and active members of a democratic society.
- Develop self-confidence and self-esteem and assist students to make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Encourage students and teachers to share and respect each other's views.

- Generate an atmosphere where questions and discussion on matters can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer and we aim to work in partnership with relevant professionals and other school partners.
- Know and understand what constitutes a healthy lifestyle.
- Enable students to be aware of safety issues.
- Encourage respect for others regardless of race, gender and mental and physical disability.

## **Aims**

Our PSHE programme aims to prepare students for an adult life in which they can:

- Receive accurate and relevant knowledge.
- Experience opportunities to turn that knowledge into personal understanding.
- Explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- Be aware of the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- Be successful learners who enjoy learning, make progress and achieve.
- Be responsible, respectful and active citizens who make a positive contribution to society.
- Deepen their understanding of the British Values of democracy, individual liberty, the rule of law and mutual respect and tolerance and Citizenship.
- Understand equality of opportunity, respect protected characteristics and celebrate others unique individuality.
- Develop financial and economic awareness.
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to risk assess any situation in which they may find themselves.
- Avoid being exploited or exploit others.
- Recognise the dangers of inappropriate use of mobile technology and social media
- Develop an age-appropriate understanding of healthy relationships through appropriate relationships & sex education
- Communicate effectively by developing appropriate terminology.
- Be aware of sources of help and acquire the skills and confidence to access confidential advice, and support if necessary.
- Know how to keep themselves mentally and physically healthy and look after their own well-being
- Know when and how to ask for help
- Know how the law applies to their lifestyle choices.
- Are ready for key transitions into the next phase of education, training or employment

## **Organisation and Content of PSHE Education**

PSHE at St Damian's is delivered through a variety of teaching strategies and relevant resources. PSHE is taught at Key Stage 3 one hour per fortnight and is further supported through cross curricular links, collective worship, ASPIRE Days and other activities or events in the school calendar which provide links with outside speakers. At KS4, PSHE is delivered in two tutor times plus one hour lesson once per fortnight. The Curriculum Overviews for PSHE are published on the school website.

PSHE Education at St. Damian's R.C. Science College has four main elements within which students will be taught:

### **Health and Wellbeing**

- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change, such as puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in an emergency.
- To identify different influences on health and wellbeing.

## **Relationships**

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse.
- How to respond to risky or negative relationships and ask for help.
- How to respect equality and diversity in relationships.

## **Living in the wider world**

- About respect for self and others and the importance of responsible behaviours and actions.
- About rights and responsibilities as members of families, other groups and ultimately as citizens.
- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives.
- A basic understanding of enterprise.

## **Careers Education, Information & Guidance**

- An understanding of the world of work.
- An understanding of the career choices available.
- About the choices process through Sixth Form College open days and taster sessions, college visits, mock interviews and visiting speakers.
- Know about the options available to them for future education, training and employment.
- Know how to access expert advice and where specialist information can be found.

## **IMPLEMENTATION**

To facilitate pupil's learning in PSHE:

- Rules are established at the beginning to create an environment of safety, maturity and security. Pupils have the right to 'pass' if they do not feel comfortable with a question.
- Pupils are encouraged to engage in discussions and ask questions.
- The learning objective for each lesson is made clear.
- Appropriate learning experiences are planned in line with the long-term PSHE scheme of work to meet the needs of all the pupils in the class.
- Where necessary, the school's SENCO may be consulted on best practice for delivery.

- Scenario based learning experiences including video clips draw on pupils' own knowledge and understanding to provide them with a range of opportunities to learn, practise and demonstrate skills, attitudes, knowledge and understanding.
- Time is given for pupils to reflect, consolidate and apply their learning of skills to relevant scenarios.
- Resources support staff to ensure safeguarding, handling sensitive and controversial issues and confidentiality and also to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE.

### **Assessment**

There are no formal summative assessments in PSHE but formative assessment is as central to effective teaching and learning in PSHE education as it is in any other subject and allows pupils and teachers to reflect on the learning that has taken place, increases motivation for learning and helps to demonstrate impact. Assessment is an ongoing process and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. Evidence of progress is demonstrated in pupil work.

### **Inclusion**

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by ensuring that lessons are age appropriate and address issues relevant to their stage of development and that issues are dealt with in a manner that is sympathetic to all in the audience. Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by adhering strictly to the code of practice drawn up at the beginning of each year which is revisited regularly. We use PSHE education as a vehicle to address diversity issues and to ensure equality for all.

### **Right of Withdrawal of Students from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from parts of PSHE education except for those parts included in the statutory National Curriculum (i.e. Citizenship). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any PSHE resources the school uses.

### **Confidentiality, Controversial and Sensitive Issues**

Due to the nature of PSHE education, students' learning may result in them seeking advice or support on a specific personal issue. No teacher can offer complete confidentiality, and it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

### **Monitoring and Evaluation**

- The Deputy Headteacher meets regularly with the PSHE Co-ordinator to discuss and review the PSHE work in school
- The PSHE Co-ordinator will seek evaluation from pupils and staff and use the feedback to make any changes or revise any aspects of the Careers delivery in school
- The policy will be reviewed annually.
- The PSHE policy will be updated in accordance with any statutory guidance and with reference to any non-statutory recommendations having full regard for the vision and ethos of the school