



**ST MARY'S
COLLEGE**

PSHE Policy

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| Name of policy | PHSE Policy |
| Reviewed | January 2023- JSi |
| Date of next review | January 2024 |

1. Aims

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. (DfE 2021.)

The PSHE programme at St Mary's College is part of our wider Personal Development offer to support all students to be the most impressive young people they can be. This corresponds with assemblies, our Personal Tutor System and our focus on fundamental British values, both in form time and across the curriculum. The PSHE programme has been constructed to meet the needs of our students, to incorporate the 9 protected characteristics and develop our young people to be remarkable, well-rounded individuals who contribute positively to their communities and thrive in modern Britain.

At St Mary's College we have high expectations of our children and strive to ensure that every child achieves spiritually, morally, physically and academically as well as possible. As a truly Christian community, our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

Our PSHE programme, is rooted in our school values and aims to equip each child with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed independent decisions and choices to enhance and enrich their own and others' lives. This will aid them in navigating their way through life whilst at school and for the years that follow, overcoming the challenges they are likely to encounter with excellent strength of character.

We aim to prepare children for life in modern Britain. Ensuring that the fundamental British values are introduced, discussed and lived out through the ethos and work of the school. Each term, students focus on one British value and this is integrated within our PSHE programme.

We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

We continue to tailor our PSHE programme to best reflect the needs of our current children at St Mary's College through:

1. Promoting their spiritual, moral, cultural, mental and physical development
2. Preparing them for the opportunities, responsibilities and experiences of later life.
(Education Act 2002/ Academies Act 2010)
3. The use of student voice

2. Statutory requirements

St Mary's College's Personal, Social, Health and Economic (PSHE) Education Policy is based on current Department for Education's statutory Relationships Education, RSE and Health Education guidance which sets out what schools must cover. Our comprehensive curriculum covers, but is not limited to, statutory content. The statutory content includes Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education from key stage 1 to 4.

PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a 'balanced and broadly-based curriculum' which promotes 'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life'. The relationships and health aspects of PSHE education has been compulsory in all schools since 2020.

The St Mary's College PSHE education curriculum makes significant and comprehensive contributions to fulfilling all of these duties.

Following the guidance, we have amended the following curriculum subjects:

1. Relationships and sex education (RSE)
2. Health education

Both of these statutory elements fall under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. *(Please see the St Cuthbert's RSE, Relationships & Sex Education Policy for further detail)*

Content and delivery

3.1 What we teach

After evaluating the previous PSHE curriculum time was dedicated to reviewing content and as a result we have built a bespoke curriculum tailored to the needs and lives of our children. The PSHE Association's and Ten:Ten's suggested curriculum content has been used as a basis to design lessons and supporting materials for all students. With this, the academic year is divided into 4 broad areas of PSHE focus:

1. Individuality and personal development
2. Autonomy and advocacy
3. Independence and aspirations
4. Choices and influences

All PSHE content is delivered at an age and developmentally appropriate level and builds on the four areas listed above, year on year. **You can view our curriculum for 2022-23 here.** Our curriculum is clearly mapped to ensure progression across year groups and opportunities to revisit and build upon prior learning.

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance.

Please refer to our Relationships and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject.

3.2 How we teach it

There are 9, two-hour immersion sessions over the academic year, where students will cover their PSHE programme in tutor groups. Every week there is a protected tutor session on British values and another on Online Safety to compliment the delivery of the PSHE curriculum. Additionally, there are 3 further Personal Development immersion sessions, occurring once per term for 3 hours, which focus on individual liberty, identity & choices, democracy, community and making a difference and social injustice, respect & tolerance respectively, to fortify PSHE curriculum delivery.

Lessons are centrally created by the Personal Development Lead and they are responsible for delivering the necessary training for pastoral teams who will be delivering the content. **All lessons are in line with our long-term PSHE scheme of work and underpinned by the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.** All content aims to be fully inclusive in nature and we regularly review our materials in light of the changes we see in the world around us.

We are member of Ten:Ten and the PSHE Association and the materials that they produce are used to inform the content covered.

Weekly assemblies, the British values weekly tutor session, the fortnightly PSHE tutor session and the curriculum all contribute to the PSHE programme.

To facilitate children's learning in PSHE lessons:

- Rules are established at the beginning to create an environment of safety, maturity and security; one in which students are encouraged to talk hypothetically as opposed to each other's personal experiences
- The purpose of each lesson is made clear
- Appropriate learning experiences are planned in line with our long-term PSHE scheme of work to meet the needs of all the children in the class. Where necessary, the school's SENDCO is consulted on best practice for delivery
- The DSL is included in the planning process to ensure that the contextual safeguarding themes are addressed in the PSHE sessions

- Scenario-based learning experiences draw on children's 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 children to reflect, consolidate and apply their learning of skills to relevant scenarios. This is evidenced in students' online workbooks on Google Classroom which are reviewed by the tutor during and after delivery of each session.
- Staff training needs are met, to include safeguarding students, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE and that lessons remain fully inclusive for all.
- Staff at St Mary's College lead the programme, but, carefully selected and, where necessary, screened outside visitors may play a role in delivering content.

4. Roles and responsibilities

4.1 The Directors of St Mary's College will approve the PSHE Policy and hold the Head of School to account for its implementation.

4.2 The Head of School

The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE lessons in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress of students in PSHE lessons
- Responding to the needs of individual students in PSHE lessons

4.4 Students

Students are expected to engage fully in PSHE lessons and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by SLT links to the year teams and the Head of Year. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. Monitoring is conducted through;

- Lesson drop-ins
- Termly student voice surveys
- Work scrutiny/discussions

6. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education (RSE) Policy This policy will be reviewed by SLT annually
- Equality Act 2010 Protected Characteristics Policy