

Personal, Social, Health and Economic (PSHE) Education Policy (Draft)

St Thomas More
RC Academy

Approved by: [Name] Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

Mission Statement

St. Thomas More Roman Catholic Academy is a Catholic school, and as such we attempt to follow the example of Jesus Christ in our work, worship and relationships.

Our aims are:

- To be a community based on Christian values, notably Love, Justice, Peace, Truth and Tolerance, and to encourage individuals in their commitment to these ideals.
- To provide a secure, welcoming and ordered environment in which individuals learn to value and respect both themselves and others.
- To give individuals the opportunities to develop their full potential as human beings, and to encourage and challenge them to do so.
- To encourage everyone to strive to do their best and to strive for the highest standards in all areas of activity. To help children grow into confident, open, resourceful young people with a sense of responsibility and of service.

Aims and Purpose

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 2020

PSHE is a non-statutory subject. However, much of the PSHE curriculum becomes statutory for all schools from September 2020. This includes Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education. At St Thomas More RC Academy, we have updated the Programmes of Study for PSHE education to support our young people and integrate this new statutory content, by key stage, into the broader PSHE programmes.

The Education Reform Act 1988 requires all schools to provide a broad and balanced curriculum that:

- promotes the spiritual, moral, social and cultural development of young people at the school and of society.
- prepares young people for the opportunities, responsibilities and experiences of adult life

'Certainly, as members of the Church, we should not stand apart from others. ... Yet at the same time we must dare to be different, to point to ideals other than those of this world, testifying to the beauty of generosity, service, purity, perseverance, forgiveness, fidelity to our personal vocation, prayer, the pursuit of justice and the common good, love for the poor, and social friendship'.

"Christ is Alive," Pope Francis' Letter on Young People and the Church

At St Thomas More RC Academy the provision of a comprehensive PSHE education programme is central to achieving the Academy's own aims and mission statement.

PSHE education provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning – by providing learning that promotes positive relationships and thus supports young people in reaching their full potential
- Developing the key concepts, knowledge and understanding, language, skills and strategies that enable young people to make positive lifestyle choices, now and in their future
- Developing the key concepts and skills that both support academic learning (for example, team working that encourages more effective group enquiry) and transcend it (for example, building resilience and developing entrepreneurial skills), and that are essential to employability in a rapid changing global economy

The values and ethos of St Thomas More RC Academy will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE education. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our young people.

The school provides opportunities for young people to make real decisions about their lives, to take part in activities that stimulate adult choices, and where they can demonstrate their ability to take responsibility for their decisions.

We provide Personal, Social, Health and Economic education to Key Stages 3 to 5, through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach.

In addition to this, Our PSHE education programme recognises that young people will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of all our students.

PSHE and Safeguarding:

PSHE education is a key component in our approach to safeguarding in the curriculum. Through work on topics such as relationships and consent, the programme provides pupils with the knowledge, language, skills and strategies to protect themselves, to protect their peers and if necessary to access help for themselves and others.

PSHE and British Values:

The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are promoted through the PSHE programme and are taught implicitly in lessons and throughout all key stages.

PSHE and Behaviour:

PSHE education is a key component in our approach to the management of behaviour. Work on topics such as rights, responsibilities, equality, healthy relationships and abuse and the development of skills including listening and effective team working contribute to an effective learning environment. School is a place of learning and our intention is to create independent young people, it is essential that we provide the learning to enable our students to take increasing responsibility for these outcomes.

Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance (DfE, 2020)
- We must teach health education under the same statutory guidance. (DfE, 2020)

Content and delivery

What we teach

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 (linked to above).

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. This can be found in the 'Policies' section of the Academy's website.

During Key Stages 3 and 4 young people will follow the national curriculum programmes of study tailored to our students' needs and reflecting current concerns. They will learn about Health and Wellbeing, Relationships, and Living in the Wider World.

The programme develops the key concepts of:

- Identity
- Resilience
- Managing Change
- Power (within social contexts such as peer-pressure)
- Rights, Responsibility and Consent
- Diversity and Equality
- Risk management
- Health (mental, physical and emotional) and balanced lifestyles
- Relationships (including; friendships, romantic, familial)
- Career (including academic choices, enterprise and economic understanding)

It further develops and rehearses:

- Intrapersonal skills required for self-management
- Interpersonal skills required for positive relationships
- Enquiry skills

For other aspects of PSHE, including health education, see the curriculum map for more details about what we teach in each area. This can be found in the 'Curriculum' section of the Academy's website.

How we teach it

At St Thomas More RC Academy PSHE is taught one lesson per week in tutor groups by the form tutor.

The PSHE education programme is taught within safe and supportive learning environments, where established ground rules allow young people to develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, reflect on opinions, and put what they have learned into practice in their own lives.

The PSHE education programmes are just one part of what St Thomas More RC Academy does to help young people develop the knowledge, skills attitudes and understandings they need to fulfil their potential.

The learning provided by the PSHE education programmes support and are supported by other curriculum areas, cross-curricular learning opportunities, our commitment to providing 'Healthy Schools' climate and culture, and the pastoral systems.

St Thomas More Academy is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is responsibility of all staff, in partnership with families and the wider community. Where appropriate, we encourage their involvement in the programme.

The purpose of each lesson is made clear and learning experiences meet the needs of all young people in class. The PSHE education programme offer a wide variety of teaching and learning styles, with an emphasis on active and participative learning and the teacher as facilitator. Any information provided is realistic and relevant, and reinforces positive social norms.

Learning takes a positive approach that does not attempt to induce shock or guilt, and focuses on what young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Young people are encouraged to take responsibility for their own learning and to record their own progress. PSHE education encourages young people to reflect on their learning and the progress they have made, and transfer what they have learned to say and do from school subject to another and from school to their lives in the wider community.

The use of visitors to the classroom:

Visitors to the Academy enrich the PSHE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned development programme and the teacher is always present to manage the learning. Visitors are resources to enable learning, and are not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit.

Pupils with additional educational needs:

As far as is appropriate, young people with special educational needs follow the same PSHE education programmes as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one to one basis.

Sensitive topics and delivery:

Teachers are aware that views of some of the issues covered within our programmes of study may be sensitive or controversial. However, whilst personal views are respected, all topics are taught without bias and in keeping with the mission of the Academy and the Church.

Topics are presented using a variety of views and beliefs so that young people are able to form their own informed opinions but also to respect others that may have different views. Extreme views in any form, on any topic will always be challenged and monitored carefully.

Monitoring and evaluating

The PSHE education coordinator will monitor the planning, teaching and learning of PSHE education regularly. Planning will be monitored termly, and observations of teaching will take place in accordance with the respective schools monitoring cycle. Feedback will be given to teachers. The schemes of work and policy will also be reviewed according to the review cycle.

Assessment, recording and reporting

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme. Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and set personal goals and agree strategies to reach them.

The process of assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress each lesson and over a unit of work in different ways.

Pupil's learning will be assessed through; in class question and answer, discussion, group work, peer assessment, self assessment and marking. Progress is defined based on the progression framework and with respect to the individual pupil's starting point.

Stakeholder consultation on policy

- Pupils are consulted via the school council
- Governors are consulted through policy review
- Parents have ready access to the policy and are invited to feedback directly to the school
- Staff have ready access to the policy and are encouraged to feedback directly to the school

Confidentiality

Due to nature of the topics covered in the PSHE education programmes, all teachers are made aware of St Thomas More Academy's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Link to other policies

Other school policies contribute to the personal, social and emotional development of pupils:

- Relationships and Sex Education (RSE) Policy
- Anti-bullying Policy
- Drug Policy
- No Smoking Policy
- Child Protection Policy
- Behaviour Policy

DRAFT