



St Bede's

Catholic School
& Sixth Form College

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

Academic Year

2022 - 2023

Governing Body Approval	
Name: Mr D Juric	
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Date: 29 September 2022	

What Is Personal, Social, Health and Economic Education?

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.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

(Personal, social, health and economic (PSHE) education - Updated September 2021 – DFE)

Under the Education Act (2002) / Academies Act (2010) all schools must provide a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society.
- Prepares students at the school for the opportunities, responsibilities and experiences of later life.

Principles and Values

St Bede's Catholic School and Sixth Form 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 citizens who make a positive contribution to society.
- 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.
- 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 the law applies to their lifestyle choices.

Organisation and Content of PSHE Education

PSHE at St Bede's Catholic School and Sixth Form College will follow the framework given as non-statutory guidance in the National Curriculum. This framework will be delivered through a variety of teaching strategies and relevant resources. PSHE is taught in all Key Stages in PSHE lessons. In Year 7 PSHE is taught in one standalone lesson per fortnight. In Year 8 -13 PSHE is taught during period 4.

PSHE will be delivered predominantly using materials from Chameleon PDE. All PSHE is further supported through cross curricular links, collective worship, and other activities or events in the school calendar which provide links with parents and other school partners.

PSHE Education in St Bede's Catholic School and Sixth Form 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.

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- 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.
- About the options available to them for future education, training and employment.
- How to access expert advice and where specialist information can be

found.

Through the delivery of this programme students will be:

1. Developing confidence and responsibilities and making the most of their abilities.
2. Preparing to play an active role as citizens.
3. Developing healthy and safe lifestyles.
4. Developing good relationships and respecting the difference between

people.

In following the framework for Citizenship our students will be taught:

1. Social and moral responsibility.
2. Community involvement.
3. Political literacy.

Any PSHE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered within the year team or from the PSHE Co-ordinator who will help with planning or delivery lessons if required.

Assessment is an ongoing process and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Inclusion

We promote the needs and interests of all students, irrespective of gender, race, 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 will use PSHE education as a vehicle to address diversity issues and to ensure equality for all.

Right of Withdrawal of Students from Relationship and Sex 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.

If staff believe a child is vulnerable or at risk they will pass their concern to the safeguard team at their earliest opportunity.

Monitoring and Evaluation of PSHE Education

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake regular self-evaluation and monitoring and evaluation exercises led by the School's Leadership and Management Team.

The Governors Curriculum Staffing and Resources Committee is responsible for overseeing, reviewing and organising the revision of the PSHE Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's PSHE education policy, and on support and staff development, training and delivery.