



**St Edward's
School**

Unity - Achievement - Faith

Personal, Social and Health Education Policy

**Reviewed and approved by Teaching, Learning, Assessment and Curriculum
Committee**

On: 22nd March 2023

To be reviewed and ratified at the St Edward's Full Governing Body

On: 27th April 2023

Next review date: Spring 2025

SLT is responsible for oversight of this policy's implementation

Introduction

This policy covers St Edward's approach to PSHE in the context of being a joint Roman Catholic and Church of England school. Effective PSHE Education can make a significant contribution to the development of the skills needed by students as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

The work that is done within PSHE links closely with our mission statement:

MAY WE BE ONE

In purpose – educating for life in all its fullness

In faith – encountering God who lives among us, calling us to unity

In dignity – nurturing confidence and maturity

In community – striving together for justice, love and peace.

In particular the PSHE programme at St Edward's will focus on the "in purpose" and "in dignity" parts of the mission statement.

Through work in lessons and a range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they may face as they approach adulthood. This will help them to live life in all of its fullness.

It also develops students' well-being and self-esteem encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career. In this we hope to nurture confidence and maturity in all of our students.

PSHE at Key Stages 3, 4 and 5 builds on the pupils' own experiences and work done in Key Stage 1 and 2. It also complements Life lessons on the school curriculum covering areas such as issues in politics, the law, family, the environment, relationships, British Values, e-safety, self-awareness and the media.

Equality, diversity and Inclusion statement

St Edward's school is committed to the provision of PSHE to all of its students. Our programme aims to respond to the diversity of our students. Equal time and provision will be allocated for all groups but there may be occasions where young people are given extra support. We promote learning together and ensure that students show respect for others including those whose opinions are different to their own. We acknowledge that young people come to us from a wide range of backgrounds and experiences and will use PSHE activities as a vehicle to explore these differences in order to fulfil our aims.

Aims of our PSHE programme

As a joint church school we want our students to know and understand that all we do fits in with our mission statement and promotes gospel values of justice, love and peace. To do this the PSHE policy aims to:

- Allow all students to develop as fully as possible their interests, abilities and aptitudes.
- Develop programmes of study and experiences which will enhance student's self-respect and confidence and encourage them to take responsibility for themselves and their actions.
- Equip students for their adult roles in society and help them to understand the various responsibilities of adulthood.
- Enable students to make informed choices when considering the development of a healthy and safer lifestyle.
- Give students the confidence to discuss difficult issues.
- Develop each students' understanding of society and foster within them a desire to contribute positively towards it.

These aims are underpinned by our belief that we are all made in God's image and, as we are loved, so we should love others.

Organisation

PSHE will be overseen by the PSHE co-ordinator and will be line managed by a member of the Senior Leadership Team. The co-ordinator will be responsible for the production of the schemes of work, assessment and delivery of PSHE across the school. They will also be responsible for organising external speakers to deliver aspects of the curriculum and accessing CPD opportunities for themselves and relevant members of staff.

PSHE should not be delivered in isolation but firmly embedded in all curriculum areas. At St Edward's School, the main content is delivered in PSHE lessons delivered by tutors to tutor groups on a rolling programme consisting of one hour lesson a fortnight.

External speakers are invited in to school because of the particular expertise or contribution they are able to make. All visitors are made familiar with and understand the school's mission statement and PSHE policy and work within it. All input to PSHE Education lessons is part of a planned programme. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff and students.

The PSHE Co-ordinator facilitates the gathering of policy feedback from parents and carers, staff and students every year.

Curriculum:

The PSHE curriculum will be split into six topic areas. They are:

Finance and Careers
Technology (including online safety)

Sex and Relationships Education
Drug and Alcohol Education
Character Building
Mental Health

Each of these topic areas will be taught across all of Key Stages Three, Four and Five, and each will be given half a term's worth of curriculum time. We offer a spiral curriculum where themes, such as healthy lifestyles, are repeated each year but with increasing levels of complexity; this approach allows for students to build on prior knowledge and encounter relevant information within each topic at appropriate stages of their emotional development. The progression-based nature of this unit also affords students the opportunity to consistently develop and augment their skills in areas such as decision making, managing risk and critical thinking.

Our curriculum may be adjusted to take into account issues as they arise both in school and in national trends. With this in mind, PSHE will make additional use of tutor periods in order to address topics deemed pertinent either due to topicality or significance.

Assessment and evaluation

Short assessments take place at the end of each unit. These assessments are used to review the students' understanding of the material covered in that unit of work, evaluating understanding of key terminology, awareness of how and why this information is relevant to students' daily lives, and how the ideas and concepts within that topic can be applied to their own behaviour. The marks for these assessments are recorded centrally for the purpose of evaluating the effectiveness of the unit and to inform future planning; they are not used for data monitoring or reporting to parents.

Specific issues within PSHE

Due to the nature of the curriculum offered there will be sensitive topics covered, for example drugs, alcohol and mental health issues. It is important that we cover these areas but we are mindful that many young people are more affected by them than others. We offer the opportunity to ask questions both inside and outside the lesson and anonymously if appropriate. Wherever topics might cover sensitive areas we always offer support for students. This might be in the form of people within school, trusted support agencies as well as websites that we can recommend.

Answering difficult questions and sensitive issues

Staff members are aware that views around PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs, and in the light of Christian teachings so that students are able to form their own, informed opinions but also respect others who may have a different opinion. Christian teaching will reflect the traditions of our joint faith school ethos.

Both formal and informal PSHE, arising from students' questions, are answered according to the age and maturity of the student(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding Lead if they are concerned.

St Edward's school believes that PSHE Education should meet the needs of all students, answer appropriate questions and offer support.

Confidentiality and safeguarding

As a general rule a student's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he will take action as detailed in the Safeguarding Policy. The student concerned will be informed that confidentiality is being breached and the reasons why. The student will be supported by the school throughout the process.

Safeguarding in schools is more than simply keeping students safe in school. We leave them vulnerable if we do not do everything we can to equip them to keep *themselves* safe in school, outside school and in the future. PSHE education lessons provide the best context for this learning, as part of a whole school approach and can contribute to safeguarding by:

- Teaching students about healthy relationships and helping them recognise unhealthy relationships
- Helping students recognise inappropriate behaviour towards themselves or others and how to access help
- Raising students' awareness of abuse, gender-related abuse and gang violence
- Addressing gender stereotypes and challenging the negative attitudes which lead to violence and abuse
- Teaching the language, skills and strategies that enable students to tackle and mitigate risks to their (or others') physical or emotional safety, including bullying, unhealthy relationships, sexual exploitation, gangs, radicalisation, drug and alcohol use and other risky behaviours.
- Teaching the knowledge, understanding and skills students need to keep safe online.
- Broadening students' understanding of concepts such as consent, equality, discrimination, power and exploitation as part of a broader curriculum
- Helping students to support and seek help for friends who are in unsafe situations.
- Helping students to see how their own behaviour can at times put others at risk.

Review

This policy will be considered annually and formally reviewed every three years by the PSHE Co-ordinator and the member of SLT with responsibility for PSHE. The formal review will also be conducted in consultation with the Governors, Headteacher and Senior Leadership Team.

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty.