



PSHE Policy 2021

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In Christ we flourish

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1. Statement of intent

St Gregory's believes in delivering excellent PSHE (Personal, Social, Health & Economic Education) that contributes to well-being and development of life skills for our young people, supports the families of our young people and responds to the needs of the school's wider community. As a Catholic school with the motto 'In Christ we Flourish,' it is our aim that with the right education and support they will lead healthier, safer lifestyles. This will include making informed choices around RSE (Relationship & Sex Education), alcohol, tobacco, drugs, criminal activity, money, first aid, employment and enterprise.

Our PSHE education provision is important to our school, our young people and the wider community. For many of our young people, school is their key source of structure and their main provision of education and support. Subjects such as PSHE are so influential to their confidence, their life choices and their development of skills for the future.

Our intention is that our PSHE education can make a direct contribution to the school improvement agenda and support the promotion of SMSC (Spiritual, Moral, Social & Cultural), safeguarding, attainment and achievement for our children and young people.

Our young people will leave school confident in how to stay safe, build positive relationships, respect themselves and others and have ambition and motivation to be successful. Our young people will know all the qualities needed to be a positive British citizen, embodying British Values. Our young people will be positive role models for others in school and out in the wider community, they will have built relationships that will support them in their future and they will be confident in the choices they make and the impact these choices can have.

- Our students and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and students are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- The needs and interests of all students, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school's website where it, and the PSHE curriculum, will be available to read and download.

1. Legal framework

1.1. 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 (2019) 'Keeping children safe in education' (KCSIE)
- DfE (2020 & Update 2021) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'

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

- Complaints Procedures Policy
- RSE and Health Education Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy

2. Key roles and responsibilities

- 2.1. The Governing Body has overall responsibility for the implementation of the school's PSHE Policy.
- 2.2. The Governing Body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.3. The Headteacher has overall responsibility for reviewing the PSHE Policy annually.
- 2.4. The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.5. The Headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.
- 2.6. The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- 2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- 2.8. The school will work with parents and will ensure that parents are kept informed about their right to withdraw their children from sex education (but not relationships or health education).

2.9. The school ensures that student voice is involved in the formation of this policy through feedback, student groups, suggestion forms and/or class discussions.

3. Aims of the PSHE curriculum

3.1. Students will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.
- Make safe and informed financial choices, and to set goals for themselves in terms of employability

4. Teaching methods and learning style

4.1. A range of teaching and learning styles are used to teach PSHE & RSE.

4.2. PSHE Lessons are interactive, participative and engaging; students' views are sought and our learners are involved in the development of curriculum programmes;

4.3. The lessons have clear objectives and are taught by someone who is comfortable in their role;

4.4. Lessons are designed to support and celebrate our school's Catholic ethos.

4.5. Lessons are inclusive of difference, including other cultures, ethnicity, disability, faith, age, sexual orientation and gender identity;

- 4.6. The curriculum takes a developmental approach; relevant to students' depending on their age and maturity;
- 4.7. Lessons will ensure coherence, teamwork - including involvement from other agencies (where appropriate), parents, governors and members of the wider community;
- 4.8. PSHE has support from the Headteacher and Senior Leadership Team, which reflects a respect for PSHE education and PSHE coordinators within the school;
- 4.9. There are clear elements of evaluation and monitoring of both student and teachers' perceptions of what leads to increased knowledge and engagement. There are regular points where learner's self/peer assess their learning and teacher feedback is given through targeted questioning and group discussions.
- 4.10. The PSHE lead regularly meets with the safeguarding lead, careers lead, the pastoral team and the year leaders to address whole school student welfare and amend/adapt the curriculum where necessary.
- 4.11. Clear ground rules regarding discussions in PSHE are put in place to ensure a safe, supportive and positive learning environment. Guidelines are written in student curriculum booklets. Examples of discussion guidelines include rules such as:
- **Openness** - We will be open and honest, but not discuss directly our own or others' personal/private lives.
 - **Non-judgmental approach** - It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
 - **Listen to others** - We will listen to the other person's point of view and expect to be listened to.
 - **Seeking help and advice** - If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.
- 4.12. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- 4.13. The PSHE programme is responsive to local, national and international issues, ensuring that it is relevant for our particular student body.
- 4.14. Students' questions, unless inappropriate, are always answered respectfully by teachers.

5. Timetabling and cross-faculty involvement

- 5.1. KS3 PSHE lessons will be discrete and delivered in teaching groups once a fortnight, as well as through the weekly tutor programme.

- 5.2. KS4 & KS5 PSHE lessons will be delivered as part of the weekly tutor programme and in curriculum enrichment days (PSHE Exploration Days)
- 5.3. RSE will be taught within the RE curriculum, using the Ten:Ten programme of study, and delivered through the RE faculty.
- 5.4. PSHE education will be also be a whole-school approach, engaging students across the curriculum while creating an environment, through the school ethos, which fosters good relationships and well-being for students and teachers alike;
- 5.5. There is an element of PSHE in pastoral care and the school will ensure that PSHE and pastoral care teams work together to ensure that students feel comfortable indicating that they may be vulnerable and at risk.

6. Safeguarding, reports of abuse and confidentiality

- 6.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:
 - Bullying (including cyberbullying).
 - Physical abuse, e.g. hitting, kicking, hair pulling.
 - Sexual violence, e.g. rape, assault by penetration and sexual assault.
 - Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
 - Up skirting
 - Sexting
 - Initiation/hazing type violence and rituals.
- 6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
 - Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
 - Signs of self-harm or a significant change in wellbeing.
 - Signs of assault or unexplained injuries.
 - New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 6.3. All staff are aware of the associated risks surrounding students' involvement in serious crime, and understand measures in place to manage these.

- 6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.
- 6.5. Staff are aware of KCSiE (Keeping Children Safe in Education) advice concerning what to do if a student informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
- 6.6. The school will involve the DSL (Designated Safeguarding Lead), or deputy, in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- 6.7. Every lesson reinforces that, if students have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
- 6.8. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- 6.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by students. Teachers recognise the risks of encouraging or making suicide seem a more viable option for students, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving details of self-harm or suicide and the use of emotive language, videos or images.

7. Tailoring PSHE

- 7.1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where students are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- 7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 7.3. Adaptations are made for those for whom English is a second language to ensure that all students can fully access PSHE educational provision.
- 7.4. All students with SEND (Special Educational Needs & Disabilities) receive PSHE education, with content and delivery tailored to meet their individual needs.

8. KS3 and 4 programmes of study

The PSHE programme of study will cover the following topics:

Families

8.1. Students will be taught the following:

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness, and their importance for bringing up children
- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabitating or who have married, for example, in an unregistered religious ceremony
- Why marriage is an important relationship choice for many couples, and why it must be entered freely
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents regarding raising children, including the characteristics of successful parenting
- How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friends, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, such as reporting concerns about others, if needed

Respectful relationships, including friendships

8.2. Students will be taught the following:

- The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This also includes different (non-sexual) types of relationships
- Practical steps that can be taken in a range of different contexts to improve or support respectful relationships
- How stereotypes, particularly ones based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. normalising non-consensual behaviour or encouraging prejudice)
- That in school and in wider society, they can be expected to be treated with respect by others, and that in turn they should show due respect in response (including people in positions of authority) and be tolerant of other people's beliefs
- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

- That some types of behaviour within relationships are criminal, such as violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are unacceptable
- The legal rights and responsibilities relating to equality (particularly with reference to the Equality Act 2010 and its protected characteristics) and that everyone is unique and equal

Online and media

8.3. Students will be taught the following:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide others with material that they would not want shared further and not to share material that others send to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, which can negatively alter how people see themselves in relation to others and negatively affect behaviour towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

Being safe

8.4. Students will be taught the following:

- The concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM (Female Genital Mutilation), and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
- That there are many dangers both inside and outside of school and beyond and that they must be equipped with the means to keep themselves safe.

Intimate and sexual relationships, including sexual health

8.5. RSE is taught through the Religious Education (RE) faculty at St Gregory's, using the Ten:Ten curriculum. Students will be taught the following

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be either positively or negatively affected by choices made concerning sex and relationships, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women, and menopause
- That there are a range of strategies for identifying and managing sexual pressure, such as understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex

Economic wellbeing and being a responsible citizen

8.6. Students will be taught the following (in partnership with Careers Education):

- To recognise, clarify and when necessary, challenge their own core values and how their values influence their choices
- About the law and consequences of certain behaviour, including violent crime and terrorist activity, on themselves and others, and strategies they can use to keep themselves safe outside of school.
- The knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition between key stages)
- The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities
- About the potential tensions between human rights, British law and cultural and religious expectations and practices
- About the primacy of human rights; and how to access support for themselves or their peers safely if they have concerns about those rights being undermined or ignored
- About discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination
- To recognise that everyone has the same rights to opportunities in learning and work; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations
- About their own identity as a learner, differing styles of learning and to develop personal study, research and presentation and organisational skills

- To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability
- Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work
- About the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
- About different work roles and career pathways, including developing their own early aspirations
- About the labour market (including the diversity of local and national employment opportunities), learning options, skills, occupations and progression routes and about self-employment
- Which choices are available to them at the end of Key Stage 3, 4 and 5, sources of information, advice and support, and the skills to manage this decision-making process
- The benefits of being ambitious and enterprising in all aspects of life
- About the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit
- About attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
- About different types of business, how they are organised and financed
- To assess and manage risk in relation to financial decisions that young people might make
- About gambling (including online) and its consequences, why people might choose to gamble and how the gambling industry encourages this
- To explore social and moral dilemmas about the use of money, including how the choices students make as consumers affect other people's economies and environments
- To evaluate their own personal strengths and areas for development and to use this to inform goal setting
- About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace
- To think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence)
- To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- About harassment and how to manage this (including in the workplace)

- How their strengths, interests, skills and qualities are changing and how these relate to future employability
- About the information, advice and guidance available to them and how to access it
- To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- About the range of opportunities available to them for career progression, including in education, training and employment
- About changing patterns of employment (local, national, European and global)
- To take full advantage of any opportunities for work experience that are available
- About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- About confidentiality in the workplace, when it should be kept and when it might need to be broken
- To develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- To recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)
- To be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
- Their consumer rights and how to seek redress

9. Assessment

- 9.1. The school sets the same high expectations of the quality of students' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge students have previously acquired, including from other subjects.
- 9.2. Lessons are planned to ensure students of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where students need extra support or intervention.
- 9.3. Students' knowledge and understanding is assessed through formative assessment methods such as written work in PSHE booklets, discussion groups, student feedback and self-evaluation, in order to monitor progress.

10. Monitoring and review

- 10.1. This policy will be reviewed by the Headteacher and PSHE Lead on an annual basis.

- 10.2. Any changes to this policy will be communicated to all staff and other interested parties.
- 10.3. The next scheduled review date for this policy is **February 2022**.