

PSHE POLICY



Bishop Challoner
Catholic Secondary School

Introduction:

Our mission, in partnership with parents, is the formation of our young people; to help them discover, nurture and celebrate their gifts, character and vocation in life. Our Catholic Christian foundations and ethos are the inspiration for all that we do. Every member of our community is appreciated as a unique person made in the image and likeness of God, created with a definite purpose. Unless we have Christ at the very heart of all that we are and do, we cannot be a Catholic school. The ethos of our school is not something extrinsic but in everything that we do. Catholic education is inspired by a vision of life seen whole. Catholicism teaches us to reach out to the fullness of human experience and to its expression in a community of life in society. Our goal is to help young people reach their potential, in preparation for leading confident, fulfilled, and unselfish lives as adults. We seek to guide young people through adolescence and ensure a safe transition to adulthood.

'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. We work in partnership with a company called TenTen to provide specific Catholic lessons to meet these statutory requirements. We have tailored our provision to fit the needs of the students at Bishop Challoner and regularly review the content to check it is relevant and up to date. Parents have the right to request the withdrawal of their child, this is at the discretion of the Headteacher, parents or carers concerned about any aspect of the content of RSE, are encouraged to contact the school to discuss their concerns.

RSE is only a part of the PSHE curriculum. Many topics relate to citizenship, money sense and healthy lifestyles which are not related to RSE.

Our approach to PSHE consists of an inclusive, holistic developmental programme of teaching and learning, where the health and wellbeing of students and of the whole school community are actively promoted.

Our PSHE programme helps our students to develop the knowledge, understanding, skills and attitudes required as adults. We aim to develop young confident and healthy young people, able to live independent lives but ready for the challenge of adult life as parents, workers, and members of society.

Why PSHE is Important

- It gives students the knowledge, skills and understanding they need to lead confident and healthy, independent lives and to become informed, active, responsible citizens
- Life Lessons encourages students to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and surrounding communities
- The lessons explore, clarifies and, if necessary, challenges ours and others' values, attitudes, and beliefs

PSHE POLICY

- It improves relationships by highlighting everyone's worth, developing mutual trust, working cooperatively with others, and improving communication skills
- PSHE develops students' ability to become responsible for their own learning
- It informs students of the main political and social institutions that affect their lives, as well as their responsibilities, rights and duties as individuals and members of communities
- It equips students with the tools to become financially capable
- PSHE promotes British values
- It supports students to a better understanding of relationships, sexual health, and attitudes to sex in society

Moral and Values Framework

The Catholic ethos of the school strives to demonstrate that we respect and value every member of the school community. Students will be encouraged to consider the importance of the following values, which are derived from the schools' value system:

- Provide an ambitious, happy, secure, caring and challenging learning environment within a welcoming Christian Community.
- Create a Catholic community, encouraging an understanding of our faith through teaching and active prayer.
- Encourage the highest standards of academic excellence and behaviour.
- Educate and celebrate the whole person as an individual, preparing them spiritually, morally, physically, socially, intellectually, culturally and emotionally for their future lives.
- Build self-confidence and resilience in our young people.
- Provide a firm and consistent framework of discipline and encourage students to take responsibility for themselves.
- Actively involve parents and carers in the education of their child.
- Encourage an awareness of and a respect for other faiths.
- Provide effective liaison with local colleges and providers, ensuring continuity of education and vocation.
- Encourage students to do their personal best, enjoy their school experiences and build upon their successes.

Our Curriculum and working with the PSHE Association

Schools are advised to design their own PSHE curriculum in a way that reflects the needs of their students and communities. However, we are guided by the materials and advice provided by the PSHE Association in building our curriculum. This guidance makes it clear that PSHE should have regular time on the curriculum like any other school subject. Therefore, we have allocated one lesson per week. We also have 'drop-down' days, assemblies and, when appropriate using our Religious Education curriculum as a medium to discuss relationships and families to add depth to the learning.

Discrete PSHE lessons are a critical in achieving continuity, progression, and meaningful assessment. Our expectations are that students and teachers will approach their learning and teaching in this subject in the same committed, professional manner as for any other subject. This is in line with the statutory Health Education, Relationships Education and RSE guidance which states:

'Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.'

PSHE POLICY

Below is an overview of the PSHE Long Term Plan:

BCS PSHE LIFE LESSONS LONG TERM PLAN

Year 7						
	Term 1 – 7 weeks	Term 2 – 7 weeks	Term 3 – 7 weeks	Term 4 – 6 weeks	Term 5 - 5 weeks	Term 6 – 6.5 weeks
Content and MPP	Welcome to BCS – Secondary school and expectations. Friendship Growth Mindset in Personal Study 30 th (26 th) September – European Languages day 7 th October – Black history month	Emotional intelligence & resilience Careers unit in PS	First aid introduction Health reach presentation – first aid St Giles Trust presentation x 2 gangs & knife crime 27 th January Holocaust Memorial Day 3 rd March – International Women's day	Ten Ten Catholic RSE lessons	Healthy living (physical), mindfulness Earth day – 22 nd April VE DAY – 8 th May Walk to school week 16 th -20 th May	Desert Island OR Racism (Giving racism the red card) My student achievement & interest form 2 weeks World Refugee Day 20 th June Recycling week 18 th -24 June Sports Day Preparation
Year 8						
	Term 1 – 7 weeks	Term 2 – 7 weeks	Term 3 – 7 weeks	Term 4 – 6 weeks	Term 5 - 5 weeks	Term 6 – 6.5 weeks
Content and MPP	Emotional & Mental health 30 th (26 th) September – European Languages day 7 th October – Black history month	P4C Empathy, identity, diversity Internet safety Social media (link to effect on careers) 11 th -15 th November Anti-Bullying week LMI – Careers – how many chefs	Alcohol awareness 20 th January Holocaust 3 rd March – International Women's day 3-9 th February – children's mental health week 11 th Feb – safer Internet day	Ten Ten Fair trade week 27 th feb-11 th March 1 st March – World Book day 7 th March – World Maths day	Actions & consequences, Prejudice, discrimination Earth day – 22 nd April VE DAY – 8 th May Walk to school week 16 th -20 th May	Malala & human rights Immigrants & asylum seekers World Refugee Day 20 th June Recycling week 18 th -24 June
Year 9						
	Term 1 – 7 weeks	Term 2 – 7 weeks	Term 3 – 7 weeks	Term 4 – 6 weeks	Term 5 - 5 weeks	Term 6 – 6.5 weeks
Content and MPP	Study skills & growth mindset recap Mental health – stress & anxiety Homelessness 30 th (26 th) September – European Languages day 7 th October – Black history month World Homeless day	Relationships Day Study Skills Fast Tomato – options X 3 weeks rota	Drugs & Alcohol 20 th January Holocaust 3 rd March – International Women's day 20 th January Holocaust	Ten Ten Fair trade week 27 th feb-11 th March 1 st March – World Book day	Friendship Money & finance Earth day – 22 nd April VE DAY – 8 th May	First aid Gangs & staying safe World Refugee Day 20 th June Recycling week 18 th -24 June
Year 10						
	Term 1 – 7 weeks	Term 2 – 7 weeks	Term 3 – 7 weeks	Term 4 – 6 weeks	Term 5 - 5 weeks	Term 6 – 6.5 weeks
Content and MPP	Metacognition September - European Languages day 7 th October – Black history month	P4C Ted Talk Knife crime Gambling awareness – email sent 11 th -15 th November Anti-Bullying week 10 th Dec Human Rights Day LMI – Do I need maths for that?	Drugs & Alcohol 3 rd -9 th Feb?? National apprentice week 20 th January Holocaust 3-9 th feb – children's mental health week	Ten Ten 11 th Feb – safer Internet day UNICEF – Day for change (non-uniform day?) 3 rd March – International Women's day	Money & Taxes	CVs & next steps Mocks - Exam stress Revision World Refugee Day 20 th June Volunteers week 1-7 th June
Year 11						
	Term 1 – 7 weeks	Term 2 – 7 weeks	Term 3 – 7 weeks	Term 4 – 6 weeks	Term 5 - 5 weeks	Term 6 – 6.5 weeks
Content and MPP	Resilience Exam stress The Next step -16-18: Mock & college interviews Sparsholt QMC BCOT Interviews Peter Symonds Apprenticeship Career's Pilot – A 'level choices September - European Languages day	11 th -15 th November Anti-Bullying week Revision Metacognition	Ten Ten 20 th January Holocaust 3 rd March – International Women's day	Exam stress & revision		

Assessment

Our students need regular opportunities to reflect on and identify what they have learnt and what they need to learn next. Teachers also need to gauge students' progress and make informed improvements to their teaching if required.

Assessment therefore should be an integral part of the teaching and learning in PSHE, as it is in all subjects. PSHE cannot, however, be assessed in the same way as most other subjects. It would be

PSHE POLICY

inappropriate for assessment in PSHE to imply passing or failing for instance, as this might imply passing or failing 'as a person', given the subject's personal nature. It is, however, possible to recognise and evidence progress and attainment in PSHE knowledge, understanding, skills and attributes.

Teachers will carry out an initial assessment activity for each new topic. This will gauge students' starting point in terms of their existing knowledge, skills, attitudes, and beliefs, and informs teachers' planning. An end assessment then demonstrates the progress students have made since the baseline activity.

Monitoring and Evaluation

The PSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of students work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to students, and / or by discussion with students, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy.

Review of Policy

The PSHE Policy will be reviewed every two years by the PSHE Coordinator, Headteacher and Governing Body.