



# Personal, Social and Health Education Policy

**Reviewed and approved by Personal Development, Behaviour and Welfare Committee**

**On: 22 March 2018**

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

**On: 26 April 2018**

**Next review date: Spring 2020**

**Member of SLT responsible: Mr Hurley**

This policy covers St Edward's approach to PSHE in the context of being a joint Roman Catholic and Church of England school. It is produced in several formats. The full policy document will be available on the school's website as well as in the reception office. A more compact version will be published for all parents at the start of each academic year. There will also be a simplified version that will be given to students at the start of the academic year

### **Aims and Objectives**

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. We offer opportunities for all our students to explore themselves as individuals, changes in their lives and how they fit into the world around them to live a positive life.

Other related policies include: Anti-Bullying policy, RSE policy, E-Safety policy and Safeguarding policy.

### **Equal Opportunities Statement**

St Edwards' 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. In this context we provide opportunities for all students to explore themselves as individuals, as members of communities on a range of scales and over a range of timescales. We want to encourage:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

We do this knowing that we are all made in God's image and, as we are loved, so we should love others.

## **Organisation**

Our school believes in the importance of appropriate staff training to enable staff to deliver effective PSHE Education. The co-ordinator will access courses or CPD opportunities to assist staff involved in the delivery of PSHE Education.

PSHE should not be delivered in isolation but firmly embedded in all curriculum areas. At St Edwards 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. This evaluation informs future planning.

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

## **Specific Issues within PSHE Education**

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 make sure that we **distance the learning** by exploring examples of other people's experience rather than their own. 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.

## **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.
- Supporting the development of personal attributes such as self-esteem, resilience and self-confidence and skills such as managing risk, decision making, emergency aid.

*PSHE Association guidance November 2014*

### **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 so that students are able to form their own, informed opinions but also respect others who may have a different opinion. All teaching is done within the context 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 Edwards' school believes that PSHE Education should meet the needs of all students, answer appropriate questions and offer support.

### **Intended Outcomes**

We base our scheme on the Jigsaw Scheme promoted by Poole Borough and supplement it with visiting speakers and other resources as appropriate. This is often adjusted to take into account issues as they arise both in school and in national trends.

We offer a spiral curriculum where themes, such as healthy lifestyles, are repeated each year but with increasing levels of complexity whilst developing skills such as decision making, managing risk and critical thinking. For example in year 7 it would look at diet, sleep and friendship; in year 9 alcohol and other drugs as well as relationships

## **Assessment and Evaluation**

Formal assessment of PSHE lessons is not undertaken. However, teachers delivering PSHE constantly evaluate their lessons to inform future planning. This takes a variety of forms dependent on the topic and can include self-assessments by students as well as teacher reviews.

## **Dissemination**

All staff members, governors and parents receive a copy of the PSHE Education policy. Training is delivered regularly to staff on the policy content. Copies of the PSHE Education policy are available from the school office on request from parents/carers as well as on the website.

A short summary of the policy is included in the school prospectus.