ST. MARY'S MENSTON

Policy

Personal, Social, Health and Economic (PSHE) Education

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Our Purpose

We are a pilgrim school and we journey with Mary to become the person God intends us to be.

This policy was approved by the Academy Council.

Our Purpose

Our school Mission Statement says, 'We are a pilgrim school and we journey with Mary to become the person God intends us to be'. It is our Catholic belief we are all on a lifelong pilgrimage (journey) to meet out creator. At St Mary's, we work together to guide our pupils, develop their virtuous character and draw out their God-given gifts and talents so they imitate Christ and reflect God in their daily lives. The work of the school is therefore the spiritual, moral, intellectual, aesthetic and physical development of each pupil, and it seeks to put Christ at the centre of every activity, worship, learning and service to others. This policy provides guidance and information on all aspects of PSHE and aims to provide a secure framework within which staff work.

Aims

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work, and to reach their potential as individuals and within society. The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broad curriculum, supporting the personal development, behaviour, welfare, and safeguarding of pupils, and supporting the teaching of character education and equalities education. The school seeks to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in the statutory guidance on drug education, financial education, relationship, sex and health education (RSHE) and the importance of physical activity and diet for a healthy lifestyle. The relationships and health aspects of PSHE education are statutory in all schools. The curriculum, lesson content and delivery are planned and adapted when necessary to ensure that they are sensitive to the different needs of individual pupils and taught in a way that allows access to those pupils at different stages of cognitive and emotional development.

This policy is informed by our school's mission: the aim of PHSE at St Mary's is to allow our children to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). The PHSE programme encourages our pupils to play a positive role in the contributing to the life of the school and the wider community. In so doing we help their sense of self-worth. PSHE is the joint responsibility of the individual, the family, the school and the wider community. Informed by Catholic teaching, our PSHE curriculum focuses on the development of the pupil's knowledge about what it means to be fully human, called to live in right relationships with self and others, and being enabled to make moral decisions in conscience.

The aims of our PSHE curriculum are to:

- Allow pupils to explore their own and others' attitudes and values within the local, national and global community
- Develop personal skills such as effective communication, assertiveness, resilience and wider life-skills
- Bring relevance, breadth and balance to the curriculum
- Allow pupils to embrace change and feel positive about how they are themselves changing
- Empower pupils to enjoy physically and mentally healthy, safe, responsible and fulfilled lives
- Make pupils value others and those who are different, as well as feeling valued themselves, recognising their own worth
- Teach pupils about personal safety, including road safety, railway safety, water safety, and staying safe in public spaces
- Allow pupils to recognise and manage risks, taking increasing responsibility for themselves, their choices and their behaviours, both online and off, including AI-generated deepfakes, harmful online influencers and toxic digital communities
- Teach pupils skills around budgeting and financial literacy, and to understand online financial scams and exploitation, including recognising coercive or manipulative financial behaviour
- Recognise, develop and communicate their qualities, skills and attitudes
- Build knowledge, confidence and self-esteem of pupils
- Allow pupils to make informed choices regarding personal and social issues
- To forge and maintain relationships with peers and families
- Develop effective and satisfying relationships. This includes sensitively representing a diversity

of family structures, including same-sex parents, kinship carers, foster and adoptive families and single-parent households
- Teach pupils about their emotions, including around grief, loss, change, and loneliness, recognising and managing emotional challenges, and accessing mental health support
- Provide a forum where misconceptions are addressed and sensitive topics can be discussed and explored in a safe space
- Promote British values as part of SMSC, and the values of the school, especially understanding and respecting diversity, democracy, equality, and the rule of law
- Teach about the harms of misogyny and gender norms, including violence against women and girls (VAWG) and the negative impacts of pornography

Our PSHE education programme both promotes, and is underpinned by, the school's Catholic values of:

- FAITHFULNESS: "Blessed are the poor in spirit, for theirs is the kingdom of heaven"
- HUMILITY: "Blessed are the meek, for they shall inherit the earth"
- TRUTH: "Blessed are those who hunger and thirst for righteousness, for they shall be satisfied
- FORGIVENESS: "Blessed are the merciful, for they shall obtain mercy"
- TOLERANCE: "Blessed are the peacemakers, for they shall be called children of God"
- DIGNITY: "Blessed are those who mourn, for they shall be comforted"
- SERVICE: "Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven"
- RESPECT: "Blessed are the pure in heart, for they shall see God''.

Creating a safe and supportive learning environment
PSHE education works within pupils' real-life experiences, and therefore it is essential to establish a safe learning environment and ensure that where pupils indicate that they may be vulnerable and at risk, they will receive appropriate support.

Confidentiality
Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners. If a member of staff has any concerns about a child, it will be shared immediately with one of the designated safeguarding officers.

Entitlement and equality of opportunity
We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children. The school ensures all pupils have full access PSHE provision as aspects of personal and social development are as important to all pupils as their academic achievement.

Delivery of PHSE
PSHE lessons are delivered through the 60 minutes, fortnightly, timetabled Personal Development Time (PDT) lessons. This is in addition to regular lessons in Religious Education, PE, History, Food Technology, ICT and Science. Outside of the subject provision, the following add value to PSHE within the wider school context:

- Assemblies, Acts of Worship, Prayer, Liturgies and Celebration of the Word
- School charities
- Student parliament
- Invited visitors
- Form time
- Mentoring in sixth form
- Whole school events e.g. careers day and workshops
- Educational visits and school trips e.g. World Challenge, Duke of Edinburgh, Bambisanani Partnership
- Religious retreats and pilgrimages e.g. Lourdes
- Sport activities
- Year 7 day of welcome
- Bespoke enhancement days, for example Lloyds Banking Group financial skills workshops
- Working with external agencies e.g. West Yorkshire Police.

Approaches to Teaching and Learning
Effective teaching and learning in PSHE is synonymous with effective teaching across the whole curriculum. Teachers of PSHE understand the core concepts of the PSHE curriculum, and this underpins pupil's learning. Skills, attitudes and behaviours are developed more if a variety of teaching strategies are utilised. Resources for PSHE are kept on the school shared area for staff to utilise. All teachers are encouraged to develop the following teaching and learning methods to allow pupils to explore issues:

- Clear learning objectives
- Setting of ground rules and confidentiality
- Distancing and depersonalisation strategies
- Discussion and debate
- Reflection and review
- Making children feel secure in their opinions and asking of questions
- Encouraging self-assessment of learning and progress against individual baselines
- Recognising and rewarding achievement.

Outside Agencies
Appropriate health professionals and other experts (e.g. police) are used as part of a planned programme. The Director of Personal Development is responsible for arranging outside speakers and establishes the content of the session and learning outcomes prior to the visit. The visitor is made aware of relevant policies and the school's context. Teaching staff always remain with the group during the visit.

The Director of Personal Development
In relation to PSHE, the Director of Personal Development is responsible for:

- Producing schemes of work
- Producing lessons and resources and ensuring these are available for staff to access
- Supporting colleagues in their teaching and learning
- Organising appropriate outside agencies visiting school
- Organising appropriate staff CPD
- Undertaking pupil progress walks
- Monitoring progress through work scrutiny and pupil voice
- Working with faculty and subject leaders and the careers coordinator to ensure a cohesive approach
- Liaising with the Director of Sixth Form regarding KS5 provision.

Monitoring, Evaluation, Assessment
The Director of Personal Development is responsible for the planning, teaching and learning of this subject, and observations of lessons take place in accordance with the school's Evaluating Teaching and Learning (ETL) protocol with feedback given to teachers and used as part of a cycle of continuous improvement. Evidence also includes the scrutiny of pupil work, pupil voice and staff voice.

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved. The personal nature of PSHE education means that it cannot always be assessed in the same way as most other subjects. In PSHE, pupils will have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. This process of ipsative assessment has a positive impact on young people's self-awareness and self-esteem and there are opportunities to record learning and progress in different ways.

Professional Development
Training for staff in areas of PSHE are planned and delivered in line with the whole school Developing Teaching and Learning (DTL) protocol. In addition, there is a wealth of knowledge-building resources in the shared staff PDT folder, and opportunities such as online courses are shared with PDT staff.

Involving parent and carers

PSHE is strongest when there is communication and collaboration between school and home. Themes that are explored in lessons are shared with parents at regular intervals throughout the academic year by electronic letter, and the curriculum is published on the school website and in pupil planners so that conversations can be had at home and with school in advance of certain topics if necessary. Legislation states that parents have no right to withdraw their child from any aspect of Relationships Education, PSHE, or the Science curriculum. Further guidance on this duty is available in the RSHE policy.

Links to other policies and learning

This policy supports and complements the following policies:

- Anti-bullying policy
- Behaviour policy
- ICT acceptable use policy
- Child protection and safeguarding policy
- Relationships, Sex and Health Education policy
- Careers policy
- SEND policy

Dissemination of Policy

All teachers and Governors have access to this policy. A copy is available on the school website, and can be provided for parents/carers on request.

Review of Policy

This policy is reviewed at least every three years or when there are statutory updates to ensure that it continues to meet the needs of pupils, staff and parents, in line with current Department for Education advice and guidance.