



# PHSE

(Personal, Social, Health and Economic education)

## Policy:

Drafted Dec 2020

SLT Responsible: E Llewellyn

Next Review Date: November 2021

At The Holy Family Catholic School, our policies and the actions arising from them are always founded in spirit and in letter in our Catholic faith, especially our mission statement and nine core virtues:

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## Awakening Minds

Our faith, the teachings of Christ, is at our heart. We devote ourselves fully to our spiritual growth, striving for excellence in all that we do each day.



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## Achieving Dreams

Our work blends inspirational teaching and confident study in a stimulating environment. We learn wholeheartedly, turning our ambitions into reality with every opportunity.



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## Serving Others

Our spirit leads us to take a positive role in our community. We show love, care and respect for one another and for everyone in our world today.



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### 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school: PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

PSHE Education is an important part of life at The Holy Family Catholic School. Our students study a full, age-appropriate curriculum throughout their time with us. Dedicated PSHE lessons and events occur throughout the year, and the themes of our PSHE topics are built into all subject areas so that every student has the opportunity to experience the full PSHE curriculum.

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that PSHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

### 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

From September 2020, the Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) (secondary) aspects of PSHE education is compulsory in all schools.

- We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

### 3. Content and delivery

#### 3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

The 3 strands of the PSHE curriculum (Health and Wellbeing / Relationships / Wider World) are covered in discreet PSHE lessons alongside the Ten Ten curriculum in RE lessons. Please refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

<https://www.holyfamilyschool.uk/wp-content/uploads/2020/11/DRAFT-RSHE-Policy-2020.pdf>  
This is available to students and parents on the school website.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each Key Stage 3 and 4

<https://www.holyfamilyschool.uk/wp-content/uploads/2020/10/Copy-of-PSHE-Curriculum-Map-KS3-KS4.pdf>

### **3.2 British values**

Fundamental British values

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs<sup>1</sup>. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

The Prevent strategy 2011:

<https://www.gov.uk/government/publications/prevent-strategy-2011>

- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain

- independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

### **3.3 How we teach it**

In the academic year 2020 / 21 under timetabling restraints due to Covid 19 and the need for a recovery curriculum, PSHE will be taught in 2 discreet sessions per half term. This will be alongside the introduction of the Ten Ten curriculum in RE lessons (RSHE policy) at KS3 and 4.

In addition, themes covered in assembly times and tutor times will embed and enhance the PSHE provision. In order to make up for lost time in the academic year 2019/20 due to Covid 19 the PSHE lessons planned for 2020/21 leading to a progressive acquisition of knowledge and skills relating to the PSHE curriculum will be suspended until Sept 2021 and replaced with an emphasis on Safeguarding themes in the PSHE curriculum, to allow for a raised awareness by both students and staff.

PSHE sessions will be delivered by form tutors who will be given training throughout the year and are supported by the PSHE co ordinator, and SLT lead. Guidelines are given about protocols around controversial topics or difficult questions from pupils, and the expectation is that teachers do not let their personal beliefs and attitudes influence their teaching, but that all topics are approached within the ethos of the school.

Materials provided by the PSHE co ordinator will be age appropriate and given to the SEN Faculty / RP Faculty in advance for differentiation as needed. Where possible under Covid 19 restrictions.

PSHE lessons will be part of the Remote learning policy, allowing any absent students to access the content from home.

## **4. Roles and responsibilities**

### **4.1 The governing board**

The governing board will hold the headteacher to account for the implementation of this policy.

### **4.2 The headteacher**

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

#### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

#### **5. Monitoring arrangements**

The delivery of PSHE is monitored by the SLT lead through: planning scrutinies, learning walks, student feedback, staff feedback etc.

This policy will be reviewed by Eileen Llewellyn, Assistant Headteacher, annually.

At every review, the policy will be approved by the Headteacher.

#### **6. Links with other policies**

This policy links to the following policies and procedures:

RSHE

SMSC

Equal Opportunities