



Ss John Fisher & Thomas
More RC High School

PSHCE Policy with HRSE

Approved by:	Pupil Welfare Committee	Date: Nov. 2020
Last reviewed on:	November 2020	
Next review due by:	November 2023	

1. Aims

The aims of Personal, Social, Health, Citizenship and Economic (PSHCE including HRSE) is to educate all pupils with respect to the key areas outlined above in order to provide the necessary knowledge, skills and understanding of the relevant topics included in this key subject.

Our PSHCE curriculum - including HRSE - is firmly rooted in Catholic teachings and adheres to the CES' model curriculum, placing the formation of the individual at the centre of its mission and recognising that parents are the prime educators of their children.

2. Statutory requirements

PSHCE is per se a non-statutory subject. However, there are aspects of this key area which are mandatory: healthy relationships and sex education (HRSE) 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.

It has three main elements:

● Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care; – exploring, considering and understanding moral dilemmas; and – developing critical thinking as part of decision-making.

● Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and – learning how to recognise and avoid exploitation and abuse.

● Knowledge and Understanding – taught within the context of the Catholic faith

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and – the avoidance of unplanned pregnancy.

At Fisher More we retain the ability for some parents to request their child is withdrawn for some or all of sex education delivered as part of statutory HRSE.

If they decide to do this, Parents / Carers are responsible for that aspect of their child's education.

3. Content and delivery

3.1 The Curriculum

For other aspects of PSHCE curriculum including health education, the topics are divided into four key areas. Which are:

Relationships & Sex Education	Health & Wellbeing	Living in the Wider World
Religious understanding My body Well-being Life-cycles Personal relationships Keeping safe The wider world	Eating healthily Activity & exercise Sleep Smoking & vaping Energy drinks Female genital mutilation Mental health & wellbeing Digital resilience Self-harm & eating disorders Coping strategies Alcohol & binge drinking Stress & anxiety Depression Teenage pregnancy Adaptability & creativity Leadership & problem solving Drugs Knife crime & acid attacks Young offenders & county lines Cyberbullying & sexting Peer-pressure & self-esteem Selfies	Self-confidence & aspirations Resilience & communication Teamwork & entrepreneurship Growth mindset Social media & bullying Fear of missing out Fair trade, sustainability, & carbon footprint Homelessness Needs & wants Income & expenditure Dilemmas Disability & diversity Homophobia & anti-social behaviour Extremism & racism Tattoos & piercings Work, bank accounts, & debt Risk & technology Fake news Animal rights Human trafficking Foreign aid & responsible health The Equality Act International Women's Day

PSHCE with HRSE is taught once a week in 50-minute lessons at KS3.

The curriculum has been planned to provide continuity, progression and challenge from year to year and that each lesson is adequately resourced.

KS4 will be taught in a series of drop-down days – the drop-down days are to be decided when suitable depending on changes to the current climate due to the pandemic.

3.2 How we teach it

Teaching PSHCE with HRSE.

Cross-curricular links:

Some PSHCE topics are taught in other subjects, examples of this include: some aspects of Health and Prevention, Healthy Eating, Drugs and Tobacco, Harmful Online Behaviour, Co-Habitation and Mental well-being. These are taught in Computer Science, Science, RE, English, PE, Food Tech, PE and Drama

PSHCE can be enhanced by the use of outside agencies and activities such as:

Assemblies,
Drop-down Days
Mission Days

Visits and support from:

The Ten Ten Theatre Company,
Caritas,
Mental Health work,
School nurse,
Student Services,
The Prince's Trust,
The Police – "Choose Life, not a Knife",
Early Action,
Prevent,
LFRS,
Lancashire Sexual Health Services,
Every Action Has a Consequence.
Other services are deployed as necessary to the situation.

PSHCE will be taught by experienced members of staff supported by the PSHCE coordinator and the Faculty Leader for RE and Humanities.

All staff who are delivering the PSHCE curriculum have been advised to:

- Distance and depersonalise their delivery,
- Teach certain aspects of the course in line with the mission and ethos of the school,
- Ensure all aspects of a given topic are explored in a non-biased and non-judgmental way that enables pupils to formulate their own ideas and values.

The PSHCE Policy has been developed in-line with the SEN Code of Practice 2014. High quality teaching – that is differentiated and personalised – will ensure accessibility for pupils with Special Educational Needs and Disabilities (SEND). Staff at Fisher More are aware that PSHCE is a particularly important subject for some pupils with SEND due to the nature of their needs and vulnerability to exploitation and bullying. Therefore, in preparation for adulthood outcomes, every effort is taken to differentiate PSHCE content and deliver it in a personalised manner and at the teacher's discretion as the teacher knows the class. We are committed to ensuring that all our pupils feel valued, safe and free from prejudice.

Teachers of PSHCE including HRSE will have been provided with a detailed set of resources by the PSHCE coordinator. These are available on the Common area and will have been explained by the Coordinator in advance. Teaching staff are expected to access resources in advance of the lesson in order to deal with any issues. Teachers of PSHCE are also advised to use a wide range of teaching and learning strategies including, discussion, peer teaching/ group work, differentiation, enquiry-based learning, debate and creative writing. Teachers will monitor progress in understanding, through formative assessment and evaluation process linked to the PSHCE provision. PSHCE will be reported to parents via usual the school channels.

Teaching staff will have a measure of progress made by pupils through a variety of formative tasks such as:

- Presentations
- Producing resources and materials to teach younger students
- Leading a discussion or other learning activity with younger students
- Giving advice to characters in specific situations e.g. Agony Aunt responses
- Producing a blog or podcast
- Keeping a journal or log of times when they have demonstrated a particular skill or attribute during the week

4. Roles and responsibilities

4.1 The governing board

The governing board has delegated the approval of this policy to the Pupil Welfare Committee.

4.2 The headteacher

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

4.3 Staff

Members of staff responsible for leadership, co-ordination and monitoring of the PSHCE with HRSE programme:

Headteacher: Ms C. Hayes
Faculty Leader: Mrs R. Bowes
PSHCE coordinator: Dr. A. Cheetham

Teaching staff are responsible for:

- Delivering PSHCE in a sensitive way
- Modelling positive attitudes to PSHCE with HRSS
- Responding to the needs of individual pupils and planning suitable resources so all pupils make progress.
- Monitoring progress

Monitoring progress:

Assessment is central to effective teaching and learning in PSHCE education and learning will be assessed for several reasons:

- It is important for students to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity (personal qualities, attitudes, skills, attributes, achievements and influences).
- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment increases students' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.
- It allows the leadership team, parents, governors, and school inspectors to see the impact PSHCE education is having for students and for whole-school outcomes, such as Ofsted and ISI judgements on personal development, safeguarding, SMSC development and the promotion of fundamental British values.
- The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that "*schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas*"

Personal attributes, so central to PSHCE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to assess accurately a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel

more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHCE education lessons is essential. A vital part of the assessment process, therefore, will involve pupils having time and space within lessons for personal reflection, either privately or through discussion. Assessing learning in PSHCE education will use a combination of teacher assessment and self- and peer- assessment. It would be inappropriate for assessment in PSHCE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHCE education is ipsative assessment, comparing where a student is at the end of a lesson or series of lessons against where they were before the lesson(s). The benchmark against which progress is measured, therefore, is the student's own starting point, not the performance of others or the requirements of an exam syllabus.

4.4 Pupils

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

5. Monitoring arrangements

The delivery of PSHCE is monitored by Mrs R. Bowes, whole-school lead for PSHCE with HRSE through:

- Regular meetings with teaching staff
- Learning Walks
- Work scrutiny
- Pupil Voice

This policy will be reviewed by R. Bowes every three years, the policy will be approved by the Governing body.

6. Links with other policies

This policy links to the following policies and procedures:

Anti-bullying policy

Equality Act 2010 and schools

Behaviour Policy

Keeping Children Safe in Education

Safeguarding policies

SEND code of practice