



# Cardinal Heenan Catholic High School

## PSHE Policy

Key staff:	S Miller
Key governor:	
Last reviewed:	Nov 2015
Approved by Governing Body:	<i>A Tremarco</i>
Date:	
Due for renewal:	July 2016

### **Rationale:**

The aim of this policy is to provide all students with the knowledge and skills required to make reasoned, responsible and well informed decisions about crucial aspects of their lives so that they are able to develop towards adulthood with confidence, good physical, mental and emotional health and independence and to remain safe at all times. As a consequence, our students will make a positive contribution to society as knowledgeable, considerate and responsible British citizens living within and supportive of the ideals of our democracy.

### **The PSHCE curriculum will:**

1. Cover the statutory requirements for sex and relationships education and citizenship to all year groups within the school
2. Provide high quality teaching and learning which is inclusive, appropriately differentiated and which responds to the needs of all students in order to enable them to achieve
3. Equip students with the knowledge and skills needed to make a positive contribution to British society as informed, considerate and responsible citizens
4. Ensure that students have the knowledge and skills to make responsible and considered decisions about their future so that they are able to lead safe, healthy and independent lives
5. Provide students with the knowledge and skills to make well informed decisions about their educational, vocational and training options

### **How we deliver this:**

PSHCE is delivered by form teachers/Sixth Form tutors and the involvement of outside speakers and agencies where their use appropriately dovetails with the curriculum. It is delivered over 18 sessions in the course of the year. The following areas are covered over all key stages:

1. **Relationships.** The curriculum addresses issues surrounding physical, moral and emotional development, the importance of mutual respect, tolerance and the active acceptance of otherness

2. **Personal health and well-being.** The curriculum teaches students to actively recognise that a sense of personal well-being will help them to embrace change, feel positive about who they are and so live healthy, safe, responsible and fulfilled lives. It makes a direct connection between healthy lifestyle and their physical, mental and emotional happiness. Within the programme of study pupils will cover risks such as child sexual exploitation and extremism, bullying, including homophobic and sexual bullying and safety when using the internet and social media
3. **Economic well-being.** The curriculum covers the essential skills and understanding required for economic well-being and financial capability, including the attitudes and skills required to assess and manage financial decisions. Employability skills are looked at to ensure that pupils are well prepared for the next stage of their education, employment, self-employment or training
4. **Careers education and guidance.** The curriculum encourages students to evaluate their own strengths, ambitions and those areas requiring development in order to most successfully contribute to their future employability.
5. **Further/higher education.** The curriculum provides students with impartial information, advice, guidance and support so as to enable them to make the successful transition from secondary education to further/higher education, training or employment
6. **Citizenship.** The curriculum teaches students the essential features of British citizenship, including a knowledge and understanding of how the United Kingdom is governed, its political and democratic systems, what constitutes 'British values' and the threats posed by radicalisation
7. **The impact of technology.** The curriculum explores the impact of technologies on students' lives, including the importance of e-safety, thus enabling them use a range of digital technologies without putting themselves at risk including when using the internet and social media

### **Expectations within PSHCE:**

1. That the curriculum effectively covers the above and that the appropriate SOWs are regularly reviewed and updated, the PSHCE coordinator having a calendared oversight of what is covered in the year for all key stages
2. That lessons are planned, well-structured and supported by appropriate materials so that lesson objectives are made explicit and can be achieved in a manner that is both engaging and challenging

3. That there are high expectations of the students in terms of effort, engagement and behaviour, this to be regularly monitored (see below)
4. That an element of assessment/self-assessment is built into the PSHCE programme so that subsequent lessons can be refined
5. That the teams delivering PSHCE engage actively in the teaching and learning, strive to establish sound and empathic working relationships with the students and so ensure a settled and productive atmosphere in which the students enjoy their learning and appreciate the importance and purpose of it

### **Monitoring and evaluation.**

The monitoring and evaluation of the PSHCE curriculum and delivery is regular and ongoing and used to inform subsequent lessons. It takes a number of forms, including the following:

1. Regular formalised feedback solicited from year teams, form tutors, heads of year
2. Learning walks conducted by Head of PSHCE, the leadership team and others
3. The use of Student Voice
4. The scrutiny of work completed by students in the lessons
5. The completion of an annual Action Plan and READY

Examples are available of all of these.

The PSHCE curriculum and programme is reviewed annually by the Head of PSHCE in conjunction with members of the leadership team. The next review is due to take place on July 2016.