

PHSE POLICY

Principles

The successful education of each child at St Bernard's requires the delivery of the National Curriculum in the context of a Catholic school. In addition, there are a number of areas of content beyond the curriculum which are relevant to our young people that are explored through the PHSE programme. These topics promote the physical, moral, social, spiritual, cultural and economic development of our students and prepare them for the opportunities and responsibilities of adult life. We believe we can enhance and enrich our statutory curriculum by the delivery of a rich and varied PHSE programme. Our curriculum contains a number of cross curricular themes which are all well established within our schemes of work. These are areas of learning which we believe are important for the achievement of our Mission Statement. These themes provide a major platform for the education of the 'whole child'.

The cross curricular themes which are studied and cover the statutory entitlements for the students, drawing together the five elements of the Every Child Matters Agenda, are:

- Economic Wellbeing and Careers Education
- Citizenship
- British Values
- Making a Positive Contribution
- Health and Wellbeing
- Staying Safe, including online
- Enjoying and Achieving
- Relationship and Sexual Health Education

General Aims

- To promote the spiritual, moral, cultural, mental and physical development of all our students.
- To develop positive attitudes and values in the students where all are loved and respected for whom they are and thereby enhance students' personal and social development.
- To provide accurate, balanced, relevant knowledge and the opportunities to turn that knowledge into personal understanding.
- To facilitate the development of self-confidence, resilience, empathy and self-esteem in our students.
- To prepare our students for the opportunities, responsibilities and experiences of later life.
- To develop and promote a thoughtful approach to society where the students treasure and respect traditional British values, as well as those of other cultures, and make a positive contribution to democratic society as good citizens.
- To promote an understanding of political, social and cultural structures within British society and encourage full participation in these.
- Provide opportunities to explore, clarify and, where appropriate, challenge their own and others' values, attitudes or beliefs.
- To foster an understanding of what makes for good relationships with others.
- To develop knowledge and understanding of what is meant by a healthy lifestyle.
- Provide the skills and strategies required for the students to live healthy, safe, fulfilling, responsible and balanced lives.
- To prepare our students sufficiently well to be able make informed choices regarding personal and social issues.
- To develop an appreciation of the career paths available to the students.
- To facilitate appreciation of personal financial management principles and techniques.
- To raise awareness of how to remain safe in a wide range of situations.
- To enhance the partnership between the school, parents and the local community.

- To develop a curriculum by collaborative planning which has a coherent structure, breadth, balance, relevance, continuity, progression and a global dimension.
- To deliver the curriculum through a variety of teaching/learning styles and to provide a motivating context in which a holistic and relevant approach to learning will reinforce and generalise concepts, skills and attitudes across the curriculum.

There is a shared responsibility and a co-ordinated approach to deliver the students' entitlement; all staff can contribute to these at all stages. The schemes of work that have been collaboratively devised are regularly reviewed and adjusted to ensure that the material that is delivered is relevant to the teenage child in today's British society, whilst covering the eight themes referenced earlier. The themes enrich the educational experience of students. They are structured and include a strong component of knowledge and understanding in addition to skills, but can be delivered by our teaching staff in various ways best suited to their students. To ensure that PHSE is taught to the same high standard as the rest of the curriculum, the PHSE Coordinator oversees the curriculum and schemes of work, Heads of Year undertake observation of teacher delivery and members of SLT conduct learning walks during tutorial time. Much of the knowledge and understanding can also be taught through other subjects as well as through integrated PHSE topics.

We adopt a whole school approach to the delivery of the PHSE themes by the use of four quite different platforms:

- I. Timetabled slot - tutorial period each week.
- II. Teaching themes across a number of different curriculum areas.
- III. Additional opportunities arising from other initiatives/activities (e.g. assemblies, themed weeks and trips).
- IV. Timetable suspension for special activities (e.g. Whole school Retreat /Citizenship day/Mental Wellbeing Days).

The 'Core Themes' of the PHSE curriculum are:

- Health and well-being.
- Relationships and sex education.
- Living in the wider world; economic well-being; careers and the world of work.

These themes recur at increasingly sophisticated and mature levels of approach as students develop and progress through the school. These themes build upon the direct experiences of the students within the school, within their families and in their own communities.

The specific aspects of knowledge and understanding are set out in the PHSE programme. However, the eight themes have many common elements, such as:

- They are conducive to a similar student centred teaching/learning methodology.
- They contain common knowledge, ideas and beliefs.
- They provide a relevant context in which to offer the National Curriculum and cross-curricular skills.
- They provide a vehicle for the promotion of common attitudes and values.
- Assessment allows students to demonstrate achievement in many ways.

Responsibilities of the PHSE Coordinator

The school's PHSE Co-ordinator is responsible for:

- Overseeing, reviewing and implementing the PSHE policy.
- Liaising with Heads of Year to monitor the teaching and learning of PSHE.
- Ensuring that the statutory elements of RSE and health education are being taught.
- Meeting with the Heads of Year to regularly update the PHSE curriculum.
- Coordinating the delivery of certain aspects of the PHSE curriculum through liaison with various departments, such as RE and Science, that are involved in the teaching of relevant content.
- Linking PSHE with the Pastoral Improvement Plan, which contributes to the fulfilment of the targets of the School Improvement Plan.
- Keeping the Deputy Headteacher responsible for the pastoral life of the school informed of any developing themes or changes to statutory guidance impacting the delivery of the PHSE curriculum, so that these may be reported to Governors.
- Attending in-service training and disseminating feedback to staff.
- Providing training for form tutors and Heads of Year on effective strategies for delivering the PSHE programmes of study.
- Working closely with the co-ordinator of the school's careers guidance to ensure that a full programme of careers education and advice is provided within the wider context of the PSHE programme. This includes access for students to impartial careers advice and guidance and to support for all post-13, post-16 and post-18 option choices.

Monitoring and review

The policy will be evaluated and reviewed by the PSHE co-ordinator and Heads of Year, who largely oversee the delivery of PSHE education, and presented for approval by Governors every two years.

Approved by Catholic Life of the School Committee: 27th January 2021

Review Date: Spring 2023