



Rationale

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils, and under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of pupils, and
- prepares pupils for the opportunities, responsibilities and experiences of later life.

As a Catholic school, and in line with our mission statement, we see these requirements as a moral imperative, in order to develop the potential of each and every individual and prepare them for a future in which they can contribute to society.

PSHE education is essential to such a curriculum and to meeting the need to promote pupils' wellbeing.

In March 2013, the DfE published its review of PSHE education in which it stated:

PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum.

[Written Ministerial Statement: **Review of Personal, Social, Health and Economic education**, March 2013]

Ofsted's 2013 PSHE education survey also highlights the relationship between a school's PSHE provision and overall effectiveness, observing "a close correlation" between surveyed schools' section 5 (whole school) inspection results, and their grade for PSHE education.

PSHE education aims to equip pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It provides them with the crucial opportunity to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they may encounter. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

It is important to note that much of this education happens across the curriculum, not only in the timetabled weekly PSHE Education lesson.



Relationship to other policies

The following policies or statements should be read in conjunction with the PSHE Education policy:

- Equality Policy
- Relationships and Sex Education Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Mission statement
- Statement on Ethos, Aims and Objectives
- Curriculum Policy

PSHE Education Curriculum

The PSHE education curriculum is developed collaboratively by the school's PSHE education coordinators (Key Stage Leaders) and the Year Leaders. It is reviewed annually and will be flexible in terms of allowing for in-year adaptations to meet the needs of the students and the opportunities that arise across the course of the year.

An outline of the curriculum is available to view via a link from the school's website.

Building Learning Power (BLP) in PSHE Education

In PSHE education, as well as across the school, we aim to develop in students their

- Resilience
- Resourcefulness
- Reflectiveness
- Reciprocity

Key Aims

Key Stage 3

By the end of Key Stage 3, students should

- have a clear sense of their identity and core values, and be able to reflect on and evaluate their achievements and strengths in all areas of their lives, recognising their own worth
- be able to identify feelings and emotions, and understand how to manage these positively
- understand how to develop friendships, to manage peer group pressure and to resist bullying
- demonstrate understanding of and respect for differences between people
- understand the value of social responsibility
- be able to make informed choices about staying physically and mentally healthy and avoiding risks, and know how to access sources of help
- understand how to use a range of study skills in order to maximise their academic progress



- be able to plan realistic targets for Key Stage 4, and start relating career plans to qualifications and skills
- demonstrate understanding of basic banking terminology and budgeting, as well as understanding how to develop a healthy attitude towards money
- be developing an increasing understanding of rights and responsibilities, and of political systems

Key Stage 4

By the end of Key Stage 4, students should

- be able to assess their personal qualities, skills and achievements and use them to set future goals
- understand how to present themselves confidently, including at interview or in the workplace
- be able to identify a range of post-16 options available to them, using careers advice and support networks to plan and negotiate their career pathways, setting realistic targets
- be confident in the use of financial and economic vocabulary, understanding how to plan for the future and manage their personal finances
- understand changes in the teenage brain and how these might impact on the choices they make
- understand some of the causes, symptoms and treatments of mental and emotional health disorders such as stress and depression, and identify strategies for preventing and addressing these
- understand the value of relationships, including those of marriage, parenthood and family life
- have an understanding of sexual health issues
- develop an understanding of current affairs and be able to ask pertinent questions about the wider world

Key Stage 5

By the end of Key Stage 5, students should

- be able to successfully self-evaluate in order to help them set their own short and long term goals, and tackle any barriers to their achievement
- be using a range of independent study skills
- understand the value of emotional intelligence, be able to manage their own emotions, and communicate successfully with others
- be developing an understanding of the qualities of successful leadership and successful collaboration
- have a good understanding of issues of driving safety
- understand the dangers and risks of alcohol and drugs
- understand how to look after their physical and mental health, including in the transition away from school/ home, and know how to access sources of support
- know how to manage money successfully, including budgeting and financial planning, understanding issues of debt, credit, tax, NIC, etc
- have heard a range of outside speakers on varied topics of current interest and be able to articulate their responses to a range of issues



Assessment

Assessment of students' progress in PSHE education will take a variety of forms, including end-of-unit projects, quizzes, debates and discussion, peer and self-evaluation.

Year Leaders are responsible for evaluating the quality of the teaching and learning in the PSHE education lessons for their year group, in conjunction with the school's PSHE education coordinators.

Review Due: January 2018