

Date: January 2022  
Review date: January 2023  
Responsibility: KB, AB

# Bishop Challoner School



## PSHEE POLICY



**Bishop Challoner School**  
**PERSONAL, SOCIAL HEALTH AND ECONOMIC EDUCATION POLICY**

**This applies to the whole school including the Early Years Foundation Stage.**

This policy should be read in conjunction with the school's Safeguarding policy.

**OBJECTIVES**

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHEE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). Paragraph 41 of statutory guidance on Keeping Children Safe in Education, the Department for Education states that 'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE...'

The Equality Act 2010 also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

The DFE had stated on September 2021 that:

*Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.*

*PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.*

*However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.*

*Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.*

PSHE is a curriculum for modern life. A good PSHE education provides young people with both the knowledge and skills to manage their lives, stay safe, make the right decisions and thrive as individuals and members of society. It provides young people with opportunities to develop skills and qualities such as resilience, leadership, communication, empathy and perseverance. We know that these are the skills and qualities that business leaders are crying out for and help to address the productivity gap. We also know that these skills are not innate and that they can and should be developed.

RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. All RSE will be in accordance with the Church's moral teaching.

At Bishop Challoner pupils will be given opportunities to develop knowledge, skills, values, attitudes and beliefs through:

- The main curriculum including RE.;
- Assemblies, liturgies and masses;
- The PSHEE programme;
- Industry links including Work Experience (year 11);
- Community links, particularly local parishes;
- School productions;
- Extra curricular clubs and activities;
- Music and sporting activities;
- Charity fundraising;
- Participation in House Events;
- School visits and journeys etc.;
- School council (Pupil Voice);
- School Leadership opportunities;
- Visiting Speakers

## **PSHEE PROGRAMME**

A regular opportunity for the delivery of personal, social, health and economic education is made through the PSHEE Programme. Pupils in the Junior school receive a weekly 50 minute lesson. Pupils in years 7,8 and 9 receive a fortnightly 50 minute lesson and year 11 pupils receive a weekly 50 minute lesson. Year 10 is delivered during tutor time. Pupils in other year groups have the PSHEE programme delivered during registration periods. Other opportunities to discuss and explore issues are taken as appropriate.

The underlying aims of this programme are to encourage pupils to:

1. develop mutual respect, tolerance, understanding and support;
2. develop a knowledge of the Fundamental British values of:
  - (a) Democracy: Respect for democracy and support for participation in the democratic process. An understanding as to how citizens can influence decision-making through the democratic process.
  - (b) The rule of law: Respect for the basis on which the law is made and applies in England. An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government.
  - (c) Individual liberty: Support and respect for the liberties of all within the law.
  - (d) Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs. An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.
3. think about issues and make informed opinions;
4. increase their knowledge of health, sexual matters and relationships and be able to make informed decisions;
5. take an increasing responsibility for all aspects of their own decision making in a range of contexts and situations, including responsible attitudes towards personal and shared resources, including money management;
6. role play situations and develop strategies for dealing with them;
7. be aware of and care for others and for the environment;
8. talk about feelings and be sensitive to the feelings of others;
9. be constructively critical and questioning;
10. be responsible for their behaviour and learning;
11. understand the roles and responsibilities of citizenship.

The programme is based on a commitment to equal opportunities for all pupils and celebrates cultural diversity, to prepare pupils for life in a multi-cultural society in modern Britain.

The programme addresses a wide range of issues, including:

- health education (including sex, relationships, drug and alcohol education);
- prevention and tackling of bullying;
- safeguarding;
- equality;
- environmental education;
- careers education (including work experience);
- citizenship and an understanding of fundamental British values;
- terrorism and the prevention of radicalisation;
- economic and industrial understanding;
- awareness of the European dimension.

Relationships and Sex Education (RSE) forms part of the PSHEE programme. In EYFS, KS1 and lower KS2, pupils are encouraged to develop an understanding others and build strong friendships, recognising differences and dealing with disagreements. In upper KS2 and Senior school, factual information about various issues is covered, with the emphasis being placed on physical and emotional changes in puberty in upper KS2 and then in Senior school the development of loving relationships, family life, the emotional and moral risks of casual sex and consideration of personal choices and responsibilities within a Catholic context.

In the Early Years Foundation Stage, PSHE teaching is encouraged through the 'Personal, Social and Emotional Development' aspect of the Early Years curriculum. PSHE is taught in reception as an integral part of the topic work covered during the year. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception class when we teach 'how to develop a child's knowledge and understanding of the world'.

Activities are planned according to the levels and needs of the children and may take place as individual or group activities, circle time or buddy time with older children from different year groups.

In the Junior School, parents are given the opportunity to discuss the RSE aspects of the PSHEE curriculum, look at teaching resources and ask any questions about how these topics are covered in school.

Parents have the right to withdraw their children from RSE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher.

### **Drug and Alcohol Education**

Definition of 'Drugs': This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

### **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the sessions. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's child protection and confidentiality policy is followed.

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing points of view that contradict those held either by their class teachers or their peers.

Review Date: January 2022

Reviewed by: K Brooker/A Barker

Next Review Date: January 2023