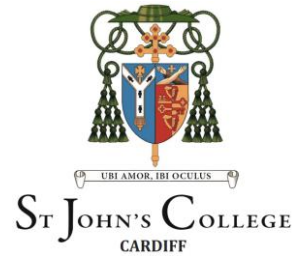


# **PSE Policy - *Senior School***

## **Personal and Social Education**

---



**St John's College**

**PSHCE POLICY - SENIOR SCHOOL**

This policy applies to the Senior School.

*Version: September 2020*

## **Rationale**

As stated in the School's Mission Statement, St John's College seeks to encourage the entire community, as children of God, to realise their spiritual, intellectual, emotional, social and physical potential, to be the best they can be. We rejoice in preparing our children for life beyond St John's, nurturing the desire and ability to have a positive impact as global citizens.

At St John's College the PSE programme supports the School's Mission Statement in the following ways:

- PSE raises the self-esteem of students, valuing and building upon the ideas of the young people themselves. It accepts that we are all different, yet all are equally valued: it encourages young people to consider the consequences of their own actions.
- PSE ensures that the students will develop the skills, knowledge and attitudes, which enable them to take control of their own lives and remember their responsibility to others.
- PSE is reflected not only through the taught curriculum but also through our expectations; code of behaviour; relationships between students, between staff and between staff and students; the physical environment (classrooms, common rooms, boarding areas and corridors are aesthetically pleasing and well cared for); and a wide range of extra-curricular experiences.

## **Whole School PSE Aims**

1. To help foster the inclusive Catholic ethos of the School;
2. To assist students in developing awareness of their responsibility to themselves, others and the School;
3. To foster a greater sense of security, co-operation and achievement at School;
4. To help students explore their own performance, feelings, attitudes and values; thereby fostering the development of a positive self-image amongst students;
5. To work towards the improvement of each student's academic performance throughout all areas of the curriculum;
6. To help students develop a greater sense of understanding and empathy towards other members of our school community;
7. To encourage students to examine and evaluate their attitude towards important social issues;
8. To prepare students for life after school in a time of increasingly accelerating social, moral and economic change;
9. To increase awareness of issues on the world-wide stage and promote a caring and sympathetic approach to the plight of others less fortunate than themselves.

## Implementation - Teaching and Learning

A range of teaching and learning styles are used. Emphasis is placed on active learning, including the students in discussions, investigations, debates, role-play and problem solving activities. Visiting speakers are a regular feature of the PSE programme and each Year group has the opportunity to hear a visiting speaker at least once a term.

## Planning and Organisation

The common topics are:

- 1) Personal health and well-being;
- 2) Living in the wider world;
- 3) Relationships;
- 4) Citizenship.

These will be taught in blocks to ensure continuity of learning and the number of lessons in each block may vary according to the topic content to be delivered.

A varying degree of emphasis is placed upon each of these themes in relation to the particular age, development and need of the student. Specific overviews for each Year group are contained in the appendix.

The programmes of study delivered in the PSE lessons are also enhanced and enriched by the following important experiences, which are a feature of any student's life at St John's College:

- Opportunities for prayer and worship, both collective and personal;
- Through assemblies - School, House and Year group;
- Involvement of students in assemblies / Year meetings;
- Awareness of the needs of others through works of Christian charity (at home & abroad);
- Positions of responsibility - e.g. Monitors, Prefects, Head Boy and Head Girl, House Captains and Sports Captains;
- Representatives at School Council, and Year group committees;
- School residential experiences, activities days/weeks, retreats, Duke of Edinburgh Award Scheme, foreign exchange visits, community links and the Young Enterprise Scheme;
- Extra-curricular activities programme;
- Involvement in school productions and events;
- Maintenance of the student planner;
- Recognition of achievement through the merit system;
- Involvement in the School's House System;
- Interaction with guests and visitors to the School;
- Participation in School Open Afternoons, acting as guides and working within departments;
- Opportunities for Work Experience;

- Through promoting positive relationships with each other and with members of staff;
- Through the School's expectations and code of behaviour;
- Ensuring that the physical environment (classrooms, common rooms, boarding areas and corridors) is aesthetically pleasing and well cared for.

### **Role of Form Tutor**

The person responsible for the delivery of PSE must:

- liaise with the Head of Year and the PSE Co-ordinator with regard to content of the PSE programme;
- ensure he/she has the resources available for tutees;
- ensure tutor time is used constructively and efficiently in furthering the PSE development of his/her tutees.

### **Role of Head of Year**

The HoY should:

- liaise with the PSE Co-ordinator with regard to the content of the PSHCE programme;
- liaise with the PSE Co-ordinator about the arrangements for visiting speakers;
- ensure that resources are available for Form Tutors;
- Include a review of the PSE programme as an agenda item for the meeting with Form Tutors at least once each term.

### **Role of PSE Co-ordinator**

The PSE programme is co-ordinated by Mrs. Emma Jones - *Assistant Head, Pastoral & DSL*. To do this, she will:

- liaise with students, Form Tutors, Heads of Year and Senior Management Team;
- be responsible for the progression and co-ordination of the subject;
- support Form Tutors and Heads of Year in planning PSE activities;
- maintain and purchase appropriate PSE resources;
- attend PSE courses;
- monitor the PSE programme;
- liaise with the Junior School, Nursery School and Sixth Form;
- arrange PSE visiting speakers;
- arrange venues and resources for PSE visiting speakers.

## Monitoring

Programmes of study and tutor time will be monitored by Mrs Jones and HoY through:

- Regular visits to tutor groups in tutor time;
- Observation of PSE lessons;
- Looking at students' recorded work;
- Observation of visiting speakers.

## Review

Programmes of study will be reviewed by:

- Mrs. Jones, together with Heads of Year;
- Heads of Year together with Form Tutors;
- Form Tutors together with Tutees (Tutees will be asked to complete evaluation questionnaires at the end of each topic block).

Appropriate amendments can then be made. The policy will be reviewed and changed as the requirements of the National Curriculum change and as we develop new ideas from courses attended.

## Prevent Duty

In line with Prevent Duty, 2015, we build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We already promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

Personal, Social and Health Education (PSHE) is an effective way of providing our students with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.

Citizenship helps us to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Staff must take action when they observe behaviour of concern and follow our existing safeguarding procedures contacting the Local Authority or the Police.

## **Links to Other Policies**

- Curriculum Policy
- Pastoral Care Policy
- Rewards and Sanctions Policy
- Anti-Bullying Policy
- Equal Opportunities Policy

## Appendix 1

### Personal, Social, Health and Citizenship Education Policy R12 - R16

#### PSE Objectives

#### R12 - Overview of planning

Half Term/Core Theme:	Specific Learning:
Autumn 1 - <b>Health &amp; Wellbeing</b>	<b>Transition</b> to secondary school <b>Diet</b> , exercise & how to make healthy choices.
Autumn 2 - <b>Living in the wider world</b>	<b>Enterprise Skills</b> & the introduction to careers Challenging career stereotypes & <b>raising aspirations</b>
Spring 1 - <b>Relationships</b>	<b>Diversity, prejudice &amp; bullying</b> including cyber bullying Managing <b>on &amp; off line friendships</b>
Spring 2 - <b>Health &amp; Wellbeing</b>	The risks of <b>alcohol, tobacco</b> & other substances Managing <b>puberty</b> & the issues of unwanted contact & FGM
Summer 1 - <b>Relationships</b>	<b>Self-esteem and romance</b> Exploring <b>family life</b>
Summer 2 - <b>Living in the wider world</b>	Making <b>ethical financial decisions</b> Saving, <b>spending &amp; budgeting</b> our money
End of school year	Assessment

#### R13 - Overview of planning

Half Term/Core theme:	Specific Learning:
Autumn 1 - <b>Health &amp; wellbeing</b>	<b>First aid</b> & personal safety, focussing on road safety <b>Alcohol &amp; drug</b> misuse and managing <b>peer influence</b>
Autumn 2 - <b>Living in the wider world</b>	<b>Rights &amp; responsibilities</b> in the community including challenging <b>age &amp; disability discrimination</b>
Spring 1 - <b>Relationships</b>	Tackling <b>racism and religious discrimination</b> , promoting human rights <b>Online safety</b> & digital literacy
Spring 2 - <b>Health &amp; Wellbeing</b>	<b>Mental health</b> & emotional wellbeing, including <b>body image</b> Managing change & <b>loss</b>
Summer 1 - <b>Relationships</b>	Introduction to <b>sexuality &amp; consent</b> Introduction to <b>contraception</b> including condom & the pill
Summer 2 - <b>Living in the wider world</b>	Evaluating <b>value for money</b> in services Risks & consequences making <b>financial decisions</b>
End of school year	Assessment

### R14 - Overview of planning

Half Term/Core theme:	Specific learning:
Autumn 1 - <b>Health &amp; Wellbeing</b>	<b>Peer pressure</b> , assertiveness & risk, gang crime Dieting, lifestyle balance & <b>unhealthy coping strategies</b>
Autumn 2 - <b>Living in the wider world</b>	Understanding <b>careers</b> & future aspirations Identifying learning strengths & <b>setting goals</b>
Spring 1 - <b>Relationships</b>	<b>Managing conflict</b> at home & the dangers of running away from home Tackling <b>homophobia, transphobia &amp; sexism</b>
Spring 2 - <b>Health &amp; Wellbeing</b>	Managing <b>peer pressure</b> in relation to illicit substances Assessing the risks of <b>drug &amp; alcohol abuse</b> & addiction
Summer 1 - <b>Relationships</b>	Relationships & sex education including healthy relationships & <b>consent</b> The risk of <b>STIs, sexting &amp; pornography</b>
Summer 2 - <b>Living in the wider world</b>	Reflecting on <b>learning skills</b> development in key stage 3 Planning and carrying out an <b>enterprise project</b>
End of school year	Assessment

### R15 - Overview of planning

Half Term/Core theme:	Specific learning:
Autumn 1 - <b>Health &amp; Wellbeing</b>	<b>Transition</b> to key stage 4 & developing good study habits <b>Mental health</b> & ill health, tackling stigma
Autumn 2 - <b>Living in the wider world</b>	Understanding the causes & effects of <b>debt</b> Understanding the risks associated with <b>gambling</b>
Spring 1 - <b>Relationships</b>	Tackling <b>relationship myths</b> and expectations Managing romantic <b>relationship challenges</b> including break ups
Spring 2 - <b>Health &amp; Wellbeing</b>	Exploring the influence of <b>role models</b> Evaluating the <b>social and emotional risks</b> of drug use
Summer 1 - <b>Relationships</b>	Understanding <b>different families</b> and learning parenting skills Managing <b>change, grief and bereavement</b>
Summer 2 - <b>Living in the wider world</b>	Preparation for <b>work experience</b> Readiness for work
End of school year	Assessment



## R16 - Overview of planning

Half term/Core theme:	Specific learning:
Autumn 1 - <b>Health &amp; Wellbeing</b>	Promoting <b>self-esteem</b> and coping with <b>stress</b> Learning and <b>revision</b> skills
Autumn 2 - <b>Living in the wider world</b>	Understanding the <b>college application process</b> and plans beyond R16 <b>Skills for employment</b> and career progression
Spring 1 - <b>Relationships</b>	<b>Personal values</b> & assertive Communication in relationships Tackling <b>domestic abuse &amp; forced marriage</b>
Spring 2 - <b>Health &amp; Wellbeing</b>	<b>Health &amp; safety</b> in independent Contexts Taking responsibility for health choices
Summer 1 - <b>Relationships</b>	<b>British values</b> , human rights and <b>Community cohesion</b> Challenging <b>extremism</b> and radicalisation
Summer 2 - <b>Revision</b>	<b>Revision</b>
Exams	Exams