

PSHE Policy

Newman Catholic College



GOVERNING BODY APPROVAL: Autumn 2022

COMMITTEE WITH RESPONSIBILITY FOR MONITORING AND REVIEW:

Curriculum Committee

NEXT REVIEW DATE:

This policy covers our school's approach to Personal, Social, Health and Economic Education.

1. Aims

The aims of personal, social, health and economic (PSHE) education in Newman Catholic College are to:

- give our students the knowledge, skills and understanding they need to lead confident, healthy and independent lives.
- to help them in developing personally and socially
- to tackle many of the moral, social and cultural issues that affect young people today.
- to equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

3. Content and delivery

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. Parents and Carers can find this on our school website..

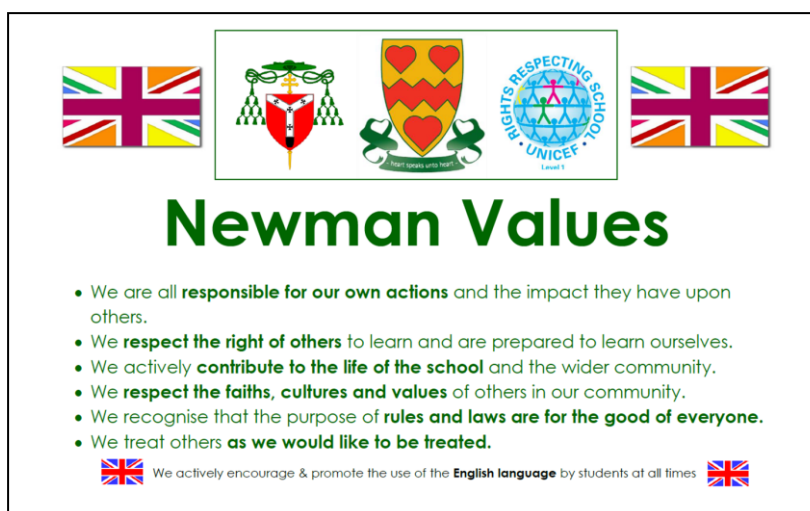
For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each Key Stage.

The PSHE curriculum consists of one half hour lesson per week taken by the Form Tutor. This is supplemented with Drop Down Days, teachers and outside agencies who have areas of expertise. There are visits from external agencies and speakers such as the Police, other organisations and charities. Students' personal, social and emotional development is also encouraged by our supportive school ethos, where all are valued and positive relationships are seen as important. A safe and secure school environment is created which is conducive to learning.

4. Values

Our PSHE programme aims to support young people to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Our learning objectives, fulfilled through the engagement of students in active learning opportunities, enable students to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. Our PSHE programme promotes and reflects our values of respect, equality and cooperation.

Students learn to recognise, develop and communicate their qualities, skills and attitudes. Students accumulate knowledge, confidence and self-esteem in order to realise their true potential. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal well-being helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations.



5. Creating a safe and supportive learning environment

All PSHE classes develop a set of ground rules for discussions at the start of each academic year in agreement with their teacher. The aim of the ground rules is to establish an environment of respect and collaboration so that students feel confident in discussing sensitive issues. The following are protocols for discussion-based lessons with students:

- > No one (teacher or student) will have to answer a personal question;
- > No one will be forced to take part in a discussion;
- > Meanings of words will be explained in a sensible and factual way;
- > Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

6. Roles and responsibilities

We strive to create a PSHE curriculum which ensures the present and future wellbeing of students and has relevance in meeting their learning needs in response to local and national statistics. We acknowledge that Relationships and Sex Education is the right and responsibility of the parent. Newman Catholic College provides relationships and sex education to support parents in fulfilling this responsibility.

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

7. Monitoring arrangements

The delivery of PSHE is monitored through: student work, learning walks, drop ins, student/staff questionnaires, cultural capital. etc.

Students do not pass or fail within PSHE but have the opportunity to reflect on their own learning and personal experiences and set personal goals and agree strategies to reach them. The process of assessment has a positive impact on student's self-awareness and self-esteem. We do not assess students in all areas of the PSHE programme, however, opportunities for students to reflect on their progress is identified. There are opportunities to record learning and progress in different ways. Celebration of achievement contributes to building students' self-esteem, developing a sense of community and belonging, helps create a positive atmosphere in the College and develops student's sense of pride.

8. Links with other policies

This policy links to the following policies and procedures:

Relationships and Sex Education

Careers Policy

Anti Bullying Policy

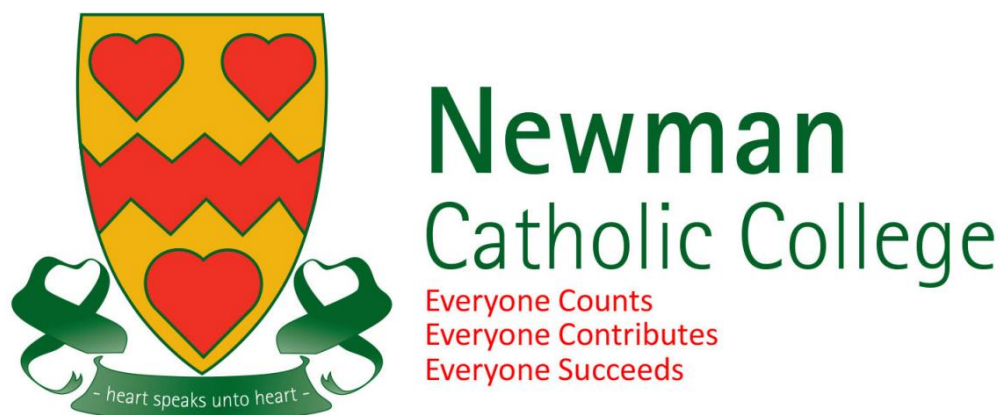
E Safety Policy

Behaviour Policy

Appendix One



Newman Catholic College Whole School PSHE Curriculum Outline



Through our PSHE curriculum, we want to give our students the skills and knowledge to become independent, confident, healthy and responsible members of society.

Our PSHE curriculum has three core learning themes:

Health and Wellbeing

Careers and Living in the Wider World

Relationships and Sex Education

The content will be covered through PSHE sessions on Thursday Afternoons, Assemblies, Guest Speakers and Drop Down Days.

Year 7 & EAL Projects

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1.2 Your personality	8–9		
1.3 Who am I?	10–11		
1.4 Gender and your identity	12–13		
2. You and your changing body			
2.1 Puberty	14–15		
2.2 Periods: the facts	16–17		
3. You and your feelings – anxieties and worries			
3.1 Feeling worried or anxious	18–19		
3.2 The laws of attraction	20–21		
4. You and your values			
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4.3 Regrets and saying sorry	26–27		
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8. You and bullying			
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3. Sexual relationships – your responsibilities		11.1 Dealing with anger	66–67
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3.3 Having sex – teenagers' experiences	22–23	12. Managing stress	
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Year 12

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Employability Skills
Computer Literacy Skills
Researching Different Jobs
Apprenticeships
Applications and Personal Presentation
Careers in the Core Subjects
Careers or University Personal Statements
Plagiarism

Unit 2- Health and Well Being

Back to School after Lockdown
Class A Drugs
Class B Drugs
Class C and Prescription Drugs
Cosmetic and Plastic Surgery
Gender and Identity
Miscarriage and unplanned pregnancy
Relaxation

Unit 3- Sex, Relationships and Society

Critical Thinking and Fake News
'Honour'-based violence
Feminism
Date Rape
Free Speech and Hate Speech
Social Justice

Year 13

Unit 1- Careers, Finance and Independence

Personal statements: extra-curricular activities

Finance: renting vs buying property, cars

Payday loans

Pensions and retirement

Work Ethic and motivation

Leadership Skills

Personal Branding

Problem Solving

Employability Skills Initiative

Unit 2- Health and Well Being

Climate Change

Toxic and positive masculinity

Emotional wellbeing

Drugs, festivals and parties

Sexual Health: STIs clinics and advice

Healthy Diets: BMI, obesity, food pyramids and eating well

Unit 3- Sex, Relationships and Society

Culture wars and media influence

Social Media Callout culture

Cultural appropriation

Tolerating intolerance

Online subcultures and extremism

Ageism

Controlling Relationships

Sex and Media

Sex Readiness and encounters

Drop Down Days 2022-2023 KS3/KS4/KS5

	Term One Health and Well Being	Term Two Careers/Living in the Wider World	Term Three Relationships
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid (Your Life You Choose) Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations Financial decision making Saving, borrowing, budgeting and making financial choices	Diversity Diversity, prejudice, and bullying Building relationships Self-worth, romance and friendships (including online) and relationship boundaries
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process Employability skills Employability and online presence	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change Exploring influence The influence and impact of drugs, gangs, role models and the media	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices Work experience Preparation for and evaluation of work experience and readiness for work	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography Addressing extremism and radicalisation Communities, belonging and challenging extremism

Some topics will also be covered through cross Curriculum Subject links, Extended Tutor Time and Assemblies

Drop Down Days 2021-2022 KS3/KS4/KS5

	Term One Health and Well Being	Term Two Careers/Living in the Wider World	Term Three Relationships
Year 11	Building for the future Self-efficacy, stress management, and future opportunities Independence Responsible health choices, and safety in independent contexts	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships
Sixth Form	Personal Safety Safe driving, the dangers of drugs and alcohol. Resilience Wellbeing and Mindfulness to help students prepare for exams without unnecessary stress.	Skills Development Academic writing, revision techniques and oracy are also included. Politics and current affairs are also incorporated in the programme. Next Steps Application processes, and skills for further education, employment and career progression	Sex and Relationships explores safe, equal, caring and enjoyable relationships and discusses real life issues appropriate to the age and stage of the pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
Project Groups	Transition and safety Transition to a new school/new country and personal safety in and outside school, including basic first aid. Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Building relationships Self-worth, romance and friendships (including online) and relationship boundaries



Relationship and Sex Education Health and Well Being at Newman Catholic College



Families
(I103, I131, I132,
I133, R1, R11,
R12, R13, R24,
R25, R26, R27,
R31)

- -Relationship and Sex Education
- -Health and Well Being



College or Sixth Forms
and the start of being a
young adult



Mental Health
(H2, H5, H8, H7, H8, H9,
H10)

Healthy Relationships
(R1, R2, R3, R5, R7, R8,
R14, R15, R18,
R19, R22, R28, R29, R30, R31)

**Communication in
relationships**
(I126, I127, I128, I129, R16, R17, R21,
R23, R32)



Independence
(I13, I14, I111, I112,
I114, I115, I116,
I117, I118, I122,
I123, I124)

**Year
10**

**Values and Violence
- FGM/ Forced marriage**

Exploring Influence
(I119, I120, I121, R20,
R35, R36, R37)

**Addressing extremism
and radicalisation**
(R5, R6, R9, R10, R14, R28,
R29, R30, R31, R34, L24, L26, L27,
L28, L29)

**Year
11**

Building for the future
(I12, I13, I14, I18, I112, L22)

Healthy lifestyle
(I13, I14, I15, I16,
I17, I18, I19, I21)

The Dangers of Pornography

Emotional Wellbeing (I13, I14, I16,
I17, I18, I19, I110, I111, I112, L24)

Emotional Well-being

**Year
9**

**Intimate
Relationships**
(R7, R8, R11, R12,
R18, R24,
R26, R27, R28, R29,
R30, R31, R32, R33,
R34, L21)

**Respectful
relationships**
(R1, R6, R19,
R23,
R35, R36)

**Peer influence,
substance use and
gangs**
(H21, H22, H23, H24, H25, H26, H27,
H28, H29, H30, H31, H32, H33, H34, H35, H36, H37, H38, H39, H40, H41, H42, H43, H44, H45, H46, H47, H48, H49, H50, H51, H52, H53, H54, H55, H56, H57, H58, H59, H60, H61, H62, H63, H64, H65, H66, H67, H68, H69, H70, H71, H72, H73, H74, H75, H76, H77, H78, H79, H80, H81, H82, H83, H84, H85, H86, H87, H88, H89, H90, H91, H92, H93, H94, H95, H96, H97, H98, H99, H100, H101, H102, H103, H104, H105, H106, H107, H108, H109, H110, H111, H112, H113, H114, H115, H116, H117, H118, H119, H120, H121, H122, H123, H124, H125, H126, H127, H128, H129, H130, H131, H132, H133, H134, H135, H136, H137, H138, H139, H140, H141, H142, H143, H144, H145, H146, H147, H148, H149, H150, H151, H152, H153, H154, H155, H156, H157, H158, H159, H160, H161, H162, H163, H164, H165, H166, H167, H168, H169, H170, H171, H172, H173, H174, H175, H176, H177, H178, H179, H180, H181, H182, H183, H184, H185, H186, H187, H188, H189, H190, H191, H192, H193, H194, H195, H196, H197, H198, H199, H200, H201, H202, H203, H204, H205, 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Careers and Living in the Wider World at Newman Catholic College

Our Careers Provision is delivered through our Careers Adviser from The US Charitable Trust, into University and through Drop Down Days

Successfully move to an apprenticeship



Successfully move to college



Developing financial capability



Connections support throughout year 11 - independent and impartial careers advice



How do I improve my prospects?



Personal plan



Updating or creating CVs



Looking for apprenticeships



Consider signing up for the NCS challenge



Discrimination in the workplace



The Law, work, and you



The changing World of Work

KS4

Year 10

Year 11

Year 12/13

Year 9

Year 8

Year 7

KS3

KS4

How are businesses structured?

Setting goals

Financial decision making

Digital literacy

Managing your online presence

Rights and Responsibilities in the workplace

Work experience

Personal networks of support

Thinking ahead

Options for GCSE

What is labour market information? How is it useful to you?

What are my strengths?

Developing a "can do" attitude

Community and careers

Developing skills and aspirations

Careers Questionnaire

understanding job adverts

Matching skills to jobs

Remember that ALL subjects will have bits of careers education in them as well and you can speak to the careers leader about careers.

Financial decision making

Talking to people in employment. What can I learn from them?

What types of work are there?

Extensive UK and international research shows that careers in the curriculum can have some positive impacts on outcomes for young people.

WHY?

Careers is taught throughout both KS3 and

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Numbers in brackets refer to the P102 Association Mapping PoS refs