

# DE LA SALLE COLLEGE



## PHSE & RSE POLICY

***“WHEN I WAS A CHILD I SPOKE LIKE A CHILD, I THOUGHT LIKE A CHILD, I REASONED LIKE A CHILD. WHEN I BECAME A MAN, I GAVE UP CHILDISH WAYS.”***

**CORINTHIANS 13:11**

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# Curriculum Policy for Personal, Social and Health Education

Personal, Social and Health Education (PSHE) including citizenship education, contributes to the school curriculum at De La Salle by helping to give students the knowledge, skills and understanding they need to become informed, active, responsible citizens. At De La Salle we recognise that the personal and social development of children underpins the whole of the education process. PSHE is not just a body of knowledge to be learnt but is a principle running through the school, which should enhance the self-esteem, identity and potential of each student.

Through our teaching we actively promote the protection of children and young people and foster co-operation and understanding. De La Salle is a safe, calm and caring environment where everyone is treated equally and their values, opinions and suggestions will always be encouraged and taken into consideration. This includes the whole school community of teaching and support staff, parents and students.

The philosophy underpinning PSHE places great emphasis on the development of self-esteem. It enhances academic performance and increases the likelihood of success. People with high self-esteem are more likely to be assertive, independent and creative, behave co-operatively and take responsibility for their own actions, have self-discipline and self-respect. Due to the nature of PSHE, this policy should be read in conjunction with the following policies adopted at De La Salle – Behaviour, Drugs, Alcohol, Counter bullying and the SMSC policy.

## AIMS

The aim of PSHE is to help children and young people understand and value themselves as individuals and as responsible and caring members of society. We want our students to like themselves and to feel confident. To this end we will:

- promote a healthy lifestyle
- prepare students for the opportunities, responsibilities and experiences of adult life
- offer our students the opportunities to achieve their physical, psychological and social potential
- promote attitudes and behaviour which contribute to personal, family and community relationships
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs
- encourage the development of personal skills that enable children and young people to function successfully as members of society.

As a College

## OBJECTIVES

To enable children and young people to:

- Develop personal autonomy by encouraging self-awareness, self-esteem, self-confidence whilst encouraging positive thinking
- Be self-reliant and self-motivated
- Be self-disciplined and accept personal responsibility and the consequences of their own actions
- Acquire a sense of social and moral responsibility
- Accept their individual feelings and emotions and those of other people
- Explore alternative ways of resolving conflict without resorting to force
- Think critically and explore different strategies for problem solving
- Make decisions and understand the effects of those decisions
- Make choices within a moral context
- Communicate clearly and express opinions confidently
- Listen to and respect the values and opinions of others
- Explore their own values and attitudes and be aware of how they arrived at them and how they impact on others
- Co-operate with others to create an atmosphere of respect and tolerance (paying particular regard to the protected characteristics of;
  - Age
  - Disability
  - Gender Reassignment
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation
  
- Exercise choice and manage their personal learning, work and leisure
- Set themselves achievable and challenging goals
- Take risks and make mistakes within a safe environment
- Adopt a healthy lifestyle
- Understand society and its political, economic and legal structures
- Be aware of world issues and the role of the individual
- Keep themselves safe

## TEACHING AND LEARNING

PSHE will be delivered primarily to key stage 3 and 4 students as part of their Religious studies curriculum. Students in key stage 5 will follow a PSHE curriculum in the autumn term through one lesson a week.

There are threads of PSHE which can also be identified across the curriculum in individual subject areas and this holistic approach will ensure that our students receive a rich and varied delivery of this aspect of the curriculum.

Much of the teaching and learning achieved in PSHE is experiential and active. It involves group activities that are motivating and exciting. They lead students to explore and make their own discoveries whilst developing a range of skills. Students will complete this learning through classroom activities, group discussions and presentations from visiting speakers.

Lessons include a wide range of strategies and activities relevant to the age of students such as:  
**experience sharing – story telling – voting – discussion – DVDs – warm ups – individual, paired and group work – brainstorming – interviewing – role play - quizzes – games – questionnaires – worksheets – visiting speakers – circle time – drawing**

## CONTINUITY AND PROGRESSION

Continuity and progression is ensured throughout De La Salle by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values.

## CROSS CURRICULAR LINKS

PSHE permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout De La Salle. There are particularly strong links with the science curriculum as well as literacy, geography, history and art. Regular communication should take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach and to enhance and identify the development of existing links.

## CAREERS EDUCATION

It is the philosophy of De La Salle that Careers Education should be an integral part of the curriculum. The programme commences from Year 7 when students are introduced to professions in the local community. This is achieved through visits and visiting speakers. Structured guidance is given to students regarding subject choices for GCSE options. Students in year 10 are supported through the Trident process and this is reflected upon and reviewed upon their return to school.

Year 10 are also given a variety of talks from representatives from various professions. In the sixth form a comprehensive series of talks are offered to students in relation to the world of work and post 18 opportunities. Students are also supported and guided through the UCAS applications process.

## EQUAL OPPORTUNITIES

All activities will be planned in a way that encourages full and active participation by all students, irrespective of academic ability, gender, differences in culture or background.

## ASSESSMENT, RECORDING AND REPORTING

Assessment in PSHE is recognised as being different than in many other subjects. Emphasis is placed on self-assessment, review of group work, class discussion and written work which can rarely be marked in a conventional context. Marking, where necessary should be with the student present so that their thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Various methods will be used to record students' work in PSHE eg written, oral, photographic, artistic.

## MONITORING

Monitoring will be carried out continuously and formally, not less than once a term. This will be based on lesson observations and personal discussion so that relevant modification to Schemes of Work can be undertaken swiftly and effectively.

## DISPLAY

A vibrant school is in no small part due to display to enhance the environment for students and adults alike. Members of staff are encouraged to produce displays in classrooms and public spaces showing evidence of PSHE work as well as student work throughout the wider curriculum.

It is expected that the Code of Conduct, counter bullying information and the expectations and aims of De La Salle will be displayed in every classroom.

## PSHE and RSE in the Primary School

PSHE is a key part of the wellbeing and social and emotional development of boys in the Primary School. PHSE delivery will take into account the ages, aptitudes and needs of all pupils, including those with additional needs.

In most cases PHSE is delivered at an appropriate time in class by the class teachers – although it is in the weekly teaching schedule there will be variation depending on circumstances or need. If there is a need in the class or more broadly in society to spend more time on a particular issue then the curriculum will be adjusted accordingly.

Objectives for PHSE follow the SEAL (Social and Emotional Aspects of Learning) guidance and curriculum. This curriculum has 6 Themes which are reintroduced annually, with age-appropriate progression. Areas such as the Prevent duty are added to the curriculum by the class teachers at appropriate times. The SEAL curriculum as delivered at De La Salle encourages respect for other people, with specific regard to protected characteristics.

Some objectives may not need to be taught in PHSE lessons and are covered where there is an appropriate link to current learning in other curriculum areas.

Strategies for teaching and learning vary according to topic and age-range: this may include (but is not limited to) discussion, circle time, making posters, group work, and pupil presentations.

PHSE is not formally assessed but ongoing teacher assessment ensures progression and support where areas need reinforcement.

RSE is taught in Years 2 and 5. The resources that the teachers use were designed by the sexual health charity **fpa**; 'Getting Ready for Statutory Relationships Education'.

## RSE – Relationship and Sex Education

As a Catholic community we believe that relation and sex education (RSE) is integral to the lifelong learning process and important in relation to the belief that we have been uniquely created in the image and likeness of God. As such, all people have special value and worth. As a Catholic College we recognise that some in our community will identify as LGBTQ+. We believe that all people are unique creations of God and that sexuality is part of that creation. We would not tolerate any discrimination against any individual who identifies as LGBTQ+. In addition, we would work with those who identify as LGBTQ+ (or who are questioning their sexuality) to ensure that their well-being is supported, e.g. if a boy or group of boys wished to host a meeting within school on a regular basis, or if a boy or group of boys openly displayed their preferences.

The school supports parents and carers as the primary educators in RSE and responds to the needs of the students to enable them to make responsible and well-informed decisions as young people.

At De La Salle we provide all students with a planned programme of relationship and sex education. Part of this programme will be delivered in a games afternoon for each year group. RSE is also delivered through religious education (RE) and as part of the statutory National Curriculum for Science. It is supported by discussion with form tutors in house time. Every member of staff who delivers RSE, either as part of our week long SRE programme, as a house tutor, or as a subject teacher, understands that they are part of a holistic and integrated programme across the curriculum.

The programme has been drawn up following consultation with a group of parents and health professionals. When possible, we use a number of outside agencies to deliver these sessions. Prior to sex education lessons commencing, a letter will be sent to parents asking for their consent.

A typical programme for the RSE week can be seen below;

	<b>Relationships</b>	<b>Growing &amp; Changing</b>	<b>Keeping Safe</b>	<b>The Mind</b>
<b>Year 7 Monday</b>	<b>Friendships</b> Building Relationships	<b>Puberty</b> Body Changes Brook	<b>Peer Pressure</b>	<b>Coping with Stress &amp; Anxiety</b>
<b>Year 8 Tuesday</b>	<b>Friendships</b> Building Relationships	<b>Body Issues</b> Talking about Sex & Relationships, conception and contraception. Brook	<b>Online Safety</b> Staying safe online	<b>Coping with Stress &amp; Anxiety</b>
<b>Year 9 Wednesday</b>	<b>Friendships</b> Building Relationships	<b>Self Esteem</b> Body Image, Media	<b>The Law</b> Issues Around Sex	<b>Coping with Stress &amp; Anxiety</b>
<b>Year 10 Thursday</b>	<b>Friendships</b> Building Relationships	<b>Masculinity</b> Youmatter		<b>Mental Health</b>
<b>Year 11 Friday</b>	<b>Pornography and the Brain</b> Youmatter			<b>Myth Busting</b> Brook