



# **PSHEe - central to all that we offer**

PSHE education (PSHEe) deals with the real life issues affecting our children, families and communities. It is concerned with the social, health and economic realities of their lives, experiences and attitudes. PSHEe helps all children and young people – the highest achievers as well as the vulnerable and excluded – to achieve their fullest potential.

Its value:

Promotes independence and responsibility, preparing children and young people for future roles as parents, employees and leaders.

Improves employability by developing the personal and social skills demanded by commerce and industry.

Contributes to health and well-being, encouraging individual responsibility for health (ultimately reducing cost to the National Health Service).

Contributes to the safety and protection of our children and young people.

# What do they learn about?



Relationships (known as RSE - Relationships and Sex Education) : developing and maintaining positive relationships; dealing with negative relationships (which may include bullying and sexual violence); how to communicate effectively.

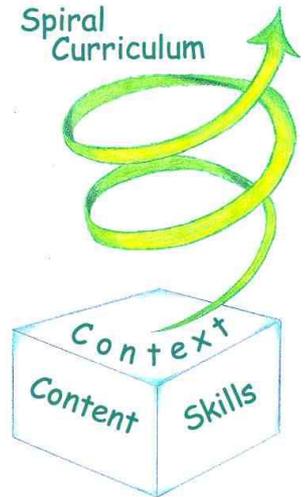
Health: healthy lifestyles; healthy eating and exercise; mental and emotional health; drug, alcohol and tobacco education.

Personal finance: savings, debt management and budgeting.

Risk: financial and careers choices, personal safety, internet safety and violent incidents.

Career choices: enterprise, business and finance.

Citizenship and British Values: democracy, government and law



# What do we do at St. Richard's?

Programme co-ordinated by Acting Assistant Principal

Programme delegated to each Pastoral Leader to develop

Tutors enhance lessons (based on those by AP) and deliver programme to their form groups in weekly 40 minute lessons (Tuesday mornings)

Monitored through learning walks by Pastoral Leader/LMT/pupil voice

Reported home to parents annually through the summative report

## What we think...

PSHE education raises academic achievement. It helps to address barriers that prevent pupils from learning.

Research shows that pupils are more likely to do well in GCSEs if they:

- Believe in their own ability.
- Believe that events result primarily from their own behaviour and actions.
- Recognise that school is worthwhile.
- Aspire to further/higher education or training.
- Avoid risky behaviour, smoking, cannabis use, anti-social behaviour, truancy, suspension and exclusion.
- Do not experience bullying.

# Styles of learning

The programmes of study focus on:-

- 1) Critical reflection
- 2) Making decisions
- 3) Assessing and managing risk
- 4) Developing relationships and working with others
- 5) Self development
- 6) Exploration



All programmes of study allow for the development of:-

Knowledge/Understanding  
Skills

Values and attitudes

# How do we do it?

Text books



## Active learning techniques

Trigger material, scenarios and case studies, video, role play, open questioning, structured debate, media analysis, literature - short stories/poems etc, visitors, drama from outside companies

Paired, group and individual reflective work

Closing round to support reflection of the lesson

Extra support through small group work

**ACTIVE LEARNING**

**What I hear, I forget**

**What I see, I remember**

**What I do, I understand**

# RSE - relationship and sex education

ALL STATE-FUNDED SCHOOLS		
	MAINTAINED SCHOOLS	ACADEMIES AND FREE SCHOOLS
<b>WHOLE CURRICULUM</b>	Must be balanced and broadly based, with a statutory duty to promote pupil wellbeing. Schools must publish details of their curriculum, including PSHE and SRE.	
<b>PSHE</b>	The Department for Education states that all schools should make provision for PSHE education, drawing on good practice. Schools are free to develop their own PSHE programme to reflect the needs of their pupils.	
<b>SRE</b>	It is compulsory for pupils in secondary education to have sex education that includes HIV and AIDS and other sexually transmitted infections.	
<b>SRE GUIDANCE</b>	Any school that provides SRE has a statutory duty to have 'due regard' to the Secretary of State's Sex and Relationship Education Guidance (DfEE, 2000)	
<b>NATIONAL CURRICULUM</b>	Statutory sex education in science programmes of study at Key Stages 1 to 3.	
<b>SRE POLICY</b>	The Secretary of State's 2000 guidance states that all schools should have an up-to-date policy for SRE, which must be available for inspection and to parents/carers on request.	SRE policy advisable but not compulsory.

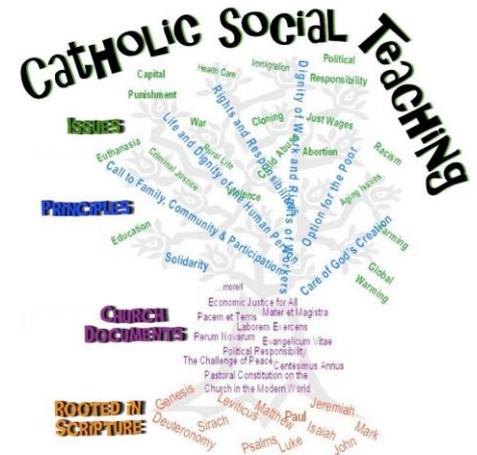
# Our RSE programme

Our programme aims to address the questions and concerns raised by the biological facts – for example, exploring the feelings a new baby can bring, or the effect of puberty on friendships.

We feel it provides balance to sometimes distorted messages about sex and gender roles in the media, and helps protect children by explaining boundaries and safety, and developing the language and understanding needed to recognise abusive behaviour and seek help.

It also helps pupils to develop respectful and consensual attitudes and behaviours around all aspects of relationships

**....All in the context of Catholic teaching**



# Statutory PSHEe

Applies to ALL schools (academies, maintained, special, independent)

Part of the basic school curriculum, not the National Curriculum

No parental right to withdraw from relationships education at primary school; parents can still withdraw from RSE at secondary school

Implemented from September 2019

Government consultation underway to inform updated RSE guidance and new regulations

PSHE education could be mandatory too

Level of prescription not yet indicated, but government have suggested it will not be particularly prescriptive

Will reflect changes in technology and the internet

Relevant to 21st century challenges

Rooted in 'healthy relationships'

Inclusive -in line with the Equality Act and PSED

Developmental 'spiral curriculum'

Regularly reviewed (every 3 years)

## RSE will likely focus on:



Different types of relationships, including friendships, family relationships, dealing with strangers

How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;

How relationships may affect health and well-being, including mental health;

Healthy relationships and safety online

Factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of Relationships.

# Supporting parents

We encourage parents to talk to their child/children about the topics we cover through:-

Programmes of Study can be found on the school website

Pastoral Leaders inform parents about forthcoming topics via the termly newsletter

Parent Information Evenings



Any questions

