Saint Joseph's
CATHOLIC SCHOOL

PSHE Policy

Version 2.0 – January 2025

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY

Success Criteria:

Context/Aim:

This policy outlines our school's approach to Personal Social Health and Economic (PSHE) education across all year groups, complementing the RSE curriculum delivered in RE by subject specialists. PSHE covers other statutory aspects of Health Education not covered in RSE [1]. The role of a Catholic school is not only to ensure academic success but also to ensure that each learner leaves us with an understanding of what it is to be truly human, equipped to manage the challenges they may face in modern life. PSHE is now delivered by teachers in class groups, reflecting the growing Importance of the PSHE curriculum in supporting our young people to develop the skills necessary to navigate the world In which they are growing up.

Within PSHE, each year group covers specific modules, designed to ensure age - appropriate coverage of Healthy Lifestyles; Living in Our Wider World (which includes Careers Education Information Advice and Guidance); and British Values.[2]

Monitoring Procedures:

By Whom:	When:	How:
Governors Pastoral and Ethos Committee	Annually	Reports to the Pastoral and Ethos Committee termly

Evaluation:

By Whom:	When:	How:
Head teacher and the Pastoral & Ethos Governors Committee	Annually	SLT and the Pastoral and Ethos Committee to review Policy

Revision History:

Version	Approved and Ratified	Review Date	Additional Notes
PSHE Policy	January 2025	January 2027	This replaces the Draft policy on the website
CEIAG and PSHE policy	October 2019	July 2021	The joint CEIAG/PSHE policy has been rewritten into two separate policies

[1] RSE within RE covers all statutory aspects as required by the DfE guidance published September 2021, but does not cover statutory health aspects such as dental hygiene or the benefits of healthy sleep habits, both of which will be delivered in PSHE.

[2] See Appendix 1: Whole School PSHE sessions 2023-24

Vision Statement:

With God's love and inspiration, we aspire and achieve excellence.

Vision: St. Joseph's aspires to be an exceptional, inclusive Catholic school where every individual feels a **profound sense of belonging and recognises their spiritual gifts.** In a safe, trusting, and respectful environment, everyone can thrive.

The St Joseph's family is dedicated to providing and receiving **outstanding educational opportunities, enabling each member to achieve excellent progress and outcomes** in every aspect of school life to ensure the highest level of academic results. We are committed to nurturing God-given talents and encouraging everyone to reach their full potential, fostering spiritual and moral character development.

National Policies and guidance/courses referred to and incorporated into SJCS Policy:

Document/Course Title:	Document/Course Date:
Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers	Department for Education, September 2021
Keeping children safe in education 2022 Statutory guidance for schools and colleges	Department for Education, September 2022

Other SJCS Policies that relate to this Policy:

Relationships and Sex Education Policy
Safeguarding and Child Protection Policy
Careers Education Information Advice and Guidance Policy
British Values Policy
Equality and Diversity Policy

PSHE Policy

Roles and Responsibilities

PSHE at St Joseph' forms an important part of the development of the whole child, and as such, all stakeholders take their responsibilities towards PSHE and high-quality delivery seriously. PSHE has always been valued by learners and staff at St Joseph's, and 2024-25 marks the further development of the subject in its own right. We will continue to involve external agencies as appropriate, particularly In the delivery of specialist knowledge such as apprenticeships, and ensure our young people gain the most from the opportunities offered to them.

The school will ensure that:

- The PSHE curriculum will be delivered by teachers that are confident in their delivery of the subject matter or other trained professionals with a relevant skill set [3]
- The PSHE curriculum will be regularly reviewed so that all content remains relevant, topical, and well-resourced in order to ensure the best outcomes for learners
- PSHE will taught as a fortnightly lesson scheduled into the curriculum. At KS4, classes within year groups will be taught simultaneously where possible, to aid delivery from outside agencies.
- A safe and supportive learning environment will be created for all learners through discussion of group ground rules
- The nature of PSHE means that sensitive and controversial issues may arise. Any issues arising will immediately be reported to the Designated Safeguarding Lead within school and will be dealt with in line with the relevant school polices and approaches
- We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by promoting equality and inclusion in all lessons and discussions therein;
- Teaching will take into account the age, ability, readiness and cultural backgrounds of children so that all can fully access the benefits of PSHE education
- We continue to develop our curriculum by the provision of enrichment opportunities as appropriate

[3] For example, apprenticeship providers when discussing apprenticeships in CEIAG modules, bank workers when delivering aspects of finance

- CEIAG sessions within PSHE will either be delivered by the Lead Careers Professional, or appropriate training will have taken place for teachers to deliver the session
- Where external contributors are used, their contributions will be agreed beforehand and St Joseph's staff will remain with them to support and clarify
- Teaching and delivery of PSHE will be by teachers, supported by the PSHE lead and the Careers Lead Professional
- Development of resources and MTPs will continue to be the responsibility of the PSHE Lead with support from other members of staff and external agencies as appropriate
- Learning in PSHE, including CEIAG will continue to be evaluated through pupil voice and staff feedback
- The Assistant Head with responsibility for PSHE will continue to work with the Head of RE to ensure that all aspects of Relationships and Sex Education and Health Education are covered within both subjects, supplemented by pupils' learning in Science, Food Technology and PE
- Each year group will have the opportunity to develop their understanding of British Values within a suite of lessons in PSHE annually

Pupils are expected to:

- Ensure that the group's agreed ground rules are followed and respected in each session
- Contribute positively to PSHE lessons and ensure that their learning is shown in their PSHE exercise book.
- Use their learning in PSHE to contribute to the life of the school and the wider community.
- Respond honestly in evaluations so that modules can be adapted where necessary

What we ask from parents and carers:

- Topics that are discussed in PSHE lessons are open for discussion at home also
- Any clarification necessary is requested so that a member of staff can advise
- Any communications from the school with regard to any aspect of PSHE (particularly CEAIG) are read and acted upon

St Joseph's values PSHE and the learning that prepares pupils for life in the modern world: we constantly seek to improve our offering. We are committed to maintaining pupil, parent/carer and staff voice so that the very best aspects of PSHE, including statutory Health education, can be taught for the benefit of pupils.

Appendix 1: Whole School PSHE sessions 2024 -25

Saint Joseph's CATHOLIC SCHOOL

Whole School PSHE Sessions – 2024/25

Colour Coding:

Introduction to PSHE (Relationships)	Life Skills (Living in Our Wider World)	Healthy Lifestyles (Health and Wellbeing)	Careers Education Information Advice and Guidance (Living in Our Wider World)	Study Skills	British Values (Living in Our Wider World)

PSHE Sessions 2024/25:

Date (WB)	Year 7	Year 8	Year 9	Year 10	Year 11
1st Half Term, from week 1 beginning:					
Sept 4th	SJCS PSHE Introduction	Positive Mental Health 1: What are attitudes to mental health?	British Values: Democracy revisited	Gambling Awareness 1: Recap group ground rules and managing risk	CEIAG Lesson 1 – Post-16 Options; what do I need to consider?
16th Sept	What kind of students do we want at St Joseph's? Random Acts of Kindness	PMH2: What is emotional wellbeing and resilience?	BV2 and 3.: How does democracy work in the UK?	GA2: How can we manage impulsive behaviour?	CEIAG 2: Which option Is best for me?
30th Sept	RAOK/dilemmas	PMH3: What is digital resilience?	BV2 and 3.: How does democracy work in the UK?	GA3: How can we help people who have developed problems with gambling?	CEIAG 3: Mock review and Intended Destinations (Round 1)

Whole School PHSE Sessions – 2024/25 1

14th Oct	How does media influence us?	PHM4: Healthy coping strategies	BV3: What do MPs actually do?	GA4: How can we challenge the gambling industry?	FLIC 1: [1] Take Home Pay
2nd Half Term					
4th Nov	Important people in my life	What is a Healthy Lifestyle? recap	FLIC Session 1[2]: Mobile Phones	Healthy Lifestyle: Positive Mental Health 1	FLIC 2: Budgeting
18th Nov	Staying safe online	What are the blockers to a Healthy Lifestyle?	FLIC Session 2: Cryptocurrency	Healthy Lifestyle: Positive Mental Health 2	FLIC 3: Savings accounts
2nd Dec	Healthy Start: Lifestyle	Alcohol Awareness 1: Why do some choose to drink?	FLIC Session 3: Financial Exploitation	Positive Mental Health 3	Study Skills with Mr Rooney
16th December	Healthy Start 2: Healthy Eating	AA2: How many units?	FLIC Session 4: Online Gaming	Health and Wellbeing audit	Academic/CEIAG review of Year 11 so far
3rd Half Term					
7th Jan	Healthy Start 3: Healthy Sleep	AA3: What are the physical and social effects of drinking?	CEIAG 1: The Options Process: What do I already know about GCSEs?	CEIAG 1: Skills and Qualities	Mocks – revision – silent/group study
20th Jan	Healthy Start 4: Healthy Sleep Strategies	AA4: Alcohol and the Law	CEIAG 2: It's my future!	CEIAG 2: Work Experience introduction	Belonging and Community: Lesson 1:

[1] FLIC stands for the Financial Literacy and Inclusion Campaign, resources supported by the Financial Times. After a successful trail with some Year 9 PSHE classes last year, we will be using FLIC for Years 9 and 11 financial literacy.
[2] FLIC for Year 9 financial literacy focusses on issues that they may come across in their lives going forward. It's the ideal year to do this in.

					Valuing Diversity
3rd Feb	CEIAG: What is CEIAG?	AA5: The effects of drinking too much	CEAIG 3: What are my Options?	CEIAG 3: Mock Interview Prep: Covering Letters	B&C Lesson 2: Understanding and preventing extremism
4th Half Term					
24th Feb	CEIAG 2: My skills and qualities/Introduction to Careerpilot	Healthy Lifestyle 1: Who smokes?	Healthy Lifestyles: facts about vapes...	CEIAG 4: Top tips for an Interview	B&C Lesson 3: How are people drawn into extremist groups?
10th March	CEIAG 2: My skills and qualities/Introduction to Careerpilot	Healthy Lifestyle 2: What is the cost of smoking?	Healthy Lifestyles legal and illegal drugs[3]	British Values recap and reintroduction	Learning Matters: Study Skills Session – revision timetable
24th March	CEIAG 3: Bob's Jobs, A-Z of jobs	Healthy and unhealthy friendships	Basic First Aid	British Values: Tolerance 2	Learning Matters: Study Skills Session- revision techniques
5th Half Term					
22nd April	Introduction to British Values	British Values: The Rule of Law 1	Learning Matters: Retrieval Practice	Learning Matters: Retrieval Practice	Learning Matters: Study Skills Session – active revision
6th May	British Values: Democracy	BV, Rule of Law: The Criminal Justice System	Learning Matters: What is active revision and how do we do it?	Learning Matters 2: ROC stars top tips	Learning Matters: Study Skills Session – active revision
19th May	How to revise 1: active revision	Positive attitudes: Learning skills	Belonging and Community Lesson 1:	Learning Matters 3: realistic revision timetables	CEIAG destinations/clarification session
6th Half Term					

[3] FNO investigating the Talkabout Trust coming in. If not, FNO will facilitate/train teachers.