



The Oratory School (OS)

PSHE Policy

Policy Owner:	Deputy Head Pastoral
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Regulatory Body* (if a regulatory policy)	DfE
Relevant Legislation* (if a regulatory policy)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf
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Linked policies	RSE Policy Child Protection and Safeguarding Policy

1. Policy Context and Rationale

This policy sets out The Oratory School's approach to Personal, Social, Health, Education (PSHE) delivery. It is closely linked to the School's Relationships and Sex Education (RSE) policy.

It was produced through consultation with the Head Master, the Newman Committee, Deputy Head Pastoral, Designated Safeguarding Lead, PSHE Coordinator, School Chaplain, staff, pupils and parents through (but not limited to) the following channels:

Departmental review and feedback

Departmental training via the PSHE Association

Parent information evening

Pupil voice

Wellbeing surveys

Ongoing feedback from pastoral teams

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing a PSHE curriculum that offers a range of viewpoints on many issues facing young people today.

Pupils will receive clear factual and scientific information as well as covering the aspects of the law pertaining to PSHE (in secondary schools this includes laws relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Pupils are also taught explicitly about British Values which are defined as:

- Democracy & the rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through the School's broad and balanced curriculum.

Parents will be informed about the policy via school post and will be made available through the school website and parent portal.

2. Legislation (Statutory Regulations and Guidelines)

Under the Education Act 2002, all schools must provide a balanced broad based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life.
- Revised Department for Education statutory guidance states that from September 2020 all secondary schools must deliver:
- Relationships and Sex Education (delayed implementation due to COVID). This will take place as part of the PSHE and RSE curriculum. See separate RSE policy.

3. Curriculum Design

Our curriculum is designed around active, engaged learning, rather than Pupils passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

PSHE education provision is mapped and planned effectively through a spiral curriculum by *Wellio*, with topics organised into a series of recurring themes, through which pupils progress every year. At each encounter the level of demand increases and learning is progressively deepened.

PSHE is delivered by Form Tutors in weekly timetabled lesson Friday period 6. It is supported by assemblies, guest speakers and the chaplaincy programme.

Our provision is further supported by assemblies and talks by house staff.

Best Practice in PSHE Education:

- Any new topic in PSHE will be introduced taking into account pupils' prior knowledge
- Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire. Pupils will be reassured that the majority of young people make positive healthy lifestyle choices
- Pupils are helped to make connections between PSHE education and their 'real life' experiences.

4. Safe and supported learning environment

We will ensure PSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own faith, culture, sexual orientation, or gender identity, and is taught in a way that does not subject pupils to discrimination.

We will create a safe and supportive learning environment by establishing and negotiating a class contract with each group, which will form the framework for each lesson. Staff delivering PSHE will ensure that where students indicate that they may be vulnerable and at risk, they will be directed to appropriate support from the Pastoral team, Designated Safeguarding Lead or School Counsellor, informed by and adhering to the School's Child Protection and Safeguarding Policy,

5. Equality of opportunity

We promote the needs and interests of all students, and our classroom teaching and practice will take into account the age, ability, readiness, cultural backgrounds and SEND of students. Resources will be adjusted to ensure that all can fully access PSHE provision.

We recognise the right for all Pupils to have access to PSHE education learning which meets their needs. We will use PSHE education as a way to address diversity issues and to ensure equality for all, by creating a safe and supported learning environment where pupils feel empowered. We will seek to address contextual issues identified through our pastoral support and wellbeing surveys. PSHE at The Oratory School is designed to comply with the Equality Act 2010.

6. Intended Outcomes

As a result of the PSHE programme, pupils will:

- Develop the knowledge, skills and attributes they need to manage their lives now and in the future.
- Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers.
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions.
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn.
- Focus on the importance of building healthy and positive relationships.
- Develop skills such as teamwork, communication and resilience.
- Be encouraged to make positive contributions to their families, schools and communities.
- Explore differences and learn to value diversity in all its forms.
- Reflect on their own individual values and attitudes.
- Identify and articulate feelings and emotions and manage difficult situations positively.
- Learn about the world of work.
- Learn to manage their money and finances effectively.

7. Links with other Subject Areas

Other subjects link and overlap with PSHE through their schemes of work and also through promoting the ethos of the school, giving pupils confidence, a sense of responsibility and a strong moral compass. PSHE gives pupils the opportunity to consider the knowledge and understanding from these subject areas and helps them develop the skills and strategies they will need to apply this knowledge to their present and future lives.

8. Monitoring

The PSHE Department is reviewed on an annual basis. This consists of lesson observations, pupil voice interviews and a departmental report. This review will be informed by changes to statutory government policies, comments from Inspection reports, current trends and most importantly pupil voice. This will be influential in adapting and developing the PSHE provision to ensure we meet the needs of our pupil population.

9. Assessment

We will help pupils make connections between their learning and 'real life' behaviours by encouraging critical reflection. Assessment of pupil knowledge and understanding will take place through classroom discussions and formative assessment activities. This may include presentations, group work, self or peer assessment, written evidence and observations.

Application of this knowledge and understanding in developing skills and attitudes in the wider school environment. Reflective evidence of progress in skills of participation, resolving conflict, making decisions, forming positive relationships will be monitored. This will be recorded as a statement on pupils' termly reports and Quarterly effort grades.

10. Confidentiality

Pupils will be made aware that certain information cannot be kept confidential, and will be advised that if certain disclosures are made, this information may be shared with the Safeguarding Team.

11. Counselling and support

Pupils are made aware of the school counsellor, confidential listening service and chaplaincy services available to all pupils. They are also offered appropriate support from the Pastoral team.

12. External Visitors

Our school will often call upon help and guidance from outside speakers to deliver aspects of PSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our policies on visiting speakers.