



THE
DE LA SALLE
ACADEMY

**PERSONAL, SOCIAL, HEALTH AND
ECONOMIC POLICY**

Issue No	Author/Owner	Date Written	To Governors	Date Approved	Comments
1	DLSA	August 2019	Oct 2019	Oct 2019	Review 2020
2	DLSA	November 2020	Nov 2020	Dec 2020	Review 2021
3					

Statement of intent

PSHE will see boys spend time out of the classroom, experiencing the community they live in and giving back to that community. It will see boys build their understanding of charities and the work they do along with developing the life skills of empathy, resilience and independence. At De La Salle, our PSHE curriculum is strongly tied to our sex and relationship education (SRE) and pastoral care programme. During the PSHE programme, all boys will take part in the Lasallian Learner challenge. Each year group have different goals to reach and explore adding to the life experiences and putting PSHE into practice.

The vision for students, staff and others linked to our academy is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our [school/academy].
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents and carers will be informed about the policy via the academy's website where it, and the PSHE and SRE curriculum, will be available to read and download.

Key roles and responsibilities

The governing body has overall responsibility for the implementation of the academy's PSHE Policy.

The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The governing body has overall responsibility for reviewing the PSHE Policy annually.

The principal has responsibility for handling complaints regarding this policy, as outlined in the academy's Complaints Policy.

The head of school will be responsible for the day-to-day implementation and management of the PSHE Policy.

The Formation Director is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

As required by statutory guidance, the governing body and principal will consult with parents to ensure that the SRE and PSHE policies reflect the needs and sensibilities of the wider school community.

De La Salle will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from PSHE and SRE education.

Aims of the PSHE curriculum

Pupils will learn to:

- Understand what constitutes a healthy lifestyle.
- Understand safety issues, both in real life and online.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

Timetabling and cross-faculty involvement

We will use direct teaching via timetabled lessons, for key stage 3 this involves 2 hours per fortnight. For key stage 4, form time and assemblies are used.

We will ensure cross-curricular learning through discussion between directorates, for example, the physical education department, form teachers and other relevant areas.

There is an element of PSHE in pastoral care and we will ensure that PSHE and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

The Formation director will oversee all work in the PSHE curriculum, mapping it alongside other formation subjects and liaising with Science and Religious education to ensure students receive quality teaching.

Reporting and confidentiality

Every lesson should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable consulting their PSHE teacher or another member of staff about this.

Pupils will be encouraged to have an open dialogue regarding any such issues with the PSHE teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a pupil does wish to speak to a teacher about any such issue, the teacher should ensure that the pupil is aware of this responsibility.

Key stage 3 and 4 programme of study

The programme of study will cover:

- Facts about drugs and alcohol.
- Contraception and safer sex.
- Sexually transmitted infections and AIDS.
- Safety in the home and on the street.

- Online safety.
- Healthy eating and the importance of exercise.
- Eating disorders.
- The political system of democratic government in the UK, including voting and how Parliament works.
- The justice system and the police.
- Money management, debt and budgeting.
- Responsibility and lifestyles.
- Mental health.
- How to manage transitions, for example managing loss, including bereavement, separation and divorce.
- How to maintain physical, mental and emotional health and wellbeing including sexual health.
- Parenthood and the consequences and responsibilities of teenage pregnancy.
- How to assess and manage risks to health and how to stay, and keep others, safe.
- How to identify and access help, advice and support.
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health.
- How to respond in an emergency, including administering first aid.
- The role and influence of the media on lifestyle.
- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and how to develop parenting skills.
- How to recognise and manage emotions within a range of relationships.
- How to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters.
- The concept of consent in a variety of contexts (including in sexual relationships).
- How to respect equality and be a productive member of a diverse community.
- How to identify and access appropriate advice and support.

All topics will be delivered using the Jigsaw programme.

PSHE Director

The Formation director will:

- Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
- Agree the overall aims, objectives and priorities of the PSHE curriculum.
- Establish a shared view of best practice to which all pupils are entitled.
- Develop and review this policy.
- Agree the priorities for pupils' personal and social development.
- Identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for teaching staff delivering PSHE.
- Monitor the PSHE programme including the use of outside agencies.
- Evaluate the PSHE programme via an annual pupils' questionnaire.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Attend relevant courses and network meetings.