



PSHE Education Policy

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Mission Statement

'To educate young people to meet the challenges of life courageously, to use their talents to the full and to live the values of Christ's Gospel'

Policy Review: The College PSHE EDUCATION Policy will be reviewed tri-annually or as required in response to statutory requirements.

1.0 School Context

At Thornton we aim:

- To enable pupils to grow in the knowledge and love of God and to encourage them to serve Him in others and to spread the knowledge of the Gospel.
- To foster the pupils' academic, physical and spiritual growth.
- To provide an environment where pupils will be happy and where they will strive for excellence.
- To enable our pupils to discover their true potential and to work towards their full development.
- To encourage pupils to respect and value others and respond to their needs.
- To encourage pupils to see themselves and what they have to offer in the context of the wider community.
- To ensure that our young people are well prepared for life in a rapidly changing world.

2.0 Legal and Educational Context

2.1 Department for Education Requirements:

'All schools should make provision for personal, social, health and economic education (PSHE Education), drawing on good practice.'

Along with the National Curriculum framework, the DfE has published a guidance document on PSHE Education, which states that the subject is:

'An important and necessary part of all students' education' and that 'Schools should seek to use PSHE Education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (RSE) and the importance of physical activity and diet for a healthy lifestyle.'

2.1 PSHE Association

Thornton College has crafted a PSHE Education curriculum that is underpinned by the 'Ten Principles of Effective PSHE Education as recommended by both the DfE and Buckingham LA as a source of best practice. (Please see Appendix A)

3.0 Aims and Objectives

The following are the general objectives, which we aim to achieve through PSHE Education:

- To promote an understanding of society and the way in which it is governed and organised and to promote respect for the Rule of Law.
- To encourage a responsible attitude to money and personal possessions
- To promote a healthy lifestyle and an awareness of safe and responsible behaviour

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- To encourage best use of time and abilities in relation to schoolwork and future career.
- To examine environmental and conservation issues and personal strategies for responsible involvement
- To help students develop meaningful relationships with others based on mutual respect and understanding
- To enable each student to achieve a greater understanding of self, personal strengths and weaknesses, issues involved in growing up and the importance of personal responsibility
- To introduce students to the responsibilities involved in family relationships, marriage and parenting
- To develop community links, where possible and to develop an interest in economic and industrial affairs
- To encourage the development of successful study skills.
- To promote British Values with a focus on moderation and understanding.

4.0 Rationale

Thornton College, as a Catholic school, places immense importance on PSHE Education. Our mission statement forms the basis for all that we seek to do. "Living the values of Christ's Gospel" involves our attitude to society and the world. It involves our treatment of others and self, our ethics, aspirations and view of ourselves as members, not just of a family or school community, but of a local, national and international family. In all these areas, we strive to understand what it means in practical terms to be part of the family of God. PSHE Education is essentially practical Christianity, thinking about and living out the ideas, which lie at the heart of our school and by which we wish to govern our lives.

It is also an opportunity for young people to examine issues of importance to their culture. In PSHE Education they learn about their rights, but also their responsibilities. In accordance with government requirements and best practice, it involves an emphasis on fundamental British Values, the Rule of Law and what it means to be part of a well-functioning global community, a multi-cultural society, a school and a family in which values of tolerance, respect and mutual understanding are central.

PSHE Education is not just restricted to the PSHE Education course. It is a school's overall provision for personal and social development (PSD) and includes not just work in lesson time, but also a range of experiences within school, which can promote pupil involvement. It must be cross-curricular and is therefore the responsibility of all teachers, not just those with named responsibility for the subject. PSD is therefore the outcome of PSHE EDUCATION.

5.0 Delivery

5.1 A Whole School Approach to PSHE Education

As stated earlier, PSHE EDUCATION is too broad to be covered solely through timetabled lessons. It is our belief that PSHE EDUCATION must be reflected in the life of the school as well as in the set lessons and in other subjects. Many areas of school life, over and above the curriculum have an influence on the pupil.

- School Council allows pupils the opportunity to participate in decisions about their schooling

- The school environment, care given to our surroundings, the safety of the premises, the homeliness of the boarding area
- Relationships with parents and the wider community through e.g. work experience
- The use of people and organisations within the community e.g. Health professionals, local employers and specialist organisations

Within the curriculum and outside it there are opportunities for personal development for example:

- Visits and trips to places of interest in this country and abroad
- Work experience
- Sports and team activities
- Residential weekends
- Helping with assemblies
- Concerts and plays
- School Council
- Thorn- Times editorial team
- Voluntary Service
- Fund-raising for charity
- The Activities Week at the end of Summer Term

5.2 Teaching and Learning in PSHE Education Lessons

To ensure that each student benefits as much as possible from the programme, a whole variety of teaching strategies are employed in discrete PSHE EDUCATION lessons for example:

- Class and small group discussions
- ICT Suites
- Role play
- Interviewing and questionnaires
- DVD and other audio-visual media
- Specialist outside speakers (Careers, Employability, British Values etc)

Within these lessons students are presented with opportunities to readily make links with other subjects and these links serve to strengthen and reinforce the knowledge already gained e.g. Drugs (Biology), Environmental Issues (Geography), prejudice, stereotyping, environmental responsibility and relationships in RE etc

5.3 PSHE EDUCATION through Cross Curricular Activities

At the end of the academic year, after the school exams, we aim to participate in an Activities' Week/a series of Activities Days. This is an opportunity for pupils to go out of school to visit places of significance to a range of subjects with links to PSHE Education. The week of activities has, in the past, included:

- Retreats
- Self-defence
- Sweet-making and cake-making for charity
- A Hobby Show
- A visit to London Zoo (organised by the Science Dept.)
- An Ecology Day (organised by the Science Dept.)

- A Sign Language Course
- A Welcome Book for Year 7
- A French morning
- A Police talk on Drugs
- Personal Safety
- First Aid Certificate
- An Industry Project
- A visit to the Palace of Westminster
- Oversea trips

A comprehensive overview of the delivery of PSHE Education in Thornton College is presented in the Department Handbook for the subject.

6.0 Assessment

PSHE is not assessed in the same way as a core subject but certain key topics are formally assessed and the relevant paperwork is filed with those topics. Staff will note the pupils' involvement and responses in class, both orally and on paper. Staff will also observe pupils' ability to listen, question, respond, interact, understand and remember and will monitor progress in the important skills mentioned earlier. Folders will be reviewed regularly and advice given orally by the teacher. Attention will be given to depth of reasoning and quality of argument in written responses. Pupils will be encouraged to develop their ability for self-assessment, to reflect on what they have done and to look for progression in themselves, as well as in their work. In this way, PSHE Education is leading directly to PSD (Personal and Social Development). Achievement is also reflected in the achievement of certificates, such as the First Aid Certificate in Year 9.

In the senior school work in this subject is assessed according to the requirements of the Key Skills Award Scheme, which is a cumulative award that is worked towards throughout the senior school years. It culminates in the Key Skills Award in Year 10. Key Skills folders are separately monitored by Mrs Lewis and girls receive written feedback on their work.

7.0 Roles and Responsibilities

Ultimate responsibility for the provision of PSHE Education within Thornton College remains with the School Leadership team, Board of Governors and Trustees but responsibility for the delivery of PSHE Education is the responsibility of Mrs Shauna Murphy the Head of RE along with the PSHE Education coordinator for the Senior School Mrs Marie-Louise Lewis and the PSHE Education coordinator for the Prep School Miss Leiba Sablon.

8.0 Parents

Parents can see resources used during our open days and can contact school at any time to raise specific queries or request to see materials, in addition to reading through their daughters' folders. Information is published on the school website and letters are sent home regarding sex and relationship education, special visits and careers related events.

9.0 Other Relevant Policies

The framework of school policies which cover the health, well-being and development of pupils e.g. PSHE Education Sex Education, Child Protection Anti-bullying, Health and Safety.

Appendix A

Ten principles of effective PSHE Education – PSHE Association

Our ten principles underpin all of our work and guidance for teachers and schools.

The PSHE Association has developed the following evidence-based principles of good practice in PSHE Education:

- 1.** Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE Education programme.
- 2.** Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
- 3.** Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- 4.** Offer a wide variety of teaching and learning styles within PSHE Education, with an emphasis on interactive learning and the teacher as facilitator.
- 5.** Provide information which is realistic and relevant and which reinforces positive social norms.
- 6.** Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
- 7.** Recognise that the PSHE Education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE Education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
- 8.** Embed PSHE Education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.