

Personal Development & PSHCE Policy of Holy Family Catholic School, Walthamstow

Date of Policy: June 2024

“Aspire not to have more, but to be more” - Saint Oscar Romero

Our School Mission Statement

“We are a Catholic community embracing the clear Christian values of respect, service and justice. We are a family of many cultures sharing one faith. We exist to educate young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all”.

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1. Key Terminology:

Dropdown Day (Off timetable day where students do not follow their standard lessons)

PD (Personal Development)

PSHCE (Personal, Social, Health, Citizenship & Economic Education)

RSE (Relationships & Sex Education)

SMSC (Spiritual, Moral, Social & Cultural Development)

2. Defining Personal Development & PSHCE

Personal Development focuses on each individual child as a whole, looking at the progress they make on both a short and long term time scale. Personal Development encompasses a broad range of initiatives, activities and approaches to ensure that each student has the opportunity to flourish, in line with our Catholic values.

A key component of Personal Development at HFCS is our Personal, Social, Health, Citizenship and Economic Education programme.

At HFCS, we cover PSHCE through five key strands, or overarching themes:

1. Finance
2. Health & Wellbeing
3. Politics, Law & Citizenship

- 4. Careers
- 5. RSE

3. Introduction

At Holy Family, we are committed to fostering the personal growth, well-being, and character development of our students. Our Personal Development offer encompasses several key areas, including PSHCE, RSE*, careers, extracurricular activities and SMSC. This policy is designed to provide a comprehensive framework that promotes holistic development and equips our students with the necessary skills and knowledge to thrive in a diverse and ever-changing society.

Please see separate RSE policy for more detailed information on our RSE model.

4. Intent

As a Catholic School, we value each and every child, and believe that all students deserve the best start in life. The diverse and ever-changing society we live in requires our children to know more now than they have had to in the past. It is our duty and responsibility to equip our students with the key skills they need to thrive and flourish as children and as adults. Each individual understands that they are made in the image and likeness of God, and thus is supported in their own personal growth and development to ensure they can access a range of opportunities to enrich their life.

It is our intention that we provide students with a wealth of knowledge and skills so that they can make informed choices and healthy decisions in a range of contexts both now and in the future. PD adopts a whole-school and holistic approach whereby it is everyone's responsibility to ensure that our students grow into respectful, responsible and engaged citizens, who have the knowledge, skills and confidence to navigate real life, whilst also ensuring that they feel safe and secure to reach their full academic potential, and thus access a variety of opportunities in the future. Crucially, PD underpins their academic learning and the good habits they adopt. It is our intention that students learn to navigate life in the context and safety of our school community, so that when they leave HFCS they are ready to live and make decisions independently.

5. Statutory Curriculum Requirements

We are legally required to teach statutory content as outlined by the DfE, covering RSE, careers and citizenship (including the law). We have a moral obligation to ensure this is done in a way that is inclusive and accessible to all learners. As outlined by the DfE, all schools are obliged to deliver the statutory content outlined. However, schools are asked to consider their individual context, such as the needs of their students and local context, and decide on the best mode and structure of delivery.

6. Implementation & Methodology

Our PSHCE schemes of work and lessons are bespoke. We follow the Children's Commissioner's "safeguarding - first approach" and ensure a range of factors inform our curriculum:

- Statutory government guidance

- The teaching of the Catholic Church
- Catholic social teaching
- Local and national context (including the news)
- Student voice
- Safeguarding priorities and concerns
- Safeguarding and behaviour policies
- Year group - specific needs

As per PSHE Association guidance and best practice, regular planned lessons are necessary. Thus, at HFCS, we follow the model of weekly lessons, with the addition of dropdown days which provide the opportunity for deeper exploration of key issues. All lessons are formatted in the same way as other academic lessons, with a clear routine. Students are given the opportunity to pray, revisit our Mission Statement and then move onto the lesson content.

The following is standard for all students in Years 7 - 11:

- One weekly timetabled PSHCE lesson
- One dropdown day per term (covering one of our key strands)
- Weekly assemblies (pastoral and liturgical)
- Weekly formtime activities (e.g. literacy, critical thinking, engaging with the news)
- Inclusion of key themes from PSHCE curriculum via academic subjects (e.g. exercise and diet in PE, cultural understanding in RE and puberty in Science).
- Extracurricular clubs offered everyday (lunchtimes and after school) free of charge.
- Coverage of key events throughout the academic year (e.g. anti-bullying week, COP meetings, Black History Month & Holocaust Memorial Day).
- Charity fortnight & fundraising opportunities

The following is also offered throughout the academic year depending on need:

- Assemblies and talks from external speakers and organisations
- Workshops and small group sessions from external speakers
- Mentoring (in house and from external organisations) for specific students on a need basis

We ask for parental engagement to support key messaging delivered at school and ensure we offer a range of key contact points throughout the year, including start of year information evenings, a stall at Year 6 open evening to speak with prospective parents, parents' evenings and parent forums.

All staff are trained, and receive training and updates throughout the year. Staff are also given access to full schemes of work to ensure confident and competent delivery. Our staff are trained to follow our behaviour and safeguarding policies, and to signpost key elements of these policies at relevant points during PSHCE lessons.

To ensure our PSHCE curriculum meets the needs of our young people and in line with best practice, our curriculum is fluid and flexible. We aim to take a proactive approach, but also consider the need to make changes and be reactive and responsive as local and national context changes. Thus, our programme is tweaked and edited regularly to ensure that students receive the best and most appropriate PD education possible.

We employ a variety of teaching and learning approaches to ensure effective delivery of PSHCE education and to ensure that all students are able to access and benefit from lessons. In line with one of our core values, equity, we strive to ensure that EAL and SEND learners are able to access PSHCE. Thus, all lessons include an introduction to new keywords, hint boxes and scaffolding to support students and stretch tasks for more able students. Approaches include, but are not limited to:

- Interactive class discussions and debates
- Collaborative group activities
- Critical thinking tasks
- Extended writing
- Engaging in workshops and with guest speakers
- Reflective exercises
- Multimedia resources (e.g. documentaries or news excerpts)
- Opportunities for student-led initiatives (e.g. via our prefect leadership team)

7. Curriculum Overview

We operate using a spiral curriculum. Students will be introduced to key ideas and concepts which they will revisit between Years 7 to 13. Our PSHCE curriculum covers a wide range of topics, including but not limited to:

Finance	Budgeting, financial literacy, economic awareness, tax, minimum wage, being a critical consumer.
Health & Wellbeing	Mental health (including importance of sleep, and the impacts of social media), online safety, emotional wellbeing, regulating emotions, physical health, puberty, first aid, personal safety, healthy diets, healthy lifestyles, exercise, making informed choices and the impacts of substances (including drugs, alcohol, cigarettes and vapes).
Politics, Law & Citizenship	The role of a citizen, fundamental British values (including precious liberties), rights and responsibilities in society, multicultural communities, acceptance, democracy and the UK's voting system, the role of law, the role of the police, diversity, equality and inclusion (including the Equality Act 2010).
Careers	Work experience, support from career advisor, career exploration & exposure to a range of career pathways and industries, self-assessment skills, professionalism, professional communication, interview technique, CVs, applying for summer jobs, realistic goal and target setting, the difference between a job and career, college & university guidance.
RSE	<i>Please see RSE policy for an overview of curriculum content.</i>

8. Evidence & Assessment

PSHCE is a core subject which is delivered to all students through their time at HFCS. Although there is no formal GCSE or exam, students' progress is continually assessed in a number of ways. Evidence of progress can be seen both in written work in their PSHCE booklets and also their interactions with, and responses to staff and peers. Students are given a PSHCE booklet each year, which are similar to exercise books and kept alongside their previous booklets and any additional worksheets in a folder. Their quality and quantity of work is monitored by their form tutors, alongside their participation in lessons, all of which is included on their school reports.

9. Impact

By offering a range of opportunities, we ensure we establish a nurturing and inclusive environment where all of our students, regardless of context or background, are given the opportunity to flourish.

We recognise the importance of extra-curricular activities in fostering personal development and provide students with opportunities to explore their interests and talents. Efforts will be made to ensure that opportunities are available for all students, and reasonable adjustments will be made to support participation and engagement. Thus, our staff offer a diverse range of activities to cater to these demands and needs of students including service-led initiatives, academic competitions, sports and creative clubs and outdoor education (including the Duke of Edinburgh programme). These opportunities feed into our students' wellbeing, SMSC development and their role within our school community.

Our careers programme ensures that our students are equipped and ready to meet the demands of the workplace post-education.

We will regularly evaluate and review our Personal Development & PSHCE Policy to ensure its effectiveness in meeting the evolving needs of our students. This will involve gathering feedback from students, parents, and staff, as well as monitoring the impact of our programmes and initiatives. Any necessary adjustments or improvements will be implemented in a timely manner to ensure the continuous enhancement of our students' personal development experiences.

10. Roles & Responsibilities

The Role of Governors

- The Governing body recognise their responsibility to ensure the PD & PSHCE programme follows Diocesan principles and reflects the Church's teaching.
- Ensure that this policy and its teaching complies with the law on equality as detailed in this policy.
- Support the Head of Personal Development in developing, reviewing and monitoring the quality of teaching of PSHCE.
- Support the Head of Personal Development in developing, reviewing and monitoring the school policy for PD & PSHCE.

The Role of the Headteacher

- Take overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.
- Ensure that our school is fully compliant in delivering statutory requirements.

The Role of the Head of Personal Development & PSHCE

- Develop this policy, in conjunction with the Assistant Headteacher with responsibility for Catholic Life and in consultation with parents, governors, staff and students to ensure that it meets the needs of the whole school community.
- Ensure that all staff are up to date with related policy changes, and are familiar with school policy and guidance relating all matters concerning PD & PSHCE (including RSE).
- Oversee the day-to-day running of the school's PSHCE provision.
- Contribute to delivering or organisation of training, where necessary.
- Liaise with outside agencies to enhance the delivery of PSHCE.
- Ensure that appropriate resources are available for the teaching of PSHCE.
- Develop, review and monitor the teaching of PSHCE and the school policy, as requested by the Headteacher.
- Report to Governors and the Senior Leadership Team on the subject, as required.

The Role of Staff

- Engage in professional development training around PSHCE provision, as required.
- Ensure that they are up to date with school policy and curriculum requirements regarding PSHCE and that their practice reflects this.
- Tailor their teaching, planning and resources to ensure inclusive provision for all students in their class across the whole range of abilities, including those students with Special Educational Needs.
- Provide regular feedback to the subject lead on their experience of teaching PSHCE and direct any queries or questions about delivery to the subject lead as soon as possible.
- Provide regular feedback to the subject lead on student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHCE in line with this school policy.
- Inform the appropriate member of staff and follow school procedures around any safeguarding concerns which may arise.

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