



Our starting point is that we are a Catholic school. Unless we have Christ at the very heart of all that we are and do, we cannot be a Catholic school. The ethos of our school is not something extrinsic but in everything that we do. Catholic education is inspired by a vision of life seen whole. Catholic teachers us to reach out to the fullness of human experience and to its expression in a community of life in society. Our goal is to help young people reach their potential, in preparation for leading confident, fulfilled, and unselfish lives as adults. We seek to guide young people through adolescence and ensure a safe transition to adulthood.

From September 2020 Relationship Education and Health Education is compulsory for all pupils. 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools.

Relationships and Sex Education (RSE) is statutory for all secondary schools and although parents have the right to request the withdraw of their child, this is at the discretion of the Headteacher. Health Education is statutory for state funded and secondary education. We have tailored it to fit the needs of the children at Sacred Heart and we are guided by Liverpool Archdiocese in the delivery of RSE. We are making clear, though that should any parent or carer be concerned about any aspect of the content of RSE, they should contact us about this.

RSE is only a part of the PSHE curriculum. Many topics relate to citizenship, money sense and healthy lifestyles which are not related to RSE.

Our approach to PSHE consists of an inclusive developmental programme of teaching and learning, where the health and wellbeing of children and of the whole school community are

actively promoted. Our PSHE programme is central to our ethos, learning and relationships across the whole school. It reflects and makes real our values and to achieving our school's stated aims and objectives.

Our PSHE programme helps our students develop the knowledge, understanding, skills and attitudes required as adults. We aim to develop young confident and healthy young people, able to live independent lives but ready for the challenge of adult life as parents, workers, and members of society.

We aim to ensure that our students experience positive relationships with adults and with each other; we want them to feel valued and supported. Our students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

Why PSHE is Important

- gives pupils the knowledge, skills and understanding they need to lead confident and healthy, independent lives and to become informed, active, responsible citizens
- encourages pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and surrounding communities
- explores, clarifies and, if necessary, challenges ours and others' values, attitudes, and beliefs
- improves relationships by highlighting everyone's worth, developing mutual trust, working cooperatively with others, and improving communication skills
- develops pupils' ability to become responsible for their own learning.
- informs pupils of the main political and social institutions that affect their lives, as well as their responsibilities, rights and duties as individuals and members of communities.
- equips pupils with the tools to become financially capable
- promotes British values
- supports students to a better understanding of relationships, sexual health, and attitudes to sex in society

Moral and Values Framework

The Catholic ethos of the school strives to demonstrate that we respect and value every member of the school community. Pupils will be encouraged to consider the importance of the following values, which are derived from the schools' value system:

- Integrity – be honest and have strong moral principles
- Respect – it is important to respect peers and teachers
- Attainment – work hard to achieve goals
- Self-improvement – encouragement to try something new or push to do things you wouldn't normally
- Resilience – don't give up when something/someone discourages you. Carry on moving forward.
- Effort – make a determined effort in everything you do. Great efforts for great achievements.
- Kindness – making someone's life better with something very simple

- Community Spirit – helping others and putting a smile on their face

Our Curriculum in KS3

We have divided the curriculum in each of Yr7, Yr8 and Yr9 into six topics. You will study each topic for a period of a half term. This topic is delivered by one teacher who will be a ‘specialist’ in that topic. In this way, the teacher develops a much deeper understanding of the topic and therefore make the lesson more meaningful and interesting.

Year 7	Basic First Aid	Families	Christ at the Centre	Health & Prevention	Respectful Relationships	Online and Media
Week 1	First Aid Kits	What are families?	School Community	What is health?	Positive relationships	Legal age for social media
Week 2	First Aid Priorities	Relationships	Charity	Personal Hygiene	Negative relationships	Being smart online
Week 3	CPR & Defibrillators	Marriage	Stewardship	Vaccines	Stereotyping	How others view you
Week 4	Wounds & Bleeding	Being a Parent	Water for life	Dental Health	Respect	Damage done?
Week 5	Burns	When things go wrong	Reconciliation	Sleep	Bullying	Staying safe
Week 6	Choking & Seizures	Responsibilities	Prayer	Eating well	Unacceptable behaviours	Stay in control - screen time
Year 8	Human Rights	Drugs Alcohol & Tobacco	Physical Health & Fitness	Being Safe	Bullying	Careers & Money Management
Week 1	Understanding HR	Drugs & their effects	Physical Health & Well-Being	What being safe means	Definition of bullying	Savings
Week 2	Human Rights UK	Mental health	Healthy Lifestyles	Consent 1	Effects of bullying	Savings accounts
Week 3	Freedom of Expression	Drug facts & the Law (1)	Body type & health	Consent 2	Cyberbullying 1	Making the most of your money 1
Week 4	The death penalty	Drug facts & the Law (2)	Inactivity, illness and disease	Sexual Exploitation	Cyberbullying 2	Making the most of your money 2
Week 5	Refugees & Asylum	Alcohol	Organ donation	Domestic Abuse	Emotive Language	Borrowing 1
Week 6	Taking action	Smoking	Diet & Food	FGM	Beating bullying	Borrowing 2
Year 9	Physical Health & Mental Wellbeing	Love & Relationships including LGBT	Crime & the Law	Intimate & Sexual Relationships including consent	Internet Safety & Harms	Global Citizenship
Week 1	Attitudes to mental health	Different types of relationship	Laws & their meaning	What constitutes an intimate relationship?	Good & Bad; using the internet wisely	Understanding the World
Week 2	Daily wellbeing	What is love?	Hate Crime	Feelings & Emotions	Sexting	Diversity
Week 3	Resilience	Different forms of love	Child Exploitation	Intimacy & health	Body Image	Social Justice
Week 4	Controlling effects of social media	Sexual orientation 1	Sexual Harassment	Reproductive health	Online content	Discrimination
Week 5	Self-harm	Sexual orientation 2	Domestic abuse	Expressing your feelings in a letter	Self-esteem	Challenging ignorance
Week 6	Eating disorders	Sexual bullying & the use of language	Abortion	Peer pressure	“Banter”- where is the line?	Getting involved

Our Curriculum in KS4 and KS5

We will deliver the curriculum by using the ‘drop-down-day’ model. This has worked successfully bringing essential learning to older students. This model allows topics which sometimes are sensitive or require expert input from health and other professionals to be delivered in a workshop style experience. Normally, this would be in a targeted day where all usual teaching is suspended for the day and a team of experts join teachers in delivering four or five workshop experiences.

Working with the PSHE Association

Schools are advised to design their own PSHE curriculum in a way that reflects the needs of their pupils and communities. However, we are guided by the materials and advice provided by the PSHE Association in building our curriculum. This guidance makes it clear that PSHE should have regular time on the curriculum like any other school subject. Therefore, we have allocated one hour in KS3. Catholic schools have additional strains on curriculum time in KS4, hence the reason for delivering the curriculum via 'drop-down' days, via assemblies and, when appropriate using our Religious Education curriculum as a medium to discuss relationships and families [HERE](#). Discrete PSHE lessons are a critical in achieving continuity, progression, and meaningful assessment.

Our expectations are that students and teachers will approach their learning and teaching in this subject in the same committed, professional manner as for any other subject. This is in line with the statutory Health Education, Relationships Education and RSE guidance which states:

'Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.'

Assessment

Our students need regular opportunities to reflect on and identify what they have learned and what they need to learn next. Teachers also need to gauge students' progress and make informed improvements to their learning if required.

Assessment therefore should be an integral part of the teaching and learning in PSHE, as it is in all subjects. PSHE cannot, however, be assessed in the same way as most other subjects. It would be inappropriate for assessment in PSHE to imply passing or failing for instance, as this might imply passing or failing 'as a person', given the subject's personal nature. It is, however, possible to recognise and evidence progress and attainment in PSHE knowledge, understanding, skills and attributes.

Teachers will carry out an initial assessment activity for each new topic. This will gauge students' starting point in terms of their existing knowledge, skills, attitudes, and beliefs, and informs teachers' planning. An end assessment then demonstrates the progress students have made since the baseline activity.

Managing sensitive information

Sometimes, the topics covered in PSHE can make staff and students uncomfortable. Talking about relationships, sexuality and health issues requires maturity, openness and understanding. Because of this, and in the interests of maintaining positive attitudes to difficult topics, we have a group agreement that we expect students to sign up to when they join Sacred Heart. Since we are launching our new curriculum in September 2021, we plan to meet with student representatives, and involve them in designing this agreement. For example, we might agree that "Everyone has a right to be listened to" and "Everyone has a responsibility to protect and uphold the rights of others".