

St Aloysius Federation



Personal, Social, Health and Economic (PSHE) Education Policy (Draft)

Date:	October 2020
Review Date:	
Adopted:	

PSHE Policy

RATIONALE

At St Aloysius we encourage all children to learn, enquire and grow in a safe and inclusive environment. PSHE supports our mission statement, ***'I have come that you may have life and have it to the full'***, it is underpinned by Catholic values including, respect, compassion, acceptance and forgiveness.

Personal, social, health and economic education (PSHE) helps to give pupils the knowledge, skills, attitudes and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. At St.Aloysius PSHE is at the heart of every school day and holds an integral part of the whole curriculum. We believe that the promotion of health and wellbeing, managing feelings and relationships, respect and support of our community and modern British values will make vital tools for our pupil's development in later life. We take very seriously the responsibility that schools have to provide a broad and balanced curriculum, which is tailored to the needs of each cohort.

DEFINITION - PSHE: PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

'PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It helps to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. PSHE also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short, PSHE makes a significant contribution to children and young people's personal, spiritual, moral, social and cultural development and the ability to understand and reflect upon British values, such as inclusion, acceptance and honesty.'

(National PSHE CPD Programme, 2015, Babcock 4S & University of Roehampton)

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.'

DfE 2020

PSHE is a non-statutory subject although the Relationships and Health education aspects of the curriculum becomes statutory for all schools from September 2020. We have updated our Programmes of Study for PSHE education to support our children and integrate the statutory content, into the broader PSHE programmes.

AIMS

We provide Personal, Social, Health and Economic education through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach.

We aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Our children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

Pupils reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form effective, fulfilling relationships that are an essential part of life and learning.

LEARNING OUTCOMES

The PSHE programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Develop their sense of self worth
- Develop the ability to reflect upon situations and circumstances
- Assess risk and possible consequences
- Value and respect themselves and others
- Form and maintain positive healthy relationships
- Develop self confidence and self-esteem, and make informed choices regarding personal and social issues.
- Develop understanding and tolerance.
- Communicate effectively
- Play a positive role in contributing to the life of the school and the wider community
- Work with others effectively
- Respond positively to challenge and appropriately manage feelings of anxiety
- Be an active partner in their own learning
- Develop positive attitudes to health and encourage the development of healthy life choices
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Working closely with the parish to form strong community links; throughout the year children carry out fundraising activities to promote awareness of the needs of others both locally and nationally. We want our children to take a responsible role in society, this includes developing the children's understanding of their personal safety and the process by which they can seek help and information as well as learning the behaviour expected of them. As a Catholic school we develop a respect for God and each other in accordance with the ethos of the school community and the teaching of the Gospel

TEACHING AND LEARNING

We are committed to using a range of effective teaching and learning techniques to deliver the curriculum in an exciting and meaningful way, which is relevant and meets the needs of our children. Teachers do this by ensuring that:

- the purpose of each lesson is made clear and that the content is relevant
- appropriate learning experiences are planned and meet the needs of all children
- learning experiences draw on the children's own experiences
- opportunities are provided for children to reflect, consolidate and apply their learning
- children are encouraged to record and assess their own progress
- a safe and secure learning environment is developed.

Objectives outlined by PSHE Association are followed in conjunction with the 'Live Life To the Full' programme (See RSHE Policy) to ensure pupils receive a broad and deeply embedded experience of PSHE. Each term focuses specifically on one of the three core themes Health and Wellbeing, Relationships and Living in the wider world. Activities which complement the Live Life To The Full weekly lesson may include:

- Circle time activities and class discussions.
- Role-play and drama.
- Visits and visitors when appropriate
- Class teaching and group work
- Individual work

THE ORGANISATION OF PSHE WITHIN THE SCHOOL

At St Aloysius PSHE is taught one lesson per week. The PSHE education programme is taught within a safe and supportive learning environment, where established ground rules allow young people to develop the confidence

to ask questions, challenge the information they are offered, contribute their own experience, reflect on opinions, and put what they have learned into practice in their own lives.

PSHE lessons help to embed the school aims, values, behaviour, and safeguarding principles. PSHE is integral to every school day and outside of the main curriculum the following add value to children's PSHE within the wider school context:

- Teaching through and in other subjects Educational visits Residential experiences
- Sports teams and activities
- School council
- Invited visitors
- Mentoring and Buddying
- Work with vulnerable students
- Whole school events
- Pastoral care and guidance on a daily basis as questions and incidents arise

Questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will generally be used during PSHE lessons, in line with all other curriculum subjects. Often questions will be addressed to the whole class, but should the need arise questions may be answered on an individual or small group basis. Professional judgement will be applied here; this will support the school safeguarding policy and school will liaise with the pupil's family appropriately.

SEN / Equal Opportunities / Inclusion / Diversity

All the children at St Aloysius receive a broad and balanced PSHE curriculum, regardless of their age, gender, ability or cultural origin. Teaching is differentiated to take into account children's differing abilities and learning styles.

Assessment, Reporting and Recording

The process of assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress each lesson and over a unit of work in different ways. Pupil's learning will be assessed through; in class question and answer, discussion, group work, peer assessment, self assessment and marking. Progress is defined based on the progression framework and with respect to the individual pupil's starting point.

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Monitoring and Evaluation

The PSHE education coordinator will monitor the planning, teaching and learning of PSHE education regularly. Planning will be monitored termly, and observations of teaching will take place in accordance with the respective schools monitoring cycle. Feedback will be given to teachers. The schemes of work and policy will also be reviewed according to the review cycle.

PARENT/CARER INVOLVEMENT

We believe it is important to have the support of parents/carers and the wider community for the PSHE curriculum. Parents/carers are provided with opportunities to find out about and discuss the schools' programme through:

- Curriculum subject events
- Parent/carer workshops
- Information leaflets/displays
- The school website
- The school newsletter
- Special events

THE USE OF EXTERNAL CONTRIBUTORS

External Contributors, e.g. Governors, school nurses, community police, fire officers, local experts, parents, local and/or national charities, and PSHE based production groups can make a valuable contribution to the PSHE and Citizenship programme. Their input is carefully planned and monitored so as to fit into and complement the programme. External contributors are used where this adds 'additional' value to that of a school member of the teaching staff. Teachers are always present during these sessions and remain responsible for the delivery of PSHE, safeguarding and ensuring that PSHE ground rules are in place.

LINKS WITH OTHER POLICIES

This policy relates to all other policy documents concerning the curriculum and should be read in conjunction with the school's policies on:

- Relationships, Sex and Health Education Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Behaviour Policy
- British Values Policy
- Physical Activity Policy
- E-safety Policy

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