

PSHE Policy

September 2017



Saint Augustine Webster
Catholic Voluntary Academy



Mission Statement

The school will aim to:

- develop an awareness of God's love and presence in individual's lives and to elicit a response to that;
- help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ;
- make prayer, worship and liturgy valued experiences;
- develop real links with home and parish;
- create caring relationships with all those children and adults who are involved in the school.

Policy on PSHE

1 Aims and objectives

1.1 We believe that education in PSHE enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

1.2 Our objectives in the teaching of PSHE are for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues;
- to understand what makes for good relationships with others;
- to have respect for others;
- to be thoughtful and responsible members of their community and their school;
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to develop good relationships with other members of the community.

2 Links with other School Policies

2.1 Other school policies contribute to the personal, social and emotional development of pupils:-

- Behaviour
- Health and Safety
- Managing Medicines
- Drug Education and the management of drug-related incidents Policy
- Sex and Relationships Education (SRE) Policy
- RE
- School visits
- Child Protection and safeguarding
- Special Educational Needs and Disabilities
- Anti-bullying policy,
- SMSC
- Equality

3 Local and National Guidance

3.1 The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that:

- Promotes the spiritual, moral, social and cultural development of young people at the school and of society
- Prepares young people for the opportunities, responsibilities and experiences of adult life

3.2 'Every Child Matters' 'Every Child Matters' requires the following outcomes for our young people:

- be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution
 - achieve economic wellbeing.
- 3.3 Schools have a statutory duty to promote young people's wellbeing.
- 3.4 As our school is a place of learning and our intention is to create independent young people, it is essential that we provide the learning to enable our students to take increasing responsibility for these outcomes.
- 3.5 The national curriculum has three aims for all children, to become:
- successful learners
 - confident individuals
 - responsible citizens.
- 3.6 The provision of a comprehensive, developmental PSHE education programme, supported by a curriculum that provides opportunities for personal and social development, set within a 'healthy school' that models supportive behaviours and offers opportunities for young people to practise personal and social skills and make real decisions about their lifestyle, is central to our school's response to these requirements.
- 3.7 This policy is in line with guidance from the Dfe
<http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe>

4 The role of PSHE in supporting Safeguarding

- 4.1 Keeping Children Safe in Education 2016 identified that "Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) and/or, for maintained schools and colleges, through sex and relationship education (SRE). Lessons are taught on peer on peer abuse and include (but not limited to):-
- Bullying (including cyberbullying)
 - Gender based violence/sexual assaults
 - Youth produced imagery
- 4.2 Staff ensure, in these lessons, that pupils are aware of the safety procedures in school and that peer on peer abuse is not tolerated.

5 The purpose and school context for PSHE education

- 5.1 PSHE education, together with religious education, is central to the development of the young people in Saint Augustine Webster catholic Voluntary Academy. The planned programme is designed to help them to deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.
- 5.2 The provision of a comprehensive PSHE education programme is central to achieving our school's own aims and objectives and mission statement. PSHE education provides learning that makes an essential contribution to:
- reducing or removing barriers to learning – by providing learning that promotes positive relationships and thus supports young people in reaching their full potential
 - developing the key concepts, knowledge and understanding, language, skills and strategies that enable young people to make positive lifestyle choices, now and in their future

- developing the key concepts and skills that both support academic learning (for example, team working that encourages more effective group enquiry) and transcend it (for example, building resilience and developing entrepreneurial skills), and that are essential to employability in a rapidly changing global economy.

5.3 The values and ethos of the school will not only be made explicit in PSHE education, they will at times be shaped by what happens in PSHE education. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our young people. We like to think that PSHE lessons provide “learning for life” opportunities.

6 Teaching and learning style

6.1 We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or Red Nose Day fundraising), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts.

7 PSHE curriculum planning

7.1 We teach PSHE in a variety of ways. Sometimes, e.g. when dealing with specific issues we teach PSHE as a discrete subject. On other occasions, we introduce PSHE topics through teaching in other subjects. Also, as there is a large overlap between our RE ‘Come and See’ programme and the aims of PSHE, we deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons.

7.2 We also develop PSHE through various activities and whole-school events, e.g. the school council representatives from each form meet regularly to discuss school matters. We offer a residential visit in Key Stage 2 to The Briars Diocesan Centre and PGL, where there is a particular focus on team building, trust, developing pupils’ self-esteem, and giving them opportunities to develop leadership skills.

8 The Foundation Stage

8.1 We teach PSHE in EYFS as an integral part of our topic work. We relate the PSHE and citizenship aspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child’s personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes, when we teach ‘how to develop a child’s knowledge and understanding of the world’.

9 PSHE and ICT

9.1 ICT makes a contribution to the teaching of PSHE in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Consequently, there is an e Safety policy in place, and parents sign an internet agreement. This aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through

discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

10 Use of DVDs and use of digital technology within PSHE

10.1 The Government, the PSE Association and the TV channels have put a lot of time into making appropriate videos / DVD's (some with very good accompanying lesson materials). Where appropriate, these are used in a suitable context. DVD's are always watched by staff first to see if they are age appropriate and suitable for the task / module. Students are always given a preparatory and summary educational task/s to do whilst watching these programmes. Appropriate ICT packages, many of them interactive, are also used along with appropriate websites (always vetted first). Some of these websites feature in the pupil planners and many are displayed around school for pupil reference. We also use pre-vetted "You tube" clips in several of our lessons as appropriate.

11 PSHE and inclusion

11.1 We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through School Action and School Action Plus will lead to the creation of an Early Health Care Plan (EHCP). When teaching PSHE, teachers take into account the targets set for the children in their EHCPs, some of which targets may be directly related to PSHE targets.

11.2 For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

12 Equal Opportunities

12.1 PSHE promotes the needs and interests of all pupils irrespective of gender / sexual orientation, culture, ability or aptitude. Good quality work to the best of their ability is the target for everyone. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both diversity and gender issues and ensuring equal opportunities for all.

13 Assessment for learning

13.1 Our teachers assess the children's work in PSHE both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, particularly in RE.

14 Resources

14.1 We keep resources for PSHE and citizenship in a central store, in topic boxes for each unit of work. We have additional resources in the library. Our PSHE and citizenship coordinator holds a selection of reference materials for teaching sensitive issues.

15 The use of visitors in PSHE lessons

- 15.1 Visitors to the classroom enrich the PSHE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning.
- 15.2 Visitors are resources to enable learning, and not a substitute for a planned developmental programme. Within the programme, there is learning both before the visit and as a follow-up to the visit.

16 Staff training /CPD

- 16.1 Staff training needs are met through twice yearly staff meetings and regular updates. The North Lincolnshire Emotional Health and Wellbeing newsletter is also circulated termly to all staff.

17 Confidentiality

- 17.1 Due to the nature of the topics covered in the PSHE education programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

18 Monitoring and review

- 18.1 The planning and coordination of the teaching in PSHE are the responsibility of the PSHE subject leader, who also supports colleagues in their teaching, by keeping them informed about current developments in the subject, and by providing a strategic lead and direction for PSHE;
- 18.2 The quality of teaching and learning in PSHE is monitored and evaluated by the headteacher as part of the school's agreed cycle of RE lesson observations.
- 18.3 This policy will be reviewed at least every two years

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