



Personal, Social, Health & Economic (PSHEE) Policy

1 Aims and objectives

Personal, social, health and economic education (PSHEE) is the planned provision used to promote pupils' personal, social and emotional development as well as their health and well-being. The PSHEE curriculum aims to assist the Loyola Mission Statement: "to instill recognition of the talents and achievements of all its members. It will seek to identify and develop a range of skills, techniques and abilities within its pupils which will serve the individual in future life, but will also to put to use as an expression of the Greater Glory of God, both in the personal development of the self and in service to others and the community." This enables boys to become healthy, independent and responsible members of society. We encourage our boys to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed; and about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, health and economic education are to enable the boys to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues generally and specifically in relation to cyber space;
- understand what makes for good relationships with others and to develop an insight into personal relationships within a structured course in sex education to be integrated as part of the RE course in 2018/19;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

We are also aware of the way that PSHEE supports many of the principles of safeguarding (see Child Protection – Safeguarding Policy and Procedures). School based PSHEE complements and helps children and young people make sense of what is implicitly and explicitly learnt at home from parents, carers, family, friends and wider society. This is a vital part of their personal development. We take a whole school approach to the subject: we believe that PSHEE teaching will not impact upon beliefs and behaviour if school systems, structures, experiences and expectation do not support classroom learning.

Personal, social, health and economic education (PSHEE) is provided at Loyola Preparatory School to assist pupils with the process of growing up. It is designed to enhance their well-being and to show them how to get on with people; to help them acquire and strengthen their personal values and to prepare them for the responsibilities of adult life.

We aim to help pupils to:

- understand themselves and others
- learn about their own physical, emotional, spiritual and moral development
- discover more about the community and society they live in
- improve their social skills
- recognise the importance of good behaviour

Through PSHEE pupils are:

- learning facts
- acquiring skills
- understanding concepts
- being encouraged with their values and attitudes

We aim:

- to teach children facts on those topics stated in their specific age group's schemes of work – such as health, sex related issues and , as individuals, in living among people in a community.
- to enable children to acquire skills – such as personal safety.
- to enable the development of the importance of dialogue and decision making, which are crucial to their well-being and their interaction with others.
- to assist children in understanding concepts such as tolerance, freedom and respect for people and property which are fundamental to our democratic society.
- to encourage children to develop their own informed opinions relating to personal and social issues and develop values and attitudes which will guide them through their lives. The heart of these values is consistently present through the school's Christian ethos and is explicit in the school's code of behaviour and the Mission Statement.
- to interlink with the five main outcomes of the Every Child Matters initiative.
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2 Teaching and learning

The curriculum has been developed to meet the aims stated above. It is considered flexible and not overly prescriptive; it is recognised that the subject requires the teacher to be at times reactive to circumstances that arise and to children's needs. In KS1 and KS2, the content of our PSHEE programme is delivered in one forty five minute session per week as well as being enhanced by a cross-curricular approach, for example in Science, Religious Studies, PE or Humanities. Circle time provides a useful platform for discussing pertinent topics with our youngest children. The content of these sessions may be planned according to our programme, or may arise from issues and questions raised by children in response to their experiences. These lessons may need to be supplemented by the class teacher depending on

the needs of the children. A variety of teaching and learning strategies are used to deliver PSHEE, which take into account pupils' age, development, understanding and needs. Emphasis is placed upon pupils learning in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. As PSHEE education works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear "ground rules" and a confidentiality policy that is understood by all are important elements of creating this. In the course of PSHEE lessons, pupils may indicate that they are vulnerable or "at risk". It is important to make a clear link to the schools safeguarding/child protection policy to ensure clarity about what is required in such circumstances. Effective PSHEE lessons involve a high level of interaction where each pupil has planned opportunities for learning through:

- the development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place.
- collaborative and interactive work
- circle time activities
- research and presentations using a variety of media
- opportunities for reflection
- challenge within a safe environment
- respect for each others contributions
- building on current experience and using first-hand experience to achieve positive ends

In addition, assemblies, class worship and reflection provide a useful form for imparting and discussing information, experiences and attitudes. As such the whole school supports the programme. In addition to class based lessons, pupils are given the opportunity to hear a diverse range of outside speakers covering relevant topics. National awareness weeks, such as Internet Safety week, are also reflected upon and used as a spur for activities.

We place an emphasis on active learning by including the boys in discussions, investigations and problem-solving activities. We encourage the boys to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that boys are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer boys the opportunity to hear visiting speakers, such as firemen, police, magistrates and second world war veterans, whom we invite into the school to talk about their role in society. As a school we organise occasional special PSHE weeks where we will focus our weekly lessons on a theme. We have taken part in weeks based on Manners, Behaviour, Recycling and Anti- Bullying. We have a school council who support staff in organising these weeks and work as our link between staff and boys.

3. PSHE and citizenship curriculum planning

We teach PSHE and citizenship in a variety of ways. In some instances, e.g. drugs education, we teach PSHE and citizenship as a discrete subject.

Some of the time we introduce PSHE and citizenship through other subjects e.g. when teaching about local environmental issues in geography, we offer boys the opportunity to explore who is responsible for the maintenance and up-keep of local parks and cycle paths. As there is an overlap between the scheme of work for religious education and the aims of PSHE and citizenship, we teach a considerable amount of the PSHE and citizenship through our religious education lessons – increasingly including personal relationships and sex education.

Our PSHE takes account of the requirements to reflect British Values. Please refer to Teaching Methodology section of Teaching, Marking and Assessment Policy (March 2018 revision).

PSHE is taught in Early Years and KS 1 as a cross-curricular subject. It links in with many of the Early learning goals especially the area of personal, social and emotional development.

We also develop PSHE and citizenship through residential visits to Normandy and Norfolk in Key Stage 2, in our regular ski trip and through such occasional visits such as the recent school journeys to Rome, Loyola and Lourdes, where there is a particular focus on developing boys' self-esteem and giving them opportunities to develop leadership and cooperative skills.

4. Differentiation

Differentiation will occur via outcome in some areas of PSHE and citizenship. It will also be achieved through the use of a variety of teaching methods and activities – written, group support and individual oral discussion and presentation work.

5. Equal Opportunities

As with all subjects, every effort is made to ensure that the teaching of PSHE and citizenship meet the interest of all pupils and participation from all boys to reach their potential.

6. Special Educational Needs

We teach PSHE and citizenship to all boys, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of boys with learning difficulties. When teaching PSHE and citizenship we take into account the targets set for the boys in their Individual Education Plans (IEPs). Further details are contained in the school Special Educational Needs Policy.

7. Health and Safety

It is the responsibility of all staff to ensure that they are adhering to the safety measures within the Health & Safety policy, and to ensure that they and the boys in their care are aware of any risks when using equipment or undertaking any activity. Further details are contained in the school Health & Safety policy.

8. Planning, Assessment, Recording

Planning

Within Early Years and KS1 teaching of PSHE is taught within a cross-curricular structure. Therefore the planning and teaching takes place through other curriculum areas. Within KS2, approximately 40 minutes a week is allocated on the timetable to the teaching of PSHE and citizenship alongside the cross-curricular links with other subjects. The planning by the individual teachers should show a clear progression of topics through the year with clear and achievable learning objectives and goals. The work undertaken should be age appropriate and the abilities, interests and experiences of the boys should be taken into consideration. Planning will be influenced by assessment of previous lessons to ensure boys are developing a clear knowledge and understanding of learning and are improving their skills.

Assessment

Teachers will assess the development of knowledge, skill and understanding of the boys on a continual basis and will use the information to inform their planning.

The boys' work is assessed and awarded with grades for knowledge and understanding and also for effort; house points and entry into the golden book are used to reward boys for their work quality and effort.

Further details of assessment in PSHE and citizenship are included in the school Teaching, Assessment, Marking, Reporting & Curriculum Policy.

Recording

A record of the boys' work is kept by the teacher and any grades awarded are logged on a running record.

9. Role of the Coordinator

It is the responsibility of the coordinator to support staff in the teaching of the subject directly or through cross-curricular links with other subjects. Further details regarding the role of the coordinator can be found in the school

Academic Policy

10. Resources

Where PSHE and citizenship are taught within a cross curricular structure the resources will be available within the relevant curriculum areas. Within KS2, where it is taught as a subject, the resources can be found listed within the scheme of work for PSHE and citizenship.

We have a range of resources located over the School Council display board. Here you can find a number of stories, informative books, posters and lesson ideas. There is also a folder of evidence from all our previous PSHE weeks and minutes from our school council meetings.

11. Evaluations

Evaluation is carried out to ensure that the teaching is meeting the needs of the boys and that a progression of development is clear throughout the school ,based upon the education of the boys and each child as an individual member of our school community.

The class teacher will be able to evaluate through discussions with the boys, their skill, knowledge and understanding of a topic, and their attitude towards themselves and others. Their actions as citizens of the school will also be evaluated and be considered in such times as at the commencement of their year in Rudiments whereby they will be awarded with particular responsibility for the school.

The teaching of the subject and resources used to facilitate this will be evaluated by all the teachers of PSHE and citizenship, and the coordinator to ensure the boys are gaining the best experiences possible.

Reviewed by P Nicholson May 2018

Review May 2019