

St Joseph's Catholic Academy, Matlock



PSHE Policy Education Policy

St Joseph's Academy, Matlock PSHE Policy-Reviewed March 2020

Introduction

This policy is for the information of staff, governors, parents/guardians and all those concerned with the learning and welfare of the children at St Joseph's Catholic Academy. It is the responsibility of all staff and governors to ensure this policy is understood and implemented.

Policy Statement

Personal, Social, Health and Economic education (PSHE) is concerned with the acquisition of knowledge, skills and attributes children need to keep themselves healthy and safe and to prepare them for life and work in modern Britain (DCC 'PSHE Matters').

It is our aim to deliver a PHSE programme which pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life as individuals, family members and members of society (PSHE Association, 2016).

Our PSHE programme is a whole school approach and not restricted to the classroom. Pupils participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully into the life of the school and community. We are aware that children learn much from the overall ethos of the school, from attitudes of staff and from their relationships.

Aims

The *PSHE Programme of Study* was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs (PSHE association).

The PSHE planned programme of learning will enable children to:

- Know and understand what constitutes a healthy life style
- Be aware of safety issues
- Understand what makes for good relationships with others
- Understand and manage their feelings;
- Encourage and support the development of social skills and social awareness;
- Have respect for others
- Be independent and responsible members of the school community
- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Develop rights, responsibilities and duties as individuals and as members of a community
- Understand how society works and the rights and responsibilities involved.
- Enable children to respect common humanity, diversity and differences

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by our Golden Skills of:

- Resilience;
- Perseverance;
- Self-Belief;
- Unity;
- Independence;
- Motivation;

Content:

Early Years Foundation Stage

Children in Reception will follow the PSHE identified within the specific area of learning and through the characteristics of learning. They will undertake activities planned under the Early Learning Goals (ELGs) within a broad based curricular topic. They will also participate in specific dedicated PSHE lessons.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

KS1 and KS2

The PSHE curriculum is based around the Derbyshire County Council's 'PSHE Matters' framework and is implemented on a two year cycle A and B.

Cycle A

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1/2	Being me	Drug Education	Being safe	Money matters	Changes	Growing Up (Separate planning)
Y3/4	Being me	Drug Education	Being Safe	Money matters	Changes	Growing Up (Separate planning)
Y4/5	Being me	Drug Education	Being Safe	Money matters	Changes	Growing Up (Separate planning)
Y6	Being me	Drug Education	Being Safe	Money matters	Changes	Growing Up (Separate planning)

Cycle B

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1/2	Being Healthy	Relationships	Exploring Emotions	Diversity and difference	Being responsible	Bullying matters
Y3/4	Being Healthy	Relationships	Exploring emotions	Diversity and difference	Being responsible	Bullying matters
Y4/5	Being Healthy	Relationships	Exploring emotions	Diversity and difference	Being responsible	Bullying matters
Y6	Being Healthy	Relationships	Exploring emotions	Diversity and difference	Being responsible	Bullying matters

The units have been separated into half term, so each half term has a specific focus. Personal development or intervention groups may be based around the values listed above and/or behaviour if class teachers deem these to be relevant. Class teachers may approach the PSHE leader to discuss how to meet the needs of children.

The children are encouraged to learn alongside and collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. References for resources relevant to the value focus are given on the PSHE curriculum.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others.

Planning

PSHE planning is achieved through the listed objectives for each unit and lessons are taken from the 'PSHE Matters' framework and amended to suit the needs of the class, enabling teachers to use their discretion to deliver the objectives effectively for their class needs.

Teachers consider to following when planning a lesson:

- Establishing any ground rules such as respecting others ideas, listening to others, sharing views and questioning
- Objective for the session
- Any individual needing individual targets
- Pre and post activities to establish understanding
- Setting different tasks

PHSE teaching strategies will incorporate varied activities such as:

- * Circle Time
- * group discussions
- * debate
- * role play
- * co-operative tasks
- * creative writing
- * art work
- *mind-mapping
- *class and group discussions
- *questioning
- *media such as videos / pictures

Implementation:

PSHE will be delivered by the class teacher with the support of the PSHE leader as necessary. Visiting professionals may provide talks/workshops to pupils. PSHE can be explored within both whole school and Key Stage assemblies.

In addition to this, PSHE is delivered through a range of class and whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying day, Internet safety day, community projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the School Council and Eco council, become a Playground Buddy, Anti Bullying Ambassador and are encouraged to express their opinions. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

Assessment

At St Joseph's, teachers integrate effective AFL in all areas of the curriculum. It is important for individual teachers to use their professional judgement in assessing pupils' understanding and application of the PSHE units. The work the children do will serve as a record for classes working on each of the units. For KS1 and KS2, this is recorded in their PSHE book and in their RE book. In reception, assessments are done through the Early Learning Goals.

In PSHE, assessment also involves:

- Assessing the children's starting point in a pre-activity during the first session
- Planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not Literacy learning;
- Using self and peer assessment to involve children in understanding their own learning and next steps;
- Encouraging children to feed back to class teachers about which aspects of a value they would like to learn more
- Completing end of unit assessments through a post activity, either as a whole class, in groups, with a peer or individually

Break and lunchtimes

PSHE covers all aspects of children's experiences at school and teachers will ensure the 'Behaviour Policy' is adhered to when dealing with any specific objectives relating to rules and social objectives.

Break and lunchtimes are the most social part of a child's day and the PSHE curriculum extends to ensuring that children feel safe, have good relationships, understand the bullying policy and show positive behaviours. The use of playground buddies/Anti Bullying Ambassadors help to instigate this.

Equal Opportunities:

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds.

Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- Provide a multi-sensory approach using a variety of media;
- Provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- Use appropriate summative and formative assessment approaches to inform future learning;
- Set targets for learning and behaviour including taking steps to help pupils manage their own emotions as needed for individual target children

The Role of the Co-ordinator

At St Joseph's, the PSHE co-ordinator will:

- Ensure consistent approaches throughout the school by monitoring teaching and learning

- Discuss issues raised at staff meetings and Inset days
- Where possible, assist staff in the delivery of an area of PSHE in which they lack confidence
- Participate in Inset training and subsequent dissemination of relevant information
- Undertake an annual audit of resources and order what is required within the limits of budget
- Undertake an annual enquiry into any areas where staff may have concerns or requests

Future Developments

- Continue to monitor teaching and learning across the school
- Continue to support teaching staff with regard to resources and delivery of planned lessons

Review

- The Head Teacher and PSHE coordinator will review this policy regularly.

