

# De La Salle College



## PSHE policy

|                           |                          |
|---------------------------|--------------------------|
| Compiled by: Jason Turner | Date: September 2017     |
| Policy Holder: Mr M White | Revision date: July 2018 |

## Curriculum Policy for Personal, Social and Health Education

Personal, Social and Health Education (PSHE) including citizenship education, contributes to the school curriculum at De La Salle by helping to give students the knowledge, skills and understanding they need to become informed, active, responsible citizens. At De La Salle we recognise that the personal and social development of children underpins the whole of the education process. PSHE is not just a body of knowledge to be learnt but is a principle running through the school, which should enhance the self-esteem, identity and potential of each student.

Through our teaching we actively promote the protection of children and young people and foster co-operation and understanding. De La Salle is a safe, calm and caring environment where everyone is treated equally and their values, opinions and suggestions will always be encouraged and taken into consideration. This includes the whole school community of teaching and support staff, parents and students.

The philosophy underpinning PSHE places great emphasis on the development of self-esteem. It enhances academic performance and increases the likelihood of success. People with high self-esteem are more likely to be assertive, independent and creative, behave co-operatively and take responsibility for their own actions, have self-discipline and self-respect. Due to the nature of PSHE, this policy should be read in conjunction with the following policies adopted at De La Salle – Behaviour, Drugs, Alcohol and Anti-Bullying.

### **AIMS**

The aim of PSHE is to help children and young people understand and value themselves as individuals and as responsible and caring members of society. We want our students to like themselves and to feel confident. To this end we will:

- promote a healthy lifestyle
- prepare students for the opportunities, responsibilities and experiences of adult life
- offer our students the opportunities to achieve their physical, psychological and social potential
- promote attitudes and behaviour which contribute to personal, family and community relationships
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs
- encourage the development of personal skills that enable children and young people to function successfully as members of society.

### **OBJECTIVES**

To enable children and young people to:

- Develop personal autonomy by encouraging self-awareness, self-esteem, self-confidence whilst encouraging positive thinking
- Be self-reliant and self-motivated

- Be self-disciplined and accept personal responsibility and the consequences of their own actions
- Acquire a sense of social and moral responsibility
- Accept their individual feelings and emotions and those of other people
- Explore alternative ways of resolving conflict without resorting to force
- Think critically and explore different strategies for problem solving
- Make decisions and understand the effects of those decisions
- Make choices within a moral context
- Communicate clearly and express opinions confidently
- Listen to and respect the values and opinions of others
- Explore their own values and attitudes and be aware of how they arrived at them and how they impact on others
- Co-operate with others to create an atmosphere of respect and tolerance
- Exercise choice and manage their personal learning, work and leisure
- Set themselves achievable and challenging goals
- Take risks and make mistakes within a safe environment
- Adopt a healthy lifestyle
- Understand society and its political, economic and legal structures
- Be aware of world issues and the role of the individual
- Keep themselves safe

### **TEACHING AND LEARNING**

PSHE will be delivered by House Tutors as part of our pastoral curriculum. Students will follow a PSHE curriculum in the autumn and Summer terms through one lesson a week. There are threads of PSHE which can also be identified across the curriculum in individual subject areas and this holistic approach will ensure that our students receive a rich and varied delivery of this aspect of the curriculum.

Much of the teaching and learning achieved in PSHE is experiential and active. It involves group activities that are motivating and exciting. They lead students to explore and make their own discoveries whilst developing a range of skills. Students will complete this learning through classroom activities, group discussions and presentations from visiting speakers. Lessons include a wide range of strategies and activities relevant to the age of students such as:

**experience sharing – story telling – voting – discussion – DVDs – warm ups – individual, paired and group work – brainstorming – interviewing – role play - quizzes – games – questionnaires – worksheets – visiting speakers – circle time – drawing**

### **SEX EDUCATION**

Sex education is delivered from Year 7 by selected teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. Due to the content of the planning for differing age groups it is essential that the exact programme is followed. Prior to sex education lessons commencing, a letter will be sent to parents asking for their consent.

The Sex Education within the school is supported by an SRE week where all students are given an afternoon of talks and activities.

### **CONTINUITY AND PROGRESSION**

Continuity and progression is ensured throughout De La Salle by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values.

### **CROSS CURRICULAR LINKS**

PSHE permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout De La Salle. There are particularly strong links with the science curriculum as well as literacy, geography, history and art. Regular communication should take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach and to enhance and identify the development of existing links.

### **CAREERS EDUCATION**

It is the philosophy of De La Salle that Careers Education should be an integral part of the curriculum. The programme commences from Year 7 when students are introduced to professions in the local community. This is achieved through visits and visiting speakers. Structured guidance is given to students regarding subject choices for GCSE options. Students in year 10 are supported through the Trident process and this is reflected upon and reviewed upon their return to school.

Year 10 are also given a variety of talks from representatives from various professions. In the sixth form a comprehensive series of talks are offered to students in relation to the world of work and post 18 opportunities. Students are also supported and guided through the UCAS applications process.

### **EQUAL OPPORTUNITIES**

All activities will be planned in a way that encourages full and active participation by all students, irrespective of academic ability, gender, differences in culture or background.

### **ASSESSMENT, RECORDING AND REPORTING**

Assessment in PSHE is recognised as being different than in many other subjects. Emphasis is placed on self-assessment, review of group work, class discussion and written work which can rarely be marked in a conventional context. Marking, where necessary should be with the student present so that their thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Various methods will be used to record students' work in PSHE eg written, oral, photographic, artistic.

With the introduction of a house competitions in relation to PSHE the work and understanding of the students is assessed. Students create either leaflets or presentations that show the knowledge they have gained throughout the course in this activity.

### **MONITORING**

Monitoring will be carried out continuously and formally, not less than once a term. This will be based on lesson observations and personal discussion so that relevant modification to Schemes of Work can be undertaken swiftly and effectively.

**DISPLAY**

A vibrant school is in no small part due to display to enhance the environment for students and adults alike. Members of staff are encouraged to produce displays in classrooms and public spaces showing evidence of PSHE work as well as student work throughout the wider curriculum.

It is expected that the Code of Conduct, Anti Bullying information and the expectations and aims of De La Salle will be displayed in every classroom.