

St Benedict's Catholic College



Personal, Social, Health & Economic Education (PSHE) Policy

Date reviewed	November 2024
Date of next review	November 2027



Introduction

At St Benedict's Catholic College we believe that our students have a right to the highest quality personal, social and health and economic education (PSHE), in order to help them begin to develop the knowledge, skills and understanding they need to lead confident, independent and healthy lives and to participate as informed, active and responsible citizens.

The college will actively encourage and enable all of its students to become involved in a wide range of activities which aim to promote self-worth, promote co-operation and involvement and develop an understanding of and respect for difference and diversity. The PSHE programme will be regularly monitored and reviewed.

Personal, Social and Health and Economic education refers to those aspects of school life – its thinking, planning, teaching and organising – explicitly designed to contribute to the process of growing up, getting on with other people, the formation of values and the preparation of the child for responsibility in adult life. This includes helping pupils to understand:

- themselves
- health and development
- their behaviour
- our society
- their school and effective learning skills
- how to make decisions and moral judgements

It involves encouraging learners to be sensitive to their environment and to the beliefs and behaviour of others; and to try to foster an awareness of the major problems of mankind. It forms a core part of the ethos of the school.

PSHE is taught as a discrete subject yet has links to each area of the curriculum and pastoral care.

The PSHE curriculum is delivered through the PSHE scheme of work for each year and a number of different guest speakers. Principles are also reinforced in assemblies and form time.

Aims and Objectives

- to maintain an atmosphere of respect and regard for others
- to recognise, accept and reflect difference and diversity both in the PSHE curriculum and the college community
- to form positive working partnerships with all those responsible, including school nurse service and other outside agencies, for the delivery of PSHE
- to encourage the development of personal skills: Communication, Negotiation, Decision making, Problem solving, and Assertiveness in line with Enterprise Education and Work-related Learning
- to develop students' confidence and self-esteem
- to recognise, respect and accept the differences of others as well as accepting their own

Co-ordination

The PSHE and Citizenship curriculum will be co-ordinated by an appropriately trained and supported PSHE coordinator. The PSHE coordinator will be responsible for the planning and implementation of PSHE, managing PSHE teaching resources, including purchasing, keeping up-to-date with new resources and advising SLT of training and development opportunities locally and nationally that will enable each strand of Healthy School status to be maintained



Framework for PSHE and Citizenship Programme:

- Relationships
- Drugs and Alcohol
- Careers, the future and work experience
- Health and Nutrition
- Our community and the global community
- Staying Safe

PSHE is organised on a competency model. As well as including all of the above topics, our students are encouraged to develop the skills within the framework of Independence and Aspirations, Autonomy and Advocacy and Choices and Influences. Students are assessed according to this model on a regular basis.

Personal wellbeing draws together personal, social and health education, including relationships and sex education within a Catholic ethos, the social and emotional aspects of learning, while economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning.

PSHE education puts emphasis on personal development and the acquisition of personal, learning and thinking skills. It takes into account cross-curricular dimensions such as healthy lifestyles, identity and cultural diversity, the global dimension and health issues.

PSHE education also makes a major contribution to the statutory responsibilities on schools to:

- promote children and young people's wellbeing
- promote community cohesion
- provide careers education.

Rationale for PSHE Education

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions; learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development.

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside college students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.



Assessment, Recording and Reporting

In PSHE education there are two broad areas for assessment:

- students' knowledge and understanding, for example, information on health, understanding of procedures including health and safety
- how well students can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

The principles of assessment for learning underpin our policy and practice. We aim to improve learning by providing effective feedback to students, actively involving students in their own learning, adjusting teaching to take account of the results of assessment and recognising the profound influence assessment has on the motivation and self-esteem of students. Both of these factors are crucial influences on learning and on students being able to assess themselves and understand how to improve.

Each lesson has clearly defined learning outcomes. Teachers are encouraged to collect evidence of learning to make a judgement about students' progress. This evidence might include:

- draw and write a concept
- mind-mapping
- presentations
- observation of a group discussion or group task
- films / video
- role play
- campaigning letters, emails or press releases
- silent debate - where students write down their arguments/opinions
- written evidence and extended writing.
- AFL tasks given and assessed at the end of each unit
- Self and peer assessment within lessons
- Discussion

Assessment in PSHE education does not imply that students are failing as citizens. It is not a judgement on the worth, personality or value of an individual student or their family. This can be particularly important in working with students from diverse backgrounds or who have emotional and behavioural difficulties.

Relationship with other policies

a) Relationships and Sex Education (RSE) policy

sits within the PSHE curriculum and as such should be planned, delivered, co-ordinated, assessed and monitored in line with the College's PSHE Policy.

b) Anti-bullying

This policy will be linked to the College's broader policy on anti-bullying.

c) Safeguarding

If any disclosure occurs during a PSHE lesson or concerns are raised, teachers will follow the College's procedure for Child Protection.

d) Anti-smoking policy

e) Mobile phone use protocol

f) Behaviour Management policy