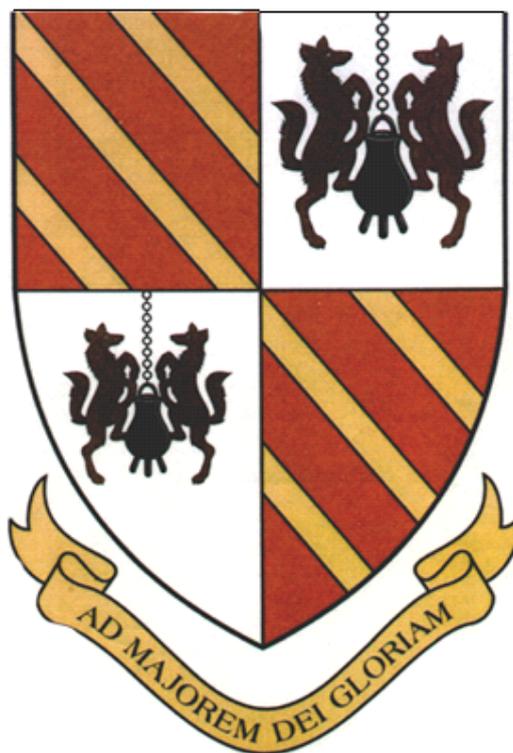


# Loyola Preparatory School Policy for PSHEE

*“Loyola Preparatory School will strive to instil 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 be 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.”*



***Ad Majorem Dei Gloriam  
To the Greater Glory of God***

# Personal, Social, Health & Economic Education (PSHEE) Policy

This policy applies to all pupils at Loyola Preparatory School including those in the Early Years Foundation Stage.

## 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 instil 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 be 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
- understand what makes for good relationships with others
- 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). 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, relationship 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 help every child to achieve

### **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 PSHEE 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.

Currently the following speakers and courses are offered to the pupils to enhance their PSHEE provision:-

- NSPCC (Reception to Rudiments)
- Y5 Team Building (residential) Cromer, Norfolk – 3 days
- Y6 Crucial Crew
- Prep Dentist visit
- PP1 and Figures – PAT dog
- CAFOD – Reception to Rudiments
- Doctor – Reception
- EYFS – Fire Services

### **Learning Support Provision**

Teachers conducting PSHEE sessions make every effort to include and support all pupils with suitable and accessible learning material. Support and advice can be sought from the PSHEE Co-ordinator, other teaching staff and teaching assistants. This may be achieved through working closely with individuals, finding exercises that boost their self-esteem or feelings of inadequacy, or working on a whole class exercise that makes others aware of how that individual may be feeling.

### **Differentiation**

As in all other subject areas, Loyola strives to enable all pupils to reach their full potential. Timetabled PSHEE sessions are delivered within the context of year groups. All these groups are, therefore, of mixed academic ability. Quality first teaching and appropriate differentiation needs to be taken into consideration by PSHEE teachers when preparing their lessons in order to enable all members of the group to have equal access to the session.

### **Assessment**

It is important that PSHEE work is evaluated and marked by PSHEE teachers because we must be able to:

- monitor our provision
- give pupils (and parents) feedback about their progress and how their learning might be improved
- improve learning and increase pupils' motivation
- help pupils to reflect on and identify what they have learnt

However, formal assessment in PSHEE is not undertaken as in other subjects. Evidence of learning comes from:

- improved attitude and behaviour in class and around the School
- increased awareness of courtesy, trustworthiness and respect for property
- increasing ability to form constructive relationships with one another, teachers and other adults
- increasing understanding of the impact the individual makes on others
- increasing respect for the differences between people, particularly their feelings, values and beliefs
- an increasing ability to show initiative and take responsibility

This assessment will feed into assessment of the pupil as a whole.

## **School Council and Pupil Voice**

The school council is a high profile part of school life and councillors are elected by their peers on an annual basis.

Pupils are enthusiastic about the council and are keen to be involved. They see it as a responsibility and an honour. Representatives on the school council are from PP2 – Rudiments. The PSHEE co-ordinator helps the boys with the running of the meetings and minutes are kept. From time to time they may invite people to their meetings such as the Head Boy & Deputy or the Catering manager depending on what is on their agenda.

Meetings are held regularly with at least two a half term and file is kept with all their work and achievements.

The school council exists to allow the pupils to have a voice and to influence some of the school's developments. Recommendations are made in meetings which are fed back to the SLT. Many of these suggestions are actioned. The council have a display board in the main corridor leading to the hall. This shows the names and photographs of the elected councillors and shows the themes that the council are working on for that half term.

Our PSHEE and Pupil Voice area is located by the downstairs school entrance. This shows a display of our monthly school focus on different values and qualities which will help us become aware of how we can make the world a better place to live in. Staff report to the Head where they have seen this demonstrated by the boys and this is celebrated both on this display for others to see and also in the school newsletter.

It also explains to parents, boys and staff the importance of the pupil voice in school. Our school pupil voice box is also located here for boys to express ideas and thoughts they may have. These are organised and raised by the school council at their meetings.

Resources for teachers and boys are also kept here, these can be borrowed for lessons or relevant times. For example we have stories to help deal with divorce, a new baby, grief or a first trip to the dentist.

### **Role of the Co-ordinator**

It is the responsibility of the co-ordinator 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 co-ordinator can be found in the Staff Handbook.

It is the responsibility of the co-ordinator to manage and run the School Council and to keep the school council and PSHEE/Pupil Voice display up to date and relevant.

### **Prevent Duty**

The Government's Prevent Duty Guidance issued under s.29 of the Counter-Terrorism and Security Act 2015 and its application came into effect from July 2015. It is essential all staff understand the risks of radicalisation, as well as the procedures in place to deal with it. Our broad and balanced curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for opportunities, responsibilities and experiences of life but, above all else, we promote community cohesion. Staff need to be able to identify children who may be vulnerable and know what to do when they are identified. Staff must be vigilant and, to this end, all colleagues will receive regular, updated training as part of our School's ongoing measures designed to prevent the radicalisation of our pupils. Staff must consult with one of the Designated Safeguarding Leads (DSL) immediately should they feel a pupil may be vulnerable to radicalisation and/or extremist views. Further guidance can be found in The Prevent Duty – Departmental advice for schools and childcare providers (June 2015) and in the updated Keeping Children Safe in Education (Sept 2018).

## **Fundamental British Values**

Fundamental British Values are embedded throughout the PSHEE curriculum. PSHEE lessons aim to actively promote British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

## **Equal Opportunities**

All pupils at Loyola Preparatory School have access to PSHEE and its related topics, regardless of gender, race, disability, Special Educational Needs, sexual orientation, religion or belief. We are conscious that our PSHEE provision should remain within the guidelines as defined in The Equality Act 2010. However, considerations are given to individuals so that topics of a sensitive nature are dealt with in a delicate manner (e.g. being aware of particular religious beliefs during whole class discussions and making provision for beliefs to be discussed in an open and non-partial way.)

## **Evaluation**

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 PSHEE and citizenship, and the coordinator to ensure the boys are gaining the best experiences possible.

This policy works in conjunction with Keeping Children Safe in Education, DFE (Sept 2018). These duties are set out in the 2002 Education Act. Schools also have statutory responsibilities in relation to promoting pupil well-being and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHEE education plays an important part in fulfilling all of the responsibilities.

Revised January 2019

Review January 2020

# Drug Education Policy Statement

## Introduction

In this document, the word “drug” is used to include all drugs whatever their legal or social status, including alcohol, tobacco, solvents and medicine. We recognise that any drug can be potentially hazardous.

Education about the used and misuse of drugs is a vital part of “preparing children for the opportunities, responsibilities and experiences of adult life.” (Education Reform Act) As with every aspect of education, primary schools have to lay the all important foundations for learning, which will go on for the rest of life. We need to select information and plan activities which are appropriate to the age, stage of development and background of the children in our school. This policy is in conjunction with the PSHEE policy.

It is considered that although relatively few children would be actively involved with experimenting with illegal drugs:

“All pupils, including those in primary schools, are likely to be exposed to the effects and influences of drugs in the wider community and be increasingly exposed to opportunities to try both legal and illegal drugs.”

“There are also indications that drug education has a role in reducing the risks associated with drug use, reducing the amount of drugs used and helping people to stop.”

Drugs: Guidance for schools, DfES, 2004

We have a responsibility to develop and carry out a drug education programme and this is done through Science and PSHEE.

## Aims

- to enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills
- to provide accurate information about substances that are relevant
- to increase understanding about the implications and possible consequences of use and misuse
- to encourage understanding for those experiencing or likely to experience substance misuse
- enable young people to identify sources of appropriate personal support
- to provide a range of activities and opportunities for learning about drugs and the issues raised by their use
- to create a climate in which our pupils feel comfortable discussing their perception of drugs
- to encourage our pupils to participate in healthy activities
- to help our pupils to accept the increasing responsibility they have for maintaining their own health
- to improve the self-esteem of our pupils
- to help our pupils to develop assertiveness in appropriate situations

## Content

- Medicines :school procedures, safety (PSHEE & Science)
- Smoking : why people smoke, the dangers of it, feelings about people smoking, impact on our bodies (PSHEE & Science)
- Alcohol : what alcohol does and the dangers of it (PSHEE & Science)
- Drugs : what drugs are, the law, what drugs do and the danger of them (Crucial Crew)

## Monitoring & Evaluation

This will be carried out by the PSHEE Co-ordinator and SLT.

Revised January 2019

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