

CARDINAL NEWMAN CATHOLIC SCHOOL

PERSONAL SOCIAL & HEALTH EDUCATION (PSHE) POLICY

INTRODUCTION

Personal Social and Health Education provides a curriculum context for the personal and social development of our students, facilitating personal growth through a planned educational programme.

From an early age young people are constantly exploring and learning from their immediate environment. As they grow they acquire a tremendous range of knowledge and skills and they have the opportunity to make decisions which affect others as well as themselves.

The process of personal and social development focuses on personal growth which is the acquisition of personal autonomy through the development of self-confidence and a positive self-image. The personal and social development of children and young people is a major goal of education. As a Catholic school we believe that the foundation for this development is to be found in the Christian faith. Our values as a school community are based on the teaching of scripture and the traditions of the church. It is a characteristic of a good school that all students feel that they belong, are treated fairly, are valued and have a range of opportunities to contribute to and participate in, school life. Where this is so, students are more likely to show self-confidence, consideration for others, interest in what they are doing and pride in themselves and their school. They should be able to take initiatives, exercise choice sensibly and accept responsibility.

(P.S.H.E. A curriculum statement)

AIMS

The aim of PSHE at Cardinal Newman Catholic School is to help young people understand and value themselves as individuals and responsible and caring members of society in the light of the Christian teaching upon which the school is founded.

The nature of the learning environment is crucial to the personal and social development of students and the quality of interpersonal relationships is a significant factor. The classroom is an important area for the development of relationships but activities outside the classroom provide equally valuable learning experiences.

The whole school ethos will reinforce activities undertaken in the classroom.

OBJECTIVES

No one set of objectives can take full account of the individuality of each boy or girl. We can only try to ensure that while our objectives will encompass the needs of the community, our ultimate concern will be to plan and act in accordance with our respect for persons and self.

The Individual

To enable young people to:

- develop personal autonomy by encouraging self-awareness, self-esteem and self-confidence.
- acquire a sense of social and moral responsibility.
- recognise and manage their opportunities for learning, work and leisure.

Relationship with others

- To enable young people to make decisions and to understand the consequences of those decisions for themselves and others.
- To enable young people to develop a wide variety of relationships and adopt appropriate behaviours.
- To encourage tolerance, respect and sensitivity to the needs and values of others within society.
- To help young people understand the contribution they can make to their community and to recognise the value of their involvement.

- To facilitate an understanding of society.
- To promote an awareness of world issues and the role of the individual in this context.

Moral ideas and behaviour must inevitably be an intrinsic part of any PSHE programme.

Our objectives in this area will be:

- To raise awareness about the nature of moral codes; the ways in which such codes vary between groups and cultures; and the consequences of adopting particular codes.
- To demonstrate how moral ideas and codes may be justified by reference to religious beliefs or to particular philosophies.
- To create an understanding of the fact that in western cultures it is widely held that moral beliefs and behaviours are ultimately a question of personal responsibility and to explain ways in which such a stance may be defended and challenged.

Moral understanding is grounded in certain key ideas. Students should understand that to be fair or just requires that others' points of view be listened to and solutions to difficulties or conflicts sought with respect and truth and a concern for the well-being of all involved. Students need to know that being truthful means avoiding deception, even though this may not always be easy; and that failure to tell the truth is likely to diminish their own self-respect and the respect of others for them. Students should also appreciate that everyone is involved in promises, undertakings and obligations whether or not they are written or spoken and that to break these in general undermines trust. However, as they grow older students should begin to consider the clashes of moral principles they may have to face.

From Year 7 students should be developing a range of personal and social abilities and skills, including how to:

- be competent in the skills required for everyday living.
- listen to and appreciate, others' points of view and to put forward their own clearly and appropriately.
- make choices sensibly in the light of available evidence.
- cope confidently and effectively with unfamiliar people or situations.
- learn from personal mistakes and from social situations which have unforeseen circumstances.
- make moral judgments in real situations, justify them and enact them in an appropriate way.
- take initiatives and act responsibly as an individual and member of the family, school or wider community.
- act as a member of a democracy.

METHODOLOGY

The delivery of PSHE is achieved most effectively through experiential and active learning techniques, though a range of other teaching approaches may also be appropriate. Group work, for example, can enable students to experience a variety of roles and share responsibility as well as develop interpersonal skills.

The development of self-confidence and self-esteem in children will be done more effectively when students are encouraged to take responsibility for their own learning. Students will engage in decision-making, problem-solving and negotiation, and will be given opportunities to develop and practice these skills. It is felt that participation is essential to facilitate the development of knowledge, understanding and personal skills and qualities.

SENSITIVE ISSUES

In promoting personal and social development sensitive issues may arise. We have developed policies and practices to enable individual teachers to respond appropriately in such circumstances. The guidelines in this handbook (pages 2.28 - 2.31) are very helpful to all staff whilst discussing sex education. There is also a similar set of guidelines for the drugs and solvents aspects of the PSHE curriculum. This policy is available from the PSHE office.

ORGANISATION OF PSHE LESSONS

There are no PSHE lessons on the curriculum timetable in key stage 3. Therefore each subject 'contributes' lesson time to a PSHE programme. This is done on a rotational basis so that the same subject lesson is not used more than twice during a module of work if this can be organised. Members of staff whose lessons are used for PSHE are notified via the pigeon holes and the staffroom notice-board. In key stage 4 PSHE/CAREERS is time-tabled once per fortnight with the emphasis upon work-based learning and employability skills.

PROGRESSION

As with other curriculum areas continuity and planned progression are essential in PSHE. It is, however, very important to match the curriculum to what is known about the students, their developmental stage, age, needs, interests, background, etc. It is, therefore, essential that students are part of the planning and, in certain circumstances, part of the delivery team. The PSHE team is committed to the involvement of students in this way.

There are a variety of packages available which will enable the PSHE programme in terms of progression and continuity between Key Stages 3 & 4 and 16+ education.

AREAS OF FOCUS

As documented in the PSHE curriculum framework
A Healthy body and healthy life
B Self-awareness and careers education
C Rights, responsibilities and citizenship
D Money, industry and economics
E Environment and pollution (D and E are contributory strands)

Evaluation is essential for the development and improvement of the PSHE programme. It will be important to gather the perceptions of young people and all adults involved in the life of the school.

Our evaluation process will provide information about

- The provision - organisation, content, teaching approaches, profiles and resources.

- The quality - of our presentation; to gather the perceptions of the students.

Conclusions reached by this evaluation will provide the basis for further planning.

At the completion of a major module, students will fill in a self evaluation and module analysis questionnaire.