

# ST.ANTHONY'S SCHOOL FOR BOYS



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FOR BOYS

## **All School Policy for PSHEE September 2018 – August 2019**

Policy reviewed by Catherine Arslan

Review date: June 2018

Next review date: June 2019



## **PSHEE**

### **Policy**

#### **PURPOSE**

PSHEE education is a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, here at St Anthony's School, PSHEE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHEE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

PSHEE education contributes to the personal development of individual pupils by helping them to build their confidence, resilience and self-esteem. Pupils are also given opportunities to manage and identify risk; make informed decisions and understand what influences their decisions. By developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships.

#### **Fundamental British Values at St Anthony's School for Boys.**

We want the boys at St Anthony's to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Personal, Social, Health and Economic Education (PSHEE) is at the heart of our school which emphasises the difference between right and wrong and respecting and tolerating differences in a very diverse and modern Britain. We have a planned curriculum that will enable children to make progress towards these aims. Through engaging lessons using our learning model and appropriate activities, we can give them all a better understanding of themselves.

## AIM

The overarching aim for PSHEE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, responsible and balanced lives.

In planning the curriculum, teachers at St Anthony's aim to provide:

- a clear, consistent framework of values in which to work
- supportive relationships between the teacher and pupil, and between the child themselves
- a classroom climate which encourages all children to explore, and encourages a high level of interest
- opportunities for development outside the classroom situation through responsibilities, extra-curricular activities and educational visits.

All staff encourage positive approaches to behaviour and our discipline policy reflects this.

At St Anthony's, we provide opportunities for personal and social development through a variety of strategies:

- individual, peer group and collaborative group work
- discussion and role-play
- we actively promote British values; for example, through our assemblies as a year group and a whole school
- involvement in a range of problem solving activities
- preparation and presentation of tasks for a variety of audiences
- positive self-assessment
- positive marking with verbal and written feedback

## ORGANISATION

The form teachers and the Head of the Senior House are responsible for delivering PSHEE to all classes in a 30 minute scheduled lesson. There is a scheme of work throughout the whole school showing continuity and progression of topics that each year group can undertake. Form teachers can also be flexible to look at a theme that may be of 'immediate concern' to their class i.e., an issue that have arisen naturally and needs to be addressed that week.

PSHEE is fundamental to the educational entitlement of all pupils at St Anthony's and as a cross-curricular element, permeates all aspects of life at school. Although it is taught within its own right, it is also included in the teaching and learning of several subjects in particular: R.S., Games and Science.

## Topics to be covered in Key Stage 1-3

<b>Year 1</b>	<b>Year 2</b>
<ul style="list-style-type: none"> <li>• Health and Wellbeing</li> <li>• Relationships</li> <li>• Living in the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Wellbeing</li> <li>• Relationships</li> <li>• Living in the wider world</li> </ul>
<b>Year 3</b>	<b>Year 4</b>
<ul style="list-style-type: none"> <li>• Health and Wellbeing</li> <li>• Relationships</li> <li>• Living in the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Wellbeing</li> <li>• Relationships</li> <li>• Living in the wider world</li> </ul>
<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>• Health and Wellbeing</li> <li>• Relationships</li> <li>• Living in the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Wellbeing</li> <li>• Relationships</li> <li>• Living in the wider world</li> </ul>
<b>Year 7</b>	<b>Year 8</b>
<ul style="list-style-type: none"> <li>• To recognise and manage what influences their choices about exercise.</li> <li>• About eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it.</li> <li>• The safe and responsible use of computers.</li> <li>• To recognise peer pressure.</li> <li>• Managing puberty and the issues of unwanted contact and FGM.</li> <li>• The similarities, diversity and differences among people of different race, culture, ability, disability, sex, gender, prejudice and communities</li> <li>• How to deal with a breakdown in a relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise that the way in which personal qualities, attitudes, skill and achievements are evaluated by others, affects confidence and self-esteem.</li> <li>• The purpose and importance of immunisation and vaccination.</li> <li>• A knowledge of basic first aid and life-saving skills.</li> <li>• The positive and negative roles played by drugs in society ( including alcohol)</li> <li>• About the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so.</li> <li>• The benefits of being ambitious and enterprising in all aspects of life.</li> </ul>