

AMDG

Stonyhurst St Mary's Hall Prep School



PSHE Handbook 2018

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PSHE

Introduction

Stonyhurst St Mary's Hall is an Ignation school. The raison d'être of the school is to promote the formation of the whole person through an environment which promotes well-being and learning within the Jesuit mission and the identity of the school. Nurturing the children initially to "give as much as I can" leading up to being "men and women for others" at the college.

Philosophy and Aims

Children need the self-awareness, positive self-esteem and confidence to:

- Stay as healthy as possible
- Keep themselves and others safe
- Foster worthwhile and fulfilling relationships
- Respect the differences between people
- Develop independence and responsibility
- Play and active role as a member of a democratic society
- Make the most of their own and others' abilities

PSHE is central to the educational entitlement of all children at SMH and permeates all aspects of life in school. It is encompassed in the teaching of all subjects within the curriculum and delivered as a discrete subject from EYFS-Year 8.

PSHE is linked to other policies including:

- Behavioural Policy
- Safeguarding
- SRE
- Anti-Bullying Policy

All class teachers and tutors contribute to the personal, social and healthy development of children in school. PSHE features as a distinctive feature of the weekly timetable plus impacting on the rest of the curriculum.

The programme of study is based on three "core themes" within which there will be overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

There is flexibility with in the themes where the content is intended to start debate rather than being definitive.

This term the "Jigsaw" scheme of work has been introduced into Foundation Stage, KS1/2 which will also be used in KS3 from 2019. It is a mindfulness approach to PSHE which incorporates lessons and assemblies and is linked to the IPC used in KS1/2.

Core Theme 1: KS1/2

Health and wellbeing will include:

1. Healthy Me
2. Changing Me.

KS3

1. How to manage transition
2. How to maintain physical, mental and emotional health and wellbeing
3. How to assess and manage risks to health and to stay and keep others safe
4. How to identify and access help, advice and support
5. How to make informed choices about health and wellbeing matters including drugs alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing
6. How to respond in an emergency including administering first aid
7. The role and influence of the media on lifestyle

Core Theme 2:KS1/2

Relationships will include:

1. Being Me in My World
2. Relationships

KS3

1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to learn to care for others
2. How to recognise and manage emotions within a range of relationships
3. How to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters
4. About the concept of consent in a variety of contexts
5. About managing loss, including bereavement, separation and divorce
6. To respect equality and be a productive member of a diverse community
7. How to identify and access appropriate advice and support

Core Theme 3:KS1/2

Living in the Wider World:

1. Celebrating Difference
2. Dreams and Goals

KS3

In Key Stage 3 pupils focus on “economic wellbeing, careers and the world of work and should be taught:

1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. How to make informed choices and be enterprising and ambitious
3. How to develop employability, team working and leadership skills and develop flexibility and resilience
4. About the economic and business environment
5. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers

The way the curriculum is managed, its organisation and the varying teaching styles used are central to the ethos of SMH. All contribute to the personal, social and healthy development of children in school. PSHE and Citizenship feature as part of the weekly curriculum as well as impacting on the rest of the curriculum.

Citizenship comprises of three interrelated strands:

1. Social and moral responsibility-pupils learn self-confidence and socially and morally responsible behaviour towards authority and each other including their involvement in the on-line world.
2. Community involvement-pupils learn to become involved in the life and concerns of their neighbourhood and community.
3. Political literacy-pupils learn about the issues, problems and practices of systems of government and how citizens can make themselves effective in public life. Whenever discussing political issues a balanced presentation of views should always be given.

Through a variety of learning experiences each pupil:

- Knows him/herself better and thinks well of and respects him/herself and others
- Develops confidence/independence and thinks and acts for him/herself
- Acquires personal qualities, values and social skills
- Takes his/her place in a wide range of roles in preparation for adult life, to deal with risk and meet the challenges of life and to play an active role as a member of society
- Values and respects belongings/living things/environment
- Is able to share/co-operate
- Values their achievements
- Identifies moral values and strives to live up to them
- Uses connective technology responsibly

The Subject's place in the curriculum

The PSHE programme is delivered to all pupils from EYFS/KS1/KS2/KS3 weekly in a half hour session taken by either the class teacher or tutor. This is enhanced and broadened through IPC, subject areas, assemblies (whole school, Playroom and class assemblies) and many of the school initiatives including school trips, charity work, activities, guest speakers and of course The Mission.

The teachers in FYS, KS1 and KS2 have access to the Jigsaw programme from year 4-11 which includes lesson plans, objectives and work sheets. The tutors in KS3 use PSHE Education for KS3 written by Lesley de Meza and Stephen De Silva as recommended by the PSHE association. Each tutor has text books, folders and access to online and printed resources.

Assessment

Pupils are assessed informally through their attitudes, participation and responses. Verbal feedback is given for posters and display work produced. The teacher/tutor will give feedback to the sessions and the pupils will be asked to reflect on their own progress and the progress of others.