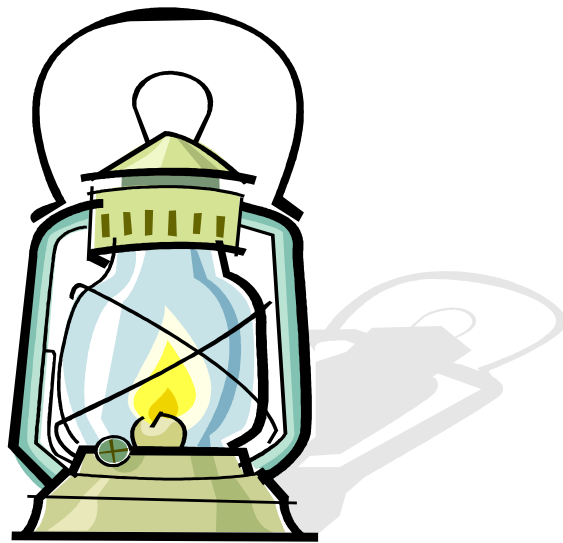




***PERSONAL, SOCIAL, HEALTH AND
ECONOMIC EDUCATION
POLICY***



Spring 2018



"Shine like a lantern in the presence of the Lord."

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INTRODUCTION

Our provision of Personal Social, Health and Economic education ensures that the curriculum provides opportunities for all children to learn and achieve, whilst promoting their wider spiritual, moral, social and cultural development. At St. Bede's Catholic Primary School and Nursery we develop our pupils' confidence, sense of responsibility and ultimately prepare them for the opportunities and experiences of life.

AIMS AND OBJECTIVES

The aim of PSHE - at St Bede's - will be to help pupils to make responsible, well-formed decisions regarding their behaviour both in the present and in the future.

This aim will be implemented by helping pupils:

- to develop confidence and responsibility and making the most of their abilities;
- to recognise their own worth;
- to prepare to play an active role as citizens;
- by providing an opportunity to work with others in both the school community and outside;
- to develop a healthy, safer lifestyle;
- to develop good relationships and respect the differences between people;
- to involve all members of the school community in decisions that affect the school;
- to promote self-discipline and proper regard for authority;
- explore and understand the feelings, attitudes and values of themselves and others;
- encouraging good behaviour and respect for others, in particular, preventing all forms of bullying;
- to understand the way in which society functions through the political and social institutions and how their lives, rights and responsibilities can be affected by them.

All of this this can only be achieved by the co-operation and collaboration of all concerned: teachers, support staff, parents and visitors to the school.

With this in mind, St Bede's has decided on the following policies:

HEALTHY EATING

Pupils are not allowed to bring sweets, biscuits, crisps or drinks into the school except on special occasions, e.g. birthdays or parties arranged by the school. This includes packed lunches, where children are encouraged to bring in healthy packed lunches. Crisps and biscuits should be limited and other, healthier snacks encouraged.

The school encourages all KS2 children to bring a piece of fruit in to eat just before or at break time. The school is part of the 'Free Fruit Scheme' available to Foundation Stage and Key Stage 1. Nursery and Reception have free school milk.

All children from Reception to Year 6 are encouraged to bring in a sports cap water bottle which they are allowed to refill during the day.

SMOKING

In the interest of health and safety, St Bede's School premises is designated a "NO SMOKING" area.

HEALTH EDUCATION

There has been an increasing recognition of the importance of health education and it is now seen as having a much wider scope than just discussion on the major health hazards and it can make a great contribution to the quality of life of the individual and the community as a whole. Alongside the promotion of health education, is the concern that ideals being promoted by teachers might put some children in conflict with the attitudes and values held by their families.

In order to take into account these concerns, parents will be consulted about the scope and emphasis on health education as part of our approach to **Drugs Education**.

If the school is to meet the needs of pupils and expect re-enforcement at home and within the community, then the support of parents and community agencies will be essential.

Parents and those concerned with health and welfare in the community play an active role by:

- re-enforcing attitudes and practices developed in the school
- sharing their special knowledge, expertise, skills or resources relevant to PSHE.

This means teachers, teaching assistants and parents will work together to promote the well-being of all the pupils.

Obviously the home background of a child is an extremely strong influence in determining his or her lifestyle and health practices. Teachers cannot replace the influence or attempt to work in isolation from the social background of the pupils. Staff will endeavour to recognise the child's home and cultural background and see the health needs of the child within this context of home and community.

THE CURRICULUM

There is a Scheme of Work for PSHE, which is taught mainly through the publication 'Jigsaw' which was introduced into our curriculum during 2018. Jigsaw PSHE brings Personal, Social, Health and Economic education and emotional literacy, social skills in a lesson a week programme; it is designed as a whole school approach to provide a comprehensive scheme of learning from reception through to year six.

Forms of Curriculum Provision

PSHE cannot be confined to specific timetable times. A variety of forms of provision should be considered and used in combination at different times.

There are different forms of curriculum provision for PSHE:

- discrete curriculum time (one hour per week);
- teaching PSHE through and in other subjects/curriculum areas;
- through PSHE activities and school events - such as 'Anti-bullying Week'.

A combination of these is needed in a whole-school approach.

Discrete Provision

Jigsaw is structured into six half termly units (puzzles) with the whole school studying different pieces of the same puzzle at the same time; the puzzles are sequential and developmental from September through to July:

- Being Me in My World;
- Celebrating Difference;
- Dreams and Goals;
- Healthy Me;
- Relationships;
- Changing Me.

Provision through teaching and learning in other subjects/curriculum areas

Provision for certain aspects of PSHE is made through other subjects including RE. Some subjects in the curriculum have opportunities to make links with the National Curriculum through their programmes of study.

For example, topics from the 'Come and See' - our Religious Education Programme:

- Family: homes

- Belonging: promises
- Loving: visitors
- Community
- Giving
- Choices
- World
- Other religions

English: skills in enquiry and communication; stories that illustrate aspects of personal and social development;

Mathematics: aspects of financial capability; counting and sharing;

Science: drugs (including medicines); health; safety and the environment. The National Curriculum Programme of Study in Science taught – a statutory requirement - supporting the school’s teaching of SRE.

COLLECTIVE WORSHIP

Collective Worship provides a daily opportunity in class groups, year groups, phase groups or whole school groups to enhance pupils' spiritual, moral, social, cultural development. It identifies, promotes and celebrates individual and group achievement.

EDUCATION IN PERSONAL RELATIONSHIPS (SEX AND RELATIONSHIPS EDUCATION)

‘A Journey in Love’ is a teaching resource which was created by Sister Jude Groden of BRES. It is the recommended programme of study for Catholic schools for Sex and Relationship Education, and has been written as a progressive scheme of work that supports the Religious Education, PSHE and Science curricula taught within the school.

As children progress through St. Bede’s Catholic Primary School and Nursery, they discover more and more about themselves and the wider world around them. This thirst for learning new things - in all aspects of life - is fostered by our class teachers, who attempt to create a safe, stimulating environment for learning; supporting all children in their development. At St. Bede’s Catholic Primary School we fundamentally follow the Gospel values of truth and respect, understanding our journey as children of God, both special and unique.

Central to our work, within the school, is learning about our faith, including understanding ourselves, our position in our community and how we develop as human beings - our spiritual, social, emotional and physical development. This is how ‘A Journey in Love’ fits in to the school’s curriculum. The scheme permeates through all levels of learning throughout the school. It focuses on friendship, family, community, relationships and spirituality; a guide to the children’s development as young Catholics.

As you would expect, not all issues related to personal development are covered by the end of Year 6. The content is age appropriate and is taught with great sensitivity, taking into account all of the children’s level of maturity in regard to the delivery of the lessons.

As with all aspects of learning, children are naturally curious and many will have questions related to their lessons. Opportunities to discuss questions form part of the lessons and, again, these are treated with care and understanding.

Year Six - (SRE)

Some lessons will take place in mixed sex groups and single sex groupings. There will always be opportunities for the children to ask particular questions which will be raised and answered, if appropriate, in the group settings. Parents are informed and given the opportunity to view resources used before children see them.

Role of Governors

All schools must have an up to date SRE policy statement.

Diocesan advice is that the needs of children require that schools provide such education. Governors, in consultation with staff and advisors, should also be involved in the dialogue as to what materials might be used to teach SRE.

Statutory Requirements

1988 Education Reform Act stated that Sex Education and Health Education are to be given a high priority in our schools.

1993 Education Act put in place the requirement for all schools to have a Sex Education Policy in place by September 1994.

DfES Guidance 0116/2000

Right of Withdrawal

Parents have the legal right to withdraw their children from all or part of the sex and relationship education, where this is not contained in the National Curriculum Programmes of Study. We would hope that parents would see the value and importance of educating their children in these matters within the context of our faith.

Sexual relationships are spoken of in the context of marriage and the family as the proof and completion of a loving relationship. At all times we will endeavour to be sensitive and responsive to individual children and parents.

EQUAL OPPORTUNITIES

In the education of promoting healthy lifestyle the curriculum aims to ensure that children attain their full potential regardless of gender, race, or cultural background in accordance with the whole school policy. The materials promoting a healthy school reflect for a multicultural society the uniqueness of each person made in the image and likeness of God. We recognise that children have different needs in their learning and therefore a variety of approaches will be used to ensure the work is challenging and appropriate for all pupils.