

DE LA SALLE COLLEGE



PSHE POLICY

“WHEN I WAS A CHILD I SPOKE LIKE A CHILD, I THOUGHT LIKE A CHILD, I REASONED LIKE A CHILD. WHEN I BECAME A MAN, I GAVE UP CHILDISH WAYS.”

CORINTHIANS 13:11

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Curriculum Policy for Personal, Social and Health Education

Personal, Social, Health and Economic Education (PSHE) including citizenship education, contributes to the school curriculum at De La Salle by helping to give students the knowledge, skills and understanding they need to become informed, active, responsible citizens. At De La Salle, we recognise that the personal and social development of children underpins the whole of the education process. PSHE is not just a body of knowledge to be learnt but is a principle running through the school, which should enhance the self-esteem, identity and potential of each student.

Through our teaching we actively promote the protection of children and young people and foster co-operation and understanding. De La Salle is a safe, calm and caring environment where everyone is treated equally and their values, opinions and suggestions will always be encouraged and taken into consideration. This includes the whole school community of teaching and support staff, parents and students.

The philosophy underpinning PSHE places great emphasis on the development of self-esteem. It enhances academic performance and increases the likelihood of success. People with high self-esteem are more likely to be assertive, independent and creative, behave co-operatively and take responsibility for their own actions, have self-discipline and self-respect.

Due to the nature of PSHE, this policy should be read in conjunction with the following policies adopted at De La Salle: Behaviour, Drugs, Alcohol, Counter bullying and the SMSC policy.

Aims

The aim of PSHE is to help children and young people understand and value themselves as individuals and as responsible and caring members of society. We want our students to like themselves and to feel confident. To this end we will:

- promote a healthy lifestyle
- prepare students for the opportunities, responsibilities and experiences of adult life
- offer our students the opportunities to achieve their physical, psychological and social potential
- promote and embed the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- promote attitudes and behaviour which contribute to personal, family and community relationships
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs
- encourage the development of personal skills that enable children and young people to function successfully as members of society.

Objectives

To enable children and young people to:

- Develop personal autonomy by encouraging self-awareness, self-esteem, and self-confidence whilst encouraging positive thinking

- Be self-reliant and self-motivated
- Be self-disciplined and accept personal responsibility and the consequences of their own actions
- Acquire a sense of social and moral responsibility
- Accept their individual feelings and emotions and those of other people
- Explore alternative ways of resolving conflict without resorting to force
- Think critically and explore different strategies for problem solving
- Make decisions and understand the effects of those decisions
- Make choices within a moral context
- Communicate clearly and express opinions confidently
- Listen to and respect the values and opinions of others
- Explore their own values and attitudes and be aware of how they arrived at them and how they impact on others
- Co-operate with others to create an atmosphere of respect and tolerance, paying particular regard to the protected characteristics of;
 - Age
 - Disability
 - Gender Reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
- Exercise choice and manage their personal learning, work and leisure
- Set themselves achievable and challenging goals
- Take risks and make mistakes within a safe environment
- Adopt a healthy lifestyle
- Understand society and its political, economic and legal structures
- Be aware of world issues and the role of the individual
- Keep themselves safe

Teaching and Learning

PSHE will be delivered primarily to Year 7 and 8 as a timetabled lesson. Students in Year 9, 10, 11, 12 and 13 will be delivered PSHE throughout the Advent, Lent and the Ascension term as part of a rolling programme. PSHE resources and lessons follow a structured scheme designed by Cre8tive Resources, aligning with both the National and Jersey Curriculum as well as the guidelines set by the PSHE Association.

There are threads of PSHE which can also be identified across the curriculum in individual subject areas and this holistic approach will ensure that our students receive a rich and varied delivery of this aspect of the curriculum.

Much of the teaching and learning achieved in PSHE is experiential and active. It involves group activities that are motivating and exciting. They lead students to explore and make their own discoveries whilst developing a range of skills. Students will complete this learning through classroom activities, group discussions and presentations from visiting speakers.

Lessons include a wide range of strategies and activities relevant to the age of students such as:

experience sharing – story telling – voting – discussion – video clips – warm ups – individual, paired and group work – brainstorming – interviewing – role play - quizzes – games – questionnaires – worksheets

Continuity and Progression

Continuity and progression is ensured throughout De La Salle by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values.

Cross Curricular Links

PSHE permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout De La Salle. There are particularly strong links with the science curriculum as well as literacy, geography, history and art. Regular communication should take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach and to enhance and identify the development of existing links.

Careers Education

It is the philosophy of De La Salle that Careers Education should be an integral part of the curriculum. Structured guidance is given to students regarding subject choices for GCSE options.

Students in Year 10 are supported through the Trident process, and this is reflected upon and reviewed upon their return to school. Year 10 are also given a variety of talks from representatives from various professions.

In Sixth Form, a comprehensive series of talks are offered to students in relation to the world of work and post-18 opportunities. Students are also supported and guided through the UCAS applications process.

Equal Opportunities

All activities will be planned in a way that encourages full and active participation by all students, irrespective of academic ability, gender, differences in culture or background.

Assessment, Recording and Reporting

Assessment in PSHE is recognised as being different than in many other subjects. Emphasis is placed on self-assessment, review of group work, class discussion and written work which can rarely be marked in a conventional context. Marking, where necessary should be with the student present so that their thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Various methods will be used to record students' work in PSHE e.g., written, oral, photographic, artistic.

Monitoring

Monitoring will be carried out continuously and formally, not less than once a term. This will be based on lesson observations and personal discussion so that relevant modification to Schemes of Work can be undertaken swiftly and effectively.

Display

A vibrant school is in no small part due to display to enhance the environment for students and adults alike. Members of staff are encouraged to produce displays in classrooms and public spaces showing evidence of PSHE work as well as student work throughout the wider curriculum.

It is expected that the Code of Conduct, counter bullying information and the expectations and aims of De La Salle will be displayed in every classroom.

PSHE in the Primary School

PSHE is a key part of the wellbeing and social and emotional development of boys in the Primary School. PHSE delivery will take into account the ages, aptitudes and needs of all pupils, including those with additional needs.

In most cases PHSE is delivered at an appropriate time in class by the class teachers – although it is in the weekly teaching schedule there will be variation depending on circumstances or need. If there is a need in the class or more broadly in society to spend more time on a particular issue then the curriculum will be adjusted accordingly. During the first 4 weeks of the Advent term, the primary focus is on settling into new year groups, drawing up class contracts and adjusting to new Year group social and academic expectations.

Objectives for PHSE follow the Ten:Ten Resources, Life to the Full Plus! guidance and curriculum. This curriculum has 3 Modules and 10 units which are reviewed annually, with age-appropriate progression. Areas such as the Prevent duty are added to the curriculum by the class teachers at appropriate times. The Ten:Ten Life to the Full Plus! curriculum as delivered at De La Salle enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion. Our curriculum encourages respect for other people, with specific regard to protected characteristics.

Some objectives may not need to be taught in PHSE lessons and are covered where there is an appropriate link to current learning in other curriculum areas such as Healthy eating covered in science and personal timelines covered in history.

Strategies for teaching and learning vary according to topic and age-range: this may include (but is not limited to) prayer, music, discussion, circle time, tracking fictional characters in a drama series as they grow and work through different ages and stages of their life, making posters, group work, and pupil presentations.

PHSE is assessed through baseline assessment and then by endpoint evaluation assessments at the beginning and end of the ten units of study. Progress against the endpoint evaluation assessment is monitored formatively on Educator.