

Policy Reference:

# Personal, Social and Health Education

## Version 1



|   |  |  |                              |
|---|--|--|------------------------------|
| Name and Designation of Policy Author(s)              | Miss Heather Jones, PSHE Leader  |  | Is this a Statutory Document |
|   |  |  | No                           |
| Approved By (Committee / Group)                       | Approved by FGB as no Curriculum Committee meeting during COVID  |  |                              |
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| Review Date   | Autumn 2023  |  |                              |
| Target Audience                                       | Staff (including volunteers), Governors and Parents  |  |                              |
| Links to Other Strategies, Policies, Procedures, etc. | Relationships and Sex Education Policy, Safeguarding Policy, Equal Opportunities Policy, Behaviour Policy, Health and Safety Policy, Special Educational Needs and Disabilities Policy, Anti-Bullying Policy, Science Policy |  |                              |

### Version History

| Date     | Ver | Author Name and Designation     | Summary of Main Changes                   |
|----------|-----|---------------------------------|---|
| May 2020 | 1   | Miss Heather Jones, PSHE Leader | New format, therefore no previous version |
|          |     |                                 |   |

## 1. Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us *'To be who God wants us to be and so set the world on fire.'*

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

## 2. Policy Context and Rationale

This policy covers our school's approach to Personal, Social and Health and Economic (PSHE) Education which promotes children's personal, social and economic development as well as their health and wellbeing. At St Catherine's Primary, we regard PSHE as an important, integral component of the whole curriculum. PSHE is a key vehicle in helping our learners develop the knowledge, understanding, attitudes and skills necessary to live healthy, safe, productive and fulfilled lives – both now and in the future. We strive to enhance the personal development of all our learners, with a focus on improving their knowledge, understanding, skills, strategies, attitudes, beliefs, attributes and complex concepts.

### **3. Aims and Objectives**

Our PSHE education programme promotes the St Catherine's ethos: "Be Who God Wants you to be and so set the world on fire" and is underpinned by the six Core Values of Inspiration, Love, Respect, Perseverance, Faith and Compassion. Planning has been tailored to develop the qualities and attributes pupils need to thrive as individuals, family members and responsible citizens within society.

Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, emotionally and physically;
- Helps children understand their rights and how they and others should be treated;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment
- Actively promotes British Fundamental Values (BFV)

Objectives are also chosen according to the children's needs, however we maintain a spiral curriculum that revisits themes, gradually extending thinking, expanding knowledge and developing skills.

As a UNICEF Rights Respecting school (Silver Award – March 2020), we ensure that the impact of our PSHE curriculum is measured by children's ability to gain an understanding of both their rights and responsibilities as a child. They use this knowledge to learn how to respect differences between others and become involved in the life of their local and global community.

### **4. Creating Safe and Supportive Learning Environment**

Because PSHE education works within pupils' real-life experiences, it is essential to establish a safe learning environment. Clear expectations and confidentiality, understood by all (adults and children) are important elements of creating this.

Aspects of this are included below:

- We take turns to speak
- We use kind and positive words
- We listen to each other in a supportive manner
- We have the right to pass
- We respect each other's privacy (confidentiality)

If a child appears 'at risk' or makes a disclosure, all teachers should be aware of the school's safeguarding policy to ensure clarity about what is required in such circumstances.

### **5. Entitlement and Equality of Opportunity**

We promote the needs and interests of all pupils, irrespective of gender, culture, attainment, sexuality (LGBT) or personal circumstance (Equality Act 2010). We teach PSHE to all children, regardless of their ability and any issues will be dealt with in accordance to the School Behaviour

Policy. Our teachers provide learning opportunities matched to the individual needs of children with learning needs.

- We will ensure that pupils with SEND receive access to PSHE through suitable learning challenges and modified objectives, where applicable, that are different from those of the rest of the group
- Teaching will consider the age, ability, readiness, and cultural backgrounds of children, and those with English as a second language, to ensure that all can fully access PSHE education provision.
- We promote diversity and inclusion and will consider all pupils' needs by setting clear rules in regards to how people should be treated, challenging any negative attitudes, using resources with multicultural themes, treating all staff and students fairly and equally, creating an all-inclusive culture for staff and students.

## 6. Teaching and Learning

### Principles and Methodology

PSHE is delivered within a whole school approach which includes:

- Discrete curriculum time
- Teaching PSHE through and in other subjects/curriculum areas
- Circle Time
- Whole school/Class Worship and assemblies
- PSHE activities including thematic days/weeks and school events
- Pastoral care and guidance
- Visiting speakers/specialists
- School Activity programmes and external organisations e.g. Nuffield School Wellbeing, Bikeability, Caritas, City in the Community

### Provision through teaching and learning in other subjects/curriculum areas

Provision for some aspects of PSHE could be made through other subjects including Religious Education. Some subjects in the curriculum have opportunities to make links with the Framework through their programmes of study. See The National Curriculum 2014 in England.

- **English:** skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- **Mathematics:** aspects of financial capability, counting and sharing.
- **Science:** (including medicines), sex, health, safety and the environment.
- **Design & Technology:** health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- **Computing:** communicating with others via e-mail, finding information on the internet and checking its relevance.
- **History:** use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- **Geography:** topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.

- **Art and Design:** reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- **Music:** making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- **Physical Education:** teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- **RE:** religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

## Planning

Our PSHE is based on three core themes: Health and Wellbeing, Relationships, Living in the Wider World.

The aims and learning outcomes for KS1 and KS2 children are:

### Health and Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

### Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

### Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

## Early Years Foundation Stage

PSHE in the Early Years is an integral part of the curriculum. As the reception and nursery class is part of the EYFS Framework, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in EYFS classes, when we teach 'Understanding the World'.

## **Timetabling**

Our PSHE education takes place as a minimum of one hour fortnightly lessons in each year group. Our provision is further enriched by guest speakers, visiting organisations, school incentives and focus days e.g. The Sign Language Academy, CAFOD, World Children's Day, Rights Respecting Schools Award.

## **Assessment**

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE lessons will be in a variety of forms – usually in the "PSHE Lesson Overview" sheets which are kept in individual PSHE Class Book (along with photographs and any relevant written work). The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

A variety of activities may be used in lessons to promote dialogue and understanding as well as to assess children and demonstrate progress. These may include:

- Questioning
- Circle Time
- Discussion
- Brainstorming
- Role-play, hot-seating, freeze-frame and other drama techniques
- Storyboard. Cartoon strip, scenario script writing
- Mind map or spider diagram
- "Graffiti wall"/ "Working wall"
- Quiz
- Questionnaire
- Explain to an alien
- Points on a scale
- Card sort e.g. diamond 9
- "Draw and write"
- Posters

## **7. External speaker/organisations**

At St Catherine's, we use external contributors to support learning in PSHE, for example: School nurse (Year 6 – Puberty), Caritas Social worker, Relax Kids, Nuffield Health (Year 6), Bikeability (Year 5)

All external contributors are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.

- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- Make clear to children who they are, who they represent and what they are offering to children.
- Develop ways of speaking to children, which communicate their open approach, avoiding any hidden agenda to convert young people.

Prior to external contributors attending the school, relevant staff need to ensure that:

- their input is integrated within a planned programme
- appropriate planning sheets/lesson plans have been produced
- school/class background information has been issued
- resources have been checked for suitability
- an evaluation process has been agreed.

## **8. Confidentiality and handling disclosures**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he must record their concerns on CPOMS and a member of the Designated Safeguarding Team will take action in accordance with Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for safeguarding issues. The child concerned will be informed that the information they have given must be passed on in order to protect them. The child will be supported by the teacher throughout the process.

## **9. Responding to pupils' questions**

Pupils' questions will be answered by members of staff in a supportive and informative manner. We will allow pupils to raise anonymous questions by having question boxes situated in classrooms during sensitive topics covered in the PSHE curriculum. Where a question is asked and the member of staff wishes to have more time to find an appropriate answer the child will be told that they will get an answer to them later the same day, if possible, or certainly the next day. There is always the risk that children will use search engines to find their own answers, but they will be reminded that they should not do this.

If a safeguarding issue is raised by an anonymous question we will ensure that action is taken in accordance to the Safeguarding Policy. Where inappropriate questions are asked, staff will respond quickly and will phone the child's parent or carer to discuss this. They will then be asked if they would like us to discuss the matter with their child together to prevent children from becoming independent learners via online platforms e.g. Google.

## **10. Involving Parents and Carers**

We are committed to working with parents and carers. We will communicate with parents and carers by informing them of any sensitive topics about to be taught through the PSHE curriculum and encourage discussion of these topics at home. We will communicate to parents about their right to withdraw their children from non-statutory parts of the PSHE curriculum, although it should be noted that Relationships and Sex Education covers many elements of the compulsory Science curriculum.