

PSHE Policy



November 2022

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PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

1. SCHOOL MISSION STATEMENT

'We are created in the image of God, we strive to love and serve Him in all we do.

With the Gospel Values at the centre of our school, we aim to value, welcome, understand and support others. We do this in partnership with family and parish.'

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about personal, social, health and economic education. We set out our rationale for, and approach to personal, social, health and economic education in the school.

2. IMPLEMENTATION AND REVIEW OF POLICY

Implementation of the policy will take place after consultation with the Governors in the **Advent term 2022**. This policy will be reviewed every 2 years by the Head Teacher, PSHE lead, the Governing Body and Staff. The next review date is **Advent term 2024**.

3. DISSEMINATION

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents/carers in the school office. Details of the content of the PSHE curriculum has also been published on the school's web site.

4. DEFINING PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

The DfE guidance states that *"children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"*. In primary schools, to support health and economic education, the focus should be on making healthy food and lifestyle choices, being aware of how to keep safe online and in the community and exploring ways to

manage money. Furthermore, in reference to personal and social development *“teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults”* should be a part of daily school life. This would include the topics of ‘families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.’ The PSHE Association defines PSHE education as a *‘curriculum subject dedicated to supporting children’s physical and mental health, relationships, careers and economic wellbeing.’* (PSHE Association, September 2021)

5. STATUTORY CURRICULUM REQUIREMENTS

PSHE is a non-statutory subject. The DfE considers it *“unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.”*

However, we are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils. Please see RSHE policy for more information.

6. RATIONALE

Personal, social, health and economic education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth.

We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through our school council, established September 2022. We teach the children about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. We achieve this through embedding the 4 themes of British Values; Democracy, The Rule of Law, Individual Liberty and Mutual respect.

7. INCLUSION AND DIFFERENTIATED LEARNING

We will ensure PSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

8. EQUALITIES OBLIGATIONS

The governing body have wider responsibilities under the Equality Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

9. BROAD CONTENT OF PSHE

There are three aspects of PSHE - attitudes and values, knowledge and understanding, and personal and social skills. Ten:Ten, and you probably need to explain what it is covers all statutory requirements and objectives according to the PSHE association intentions. Teachers will achieve non-statutory objectives through linking themes to related subjects such as Computing, Science, RE and PE. Furthermore teachers will cover non- statutory objectives through circle times and whole school events, curriculum days and visits will also support this as well as weekly school assemblies, liturgies and class based circle times and discussions. We teach PSHE in a variety of ways. In some instances, eg. aspects of the Drugs Education we teach PSHE as a discrete subject using schemes of work such as 'Ted and Jed' and 'D.A.R.E. As there is a large overlap between the programme of study for Religious Education and the aims of PSHE, we teach a considerable amount of PSHE through our religious education lessons using programmes of study such as 'Come and See' and 'Journey of Love.' We also cover aspects of the curriculum through weekly liturgies and assemblies.

10. PROGRAMME / RESOURCES

We employ Rosenshine's Principles when teaching PSHE as well as active learning by including the children in:

- Discussions
- Investigations
- Circle time and problem solving activities

We encourage the children to take part in a range of practical activities that promote activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts and set agreed classroom rules of behaviour.

We offer children the opportunity to hear visiting speakers, such as:

- Health workers
- Police
- Representatives from the local church, whom we invite into school to talk about their role in creating a positive and supportive local community.

The use of British Values is integral to the daily teaching. Teachers evidence this by using stickers in the front of PSHE books which can be used over the course of two years. Stickers will be dated so progress over time can be clearly seen.

11. ASSESSMENT

Children will use baseline and endpoint assessment tasks provided by Ten:Ten. Ten:Ten Teachers will look at the different responses before and after the unit and assess whether children have developed their understanding of the learning intentions. This will be based on teacher knowledge and recorded in PSHE books.

12. PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we facilitate the way in which the Church assists parents and

carers in educating their children. We keep our parents informed with up and coming curriculum days which support our children in PSHE. We signpost information on our website and ensure our parents know when we teach this subject through linking class timetables.

13. BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an PSHE programme that offers a range of viewpoints on issues. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We have weekly timetabled lessons in PSHE and have a two-year cycle framework that incorporates all aspects of PSHE and e-safety. PSHE is taught for 1 hour every fortnight. This includes collective worship, assemblies, curriculum days and/or elements of E-safety.

14. RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the PSHE programme:

- Zoe Thomas (PSHE and RSHE lead)
- Lydia Jones (RE and RSHE lead)
- Natasha Knight (Science lead)
- Lizzie Balcombe (Computing lead)
- Sarah Rice-Allen (PE lead)

However, all staff will be involved in developing the attitudes and values aspect of the PSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the NRCDES (Nottingham Roman Catholic Diocesan Education Service) and the Local Education Authority, and appropriate agencies.

The leads with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to PSHE and the provision of in-service training. They will be supported by the curriculum lead and school Deputy Head (Mrs. Bates) and other members of staff with responsibility for child protection. The Designated Safeguard Lead is Mrs. Bates (Deputy Head) the Deputy Safeguard Lead is Mrs Moore (Headteacher) and the Designated Safeguard leads are Mrs Quero (Office Manager) and Miss Jones (KS 2 lead).

PSHE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach PSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching PSHE if required. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

15. EXTERNAL VISITORS

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of PSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with 'Checklist for External Speakers to Schools.' (CES).

Health professionals should follow the school's policies, including the Safeguarding Policy or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

16. RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This PSHE policy is to be delivered as part of the PSHE framework and in in line with the RSHE policy It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc.)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about PSHE in classes will follow areas identified in the PSHE curriculum intent.

The governors want to promote a healthy, positive atmosphere in which PSHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

17. CONTROVERSIAL AND SENSITIVE ISSUES

The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g. where a child or young person's questions hint at abuse, is deliberately tendentious or is of a personal nature. In any case of a disclosure it is the teacher's responsibility to report to a DSL (Designated Safeguarding Lead) and use CPOMS (Child Protection Online Management System) to record.

18. SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which PSHE takes place. Effective PSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

19. CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this PSHE policy, particularly as it relates to issues of advice and confidentiality.

20. MONITORING AND EVALUATION

The PSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires, response sheets, assessment of learning, book trawls and by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.