

St. Chad's Catholic Primary School



PSHE Policy

Empowered, global, kind, citizens.

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Committee: Teaching & Learning

Date Agreed:

Date of Ratified:

Chair of Board of Directors Yvonne Ndifor

St Chad's Catholic Primary School

We feel the curriculum and approach to PSHE and RSE mirror the ethos and mission of our Catholic school. The Mission of the school is as follows:

St Chad's Catholic Primary School Mission Statement

Grow in Love, Live in Peace

At St Chad's Catholic Primary School, we are committed to :

- I will love God and I will speak to him every day
- I will respect myself and all people, because we are created in God's image
- I will live our Gospel values, and encourage others to live them too,
- I will come to school to learn, achieve and use my gifts from God wisely
- I will make St Chad's a happy place, where all people feel welcome
- I will continue the work of Jesus Christ on Earth.

Written by Faith leaders – December 2021

Personal Social Health Education (PSHE) Policy

To be read in conjunction with policies on RSE, Science, DT, PE, Behaviour and Anti Bullying

Policy Statement

PSHE (Personal, Social, Health and Economic Education) is central to the educational entitlement of all children at St Chad's and as a cross-curricular dimension, permeates all aspects of life in school. PSHE education at St Chad's Catholic Primary School, aims to explore the knowledge and understanding children need to stay safe, be happy and healthy and fulfil their potential, while also preparing them for life, both in the present and future. It also aims to equip children with the skills they need to live successfully as citizens of the communities to which they belong and enables them to celebrate diversity and treat all people with kindness and respect. PSHE education in our school also aims to encourage children to develop positive mental health and emotional wellbeing, by empowering them with the knowledge of why this is important and how it can be achieved. We want to educate the whole child through our PSHE education and believe this positively impacts the individual, the school community, the wider community and the global community - both present and future.

Aims and Objectives

In our school PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle

5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

How PSHE education, including Relationships Education, is provided and who is responsible for this

In our school we choose to deliver Personal, Social, Health and Well-being Education using the SCARF (Safety, Caring, Achievement, Resilience, Friendship) scheme of work developed by the Coram Life Education programme, and the diocesan Journey In Love programme to deliver SRE.

Scarf is a comprehensive scheme of work for PSHE and Wellbeing education. The SCARF scheme is mapped to the PSHE Association Programmes of Study to provide a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school. We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning and the content is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move through the school.

The PSHE Scarf programme is supported and supplemented by our Relationships, Sex and Education Policy and curriculum which is facilitated by the use of diocesan approved Journey In Love Resources (please see the school's Relationships, Sex and Education (RSE) policy).

Our PSHE subject lead, Mrs Joanne Gallagher, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

What is being taught

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils; our Relationships, Sex and Education and curriculum is facilitated by the use of diocesan approved Journey In Love resources.

How PSHE education is taught

PSHE lessons are taught by the class teacher once a week in a timetabled PSHE lesson. Weekly lessons take place throughout year in classes, with mixed sex groupings, using a range of interactive teaching methods, including: activity sheets, stories, films, songs, online games, and drama techniques. In addition to timetabled lessons, there are occasions where staff may feel it necessary to teach PSHE as a result of an issue, which has arisen in their own class.

At St Chad's, we seek to create a safe and supportive climate for learning, in which all children can thrive, feel able to ask questions and discuss issues openly. All of our pupils will participate in weekly PSHE education lessons. Special consideration will be given when teaching particularly sensitive content; by staff who know the children in their class and how they might relate to the lesson content, providing extra support to enable participation. Each class has a question box, which gives pupils the option of writing down their questions and receiving an answer on a one-to-one basis; this could be anonymous or addressed to the whole class. Distancing techniques will be employed in all PSHE education lessons, meaning that children are able to engage with and explore issues deeply, without having to discuss their own lives and experiences. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy.

St Chad's school supports the emotional well-being of pupils, by way of the 'Nurture Hub'. Here children are supported by the Family School Worker, in small groups or 1:1 sessions for SEMH (social, emotional, mental, health), 'Drawing and Talking', social skills, bereavement/divorce and separation support, anger management. In addition to this, children are able to refer themselves to the Nurture Hub, by way of the school drop in/ listening ear; this facility gives pupils an opportunity to seek out support and share any worries or concerns they may have.

Aspects of our PSHE curriculum are entwined into other areas of school life, such as:

- Assemblies and collective worship, where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured;
- Whole school events - Scarf's 'Lifespace' days, which looks specifically at Health and Wellbeing, Keeping Myself Safe and Rights and Responsibilities, International Day, Black History Month, Big Battery Hunt, RSPB Big Garden Watch
- Through key national campaigns – such as Mental Health Week, Anti-Bullying Week, Safer Internet Day, Road Safety Week, World Kindness week;
- Special visits from external providers e.g., Police, London Transport, British Red Cross, 52 Lives kindness Charity, Animal Aid, Dog's Trust, our Priest, visitors from Jewish faith;
- Sponsored charitable fundraising activities take place regularly for local, national and Christian Charities, such as Cafod and Missio. During Lent we have a particular focus.
- Our School Council and Cafod Club, which allows all pupils to contribute their ideas towards the running of the school;
- Parent curriculum sessions which provide support in English, Mathematics, Developments in Religious Education and Sex Education;
- Our children visit local shops and community venues, such as the local library, supermarket, Church;

- Our parish priest visits regularly, and Parish events are included in our school newsletter, and School events are also included in the parish bulletin;
- We also promote and encourage mindfulness (connecting strongly with our RE and spiritual prayer life of the school) which allows children to progress their emotional awareness, concentration and focus.

Pupils are not expected to have a personal book for PSHE however, a class collaborative PSHE Scrapbook and class displays will become an evidence base of work undertaken.

How PSHE education is monitored, evaluated and assessed

SCARF Progress

For each of the six units, specially designed pre- and post-unit assessment activities are used. These are conducted twice, first at the beginning of the unit, to determine where the children are at; and then again at the end of the unit, enabling monitoring of progress, and identify areas for further development. This supports pupils in regular reflection of their own learning journey, in relation to PSHE education. This is also pivotal to the embedding and progression of knowledge, skills, understanding and attitudes. This ensures the delivery of a curriculum which is relevant and meaningful to all pupils. However, due to the personal nature of taught content, it is important that learning in PSHE education is seen as developmental and not as succeeding or failing. In our school, all children should feel they are succeeding in PSHE education, whatever their starting or ending point within a unit of work.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead.

The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

Inclusion

PSHE is taught to all children with the learning opportunities matched to the individual needs of children with any learning difficulties and all individual needs. Differentiated activities and questions provide inclusive opportunities, which appropriately challenge every individual.

Sources of Further Information

This policy has drawn on:

Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)

Creating a PSHE education policy for your school, The PSHE Association (September 2018)

Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

St Chad's Safeguarding Child Protection policy (inc. responding to disclosures)

St Chad's Anti-Bullying Policy

St Chad's Safeguarding Equality, diversity and inclusion policy

DfE 'Keeping children safe in education' (2019)

Useful resources/Appendix

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources: <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association PSHE Policy Guidance <https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>