

# PSHE Policy

St Patrick's Catholic Voluntary Academy



<b>Approved by:</b>	Headteacher	<b>Date:</b> September 2023
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<b>Last reviewed on:</b>	September 2024
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<b>Next review due by:</b>	September 2025 (Annually)
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## Our Vision of Discipleship

We are a distinctive Catholic community, which lays strong foundations and values of lifelong learning. We believe we are made in the image of God and are special in his eyes. We will endeavor to ensure that school, parish and home, work as one. Saint Patrick's is a unique place of learning where all are motivated to be the best they can be. We embrace the inspirational challenge to nurture a Christ-centred curriculum.

Our approach is to take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. By focusing on what unites societies rather than our differences, we strive to create a culture of tolerance, equality and friendship not just among pupils but all members of society.

We will provide a place where everyone can flourish, feel safe and are valued. We aim to provide innovative learning opportunities in a forward-thinking environment, where all are prepared to embark on future challenges with excitement and confidence. The world of learning will embed qualities such as integrity, honesty, faith and truth.

All children are challenged to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and rich curriculum. Our students are given time to explore subjects and develop deep understanding.

Our commitment is to enable our children to be confident, autonomous learners by developing a range of key learning skills including resilience, independence, patience, perseverance and teamwork. We want our children to be prepared for life in modern Britain and the global society and we understand the challenges our children will face in the next phase of life's journey.

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## 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

To create resilient, confident and independent children. We will provide our children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within a diverse and multi-cultural community. Exploring their rights and responsibilities through encouraging them to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.

In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. In our school we choose how to best deliver Personal, Social, Health Education (including Relationships and Sex Education (RSE) for our children within the values of our distinctive Catholic Community.

As we meet the requirements set out in The Children's Act 2004 (Every Child Matters) that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being.'

## RATIONAL AND OBJECTIVES

To ensure that the Personal, Social, Health and Economic education Curriculum offered at our school will support the development of the skills, attitudes, values and behaviour, which enable our children to:

- Learn about themselves and how to manage change.
- Have a sense of purpose.
- Value and respect their self and others, with empathy.
- Become healthy, independent and responsible members of society based on accurate information.
- Develop critical thinking as part of decision making.
- Be thoughtful and responsible members of their school, the local community and the global community
- To learn to respect and value difference and diversity.
- Develop self-confidence and self-esteem.
- Develop inter-personal skills, working with others.
- Learn to form and understand what makes good relationships.
- Learn to manage emotions and relationships confidently and sensitively.
- Make choices based on an understanding of difference and with an absence of prejudice.
- Make and act on informed choices.
- Communicate effectively as they work with others.
- Respond to challenge.
- Be an active partner in their own learning.
- Be active citizens playing a positive role, contributing to the life of the school and wider community.
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

- Be aware of safety issues, learning how to recognise and avoid exploitation and abuse.

## 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- › We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- › We must teach health education under the same statutory guidance

This policy also complies with the terms of our funding agreement.

## 3. Content and delivery

### 3.1 What we teach

As stated above, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships education policy for details about what we teach, and how we decide on what to teach, in this subject. Available at <https://www.st-patricks.sheffield.sch.uk/policies/> RHE Policy or as a paper copy at request through the School Office.

For other aspects of PSHE, including health education, see the PSHE Content and Concept Organiser available at <https://www.st-patricks.sheffield.sch.uk/pshe-content-and-concept-organiser/> or as a paper copy at request through the School Office for more details about what we teach in each year group and Key Stage.

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined, clearly sequential and progressive learning objectives covering knowledge, skills and understanding. All children will receive regular, timetabled PSHE teaching in order to meet the compulsory RSHE 2021 requirements. PSHE is taught as both a weekly discrete subject and through other appropriate cross-curricular links. Teachers follow the bespoke whole school Thematic Programme approach throughout the year, using PSHE Association materials as well as the Catholic Schools TenTen materials, which support this. Foundation Stage teachers will ensure the EYFS PSHE statutory requirements are fulfilled.

### 3.2 How we teach it:

#### Curriculum Organisation

One-hour weekly PSHE lessons take place through a Whole School timetabled approach from Early Years Foundation Stage to Year 6.

All year groups follow the PSHE Association Thematic topics, as shown below.

	Autumn Term	Spring Term	Summer Term
<b>PSHE Association Thematic Approach</b>	<b>Relationships</b> Families and friendships Safe relationships Respecting ourselves and others	<b>Living in the wider world</b> Belonging to a community Media literacy and digital resilience Money and work	<b>Health and Well being</b> Physical health and mental well being Growing and changing Keeping safe

## Teaching and Learning

PSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class.

- Nobody (teacher or pupil) should be expected to answer a personal question or to give personal examples.
- No one will be forced to take part in a discussion
- We carefully consider content and resources to ensure that we do not use fear, shock or shame to illustrate a point.

Teachers and children develop and agree to the following guidelines during PSHE sessions:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

### **Inclusion:**

We are a fully inclusive school and activities are carefully planned and adapted according to the needs of our children. We teach appropriate PSHE and RHE to all children, regardless of their academic ability or Special Educational Need. Teachers provide learning opportunities to match individual needs of all children.

For gifted and talented pupils, teachers provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

We aim to support all children in making informed choices, dealing appropriately with different situations and making positive contributions to society. We take into account prior learning, knowledge and skills already gained. A range of differentiated (adaptive) teaching strategies and learning styles are used in delivering PSHE, linked to British Values recognising the vulnerabilities of our children, including those with Special Educational Needs.

These include:

- Use of the Thematic Programme Builder taken from the PSHE association and linked to the Early Years Personal, Social and Emotional Development of the EYFS profile.
- TenTen presentations and assemblies, which enhance our children's spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.
- Time allocated in the classroom for lessons to be taught.

- Whole school focus upon dates of importance, acknowledging important initiatives and events e.g. Anti-Bullying week.
- Cross-curricular opportunities are embraced e.g. RE, Science, PE, ICT and so on.
- Whole class teaching and group work.
- Circle time activities and class discussions, through pastoral care and guidance as questions and incidents arise.
- Investigations and Problem Solving
- Role-play and drama.
- Individual work when appropriate.
- School council feedback. (Representatives from each class, Y2-Y6)
- Reflection.
- Visits and visitors when appropriate. (Fire Fighters, Road Safety, Police, Health Workers and so on).
- Taking part in tasks which promote active citizenship e.g. charity fund raising.
- School council meetings which provide us with the opportunity to further explore the 'Pupil Voice.'
- We offer Year 6 children a residential visit with opportunities to develop self- esteem, leadership, independence and co-operation skills. Alongside a Crucial Crew day, aimed at Y6 to help transition into secondary school.

## **Answering and Asking Questions**

In most cases, teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE Lead for advice and support.

Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the pupils of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way encourages positive participation
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons.
- Teachers will not let their personal beliefs and attitudes influence their teaching, however we are a Catholic school with a protected Catholic ethos.

## **The use of ICT**

(See separate ICT policies Computing Policy and Online Safety Policy available at <https://www.st-patricks.sheffield.sch.uk/policies/>)

ICT and computing contributes to the teaching of PSHE as children learn to work together in a collaborative manner, developing a sense of global citizenship by using online platforms, including the internet and e-mail. The children are taught about the benefits and dangers of internet usage and social media. They are advised about safe behaviours to adopt and what action to take if they feel vulnerable, through the discussions which are revisited in our spiral curriculum, at least termly around online and internet safety, children develop views about the use and misuse of ICT.

## **A healthy school environment**

Opportunities are offered for pupils to engage in activities to promote their physical well-being, develop self-confidence and self-esteem, making informed choices regarding personal and social issues. To know and understand what constitutes a healthy lifestyle and be independent, positive, self-disciplined and responsible members of a democratic society.

## **Relationship and Health Education**

(In a separate policy available at <https://www.st-patricks.sheffield.sch.uk/policies/>)

In our school we ensure that our Relationship, Health (and sex) Education is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way, meeting the statutory RSHE 2020-21 requirements. Our children use the accredited materials as agreed with parents and carers to explore sessions on relationships education and health education including changes. All programmes are delivered and reviewed in partnership with fully informed teachers, parents and children.

We teach the statutory Science content on a two year rolling cycle (please see the Science Content and Concept Organiser available at <https://www.st-patricks.sheffield.sch.uk/science-content-and-concept-organiser/> ) Which includes exploring different life cycles and describing changes as humans develop to old age.

## **Drug Education**

We define drugs as: a substance people take to change the way they think, feel or behave. Our school uses the term 'drug' to include, caffeine, alcohol, tobacco, medicines, illegal drugs and other substances such as solvents and poppers.

Drugs Education is part of PSHE Education and should enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle. Within PSHE we

will explore, consider and understand attitudes and values towards drugs, drug use and drug users, creating structured opportunities for the age appropriate exploration of personal attitudes and values towards drugs, drug use & drug users. There will be the opportunity to learn accurate information about drugs, drug use and drug users. We will address myths and misunderstandings about drugs and drug use as the children learn about the community and society of which they are part in relation to the use of drugs. There will be the opportunity to explore the risks and consequences of their own and others' actions & choices in relation to drugs, drug use & drug users, as they develop self-respect and empathy for others, recognising and avoiding exploitation and abuse. Developing children's understanding of rules and laws, as well as how to seek appropriate help and advice.

## **Citizenship**

We address the British Values, Democracy, Rule of Law, Individual Liberty, Respect and Tolerance through or PSHE and Religious Education teaching. We encourage all our children to have respect for themselves and others, valuing the differences and similarities between people. Encouraging children to take a responsible role in society, this includes developing the children's awareness of their personal safety and the process by which they can seek help and information, as well as learning the behaviour expected of them as responsible citizens. As a Catholic school, develop a respect for God and each other to the ethos of the school community and the teaching of the Gospel. We aim to develop an awareness of social, economic, political and ecological issues.

## **Assessment**

Assessment is as central to effective teaching and learning in PSHE education, as it is in any other subject. It is important for pupils to have the opportunity to reflect on their learning, attitudes, skills, attributes, achievements and influences. It is important that teachers feel confident that learning has taken place, to be able to demonstrate progress and to identify future learning needs. It allows the leadership team, parents, governors and school inspectors to see the impact PSHE education is having for pupils and for whole school outcomes. We should have "...the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas." Stated by the Department for Education (DfE) in their statutory guidance.

Teachers will assess the children's understanding through the use Baseline assessments, assessing over a period of time and an end point assessment. Assessment activities might include, questioning, discussion, spider grams, storyboards, drama, responding to a stimulus, graffiti or working wall, quiz, questionnaire and so on. Work will be marked in accordance to the whole school marking policy and a variety of evidence will be gathered, including but not exhaustive, Pic Collage, presentations, resources to teach young children, discussions, journals, diary, written pieces of work. Termly assessments will be made for every child.



## Parental Involvement:

PSHE is strongest when there is communication and collaboration between school and home. We believe that it is important to be open and transparent with our aims and approach to PSHE, with informed and supportive parents, carers and wider community. We are committed to achieve this through:

- Sharing the policy online and having copies available to parents.
- Parents and Carers evenings
- Involvement in Policy development.
- Information leaflets and Displays.
- Parent communication in person, as well as via Class Dojo and Parent Mail.
- Any resources used will be shared with parents at parent request or as good practice at the time before use. E.g. resources around our Enhanced RHE sessions in the Summer Term which involves parental consultation.

## Community Links

We work closely with the parish to form strong links. Throughout the year children carry out several fundraising activities to promote awareness, giving pupils an appreciation of the needs of others in the world both locally and globally.

## 4. Roles and responsibilities

### 4.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Mrs. S. McKeown, the headteacher.

### 4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### 4.3 Staff

Staff are responsible for:

- › Delivering PSHE in a sensitive way
- › Modelling positive attitudes to PSHE
- › Monitoring progress
- › Responding to the needs of individual pupils

## THE ROLE OF THE PSHE SUBJECT LEADER

- Supports colleagues in their teaching by keeping them informed about current developments in the subject.

- Provide a summary of the children's work and observe PSHE lessons across the school.
- Plan CPD for staff.
- Monitor provision of the curriculum and resources across the whole school.
- Monitor the progress pupils have made pre and post teaching through assessment activities, not just assessing against the intended end points.
- Provide adequate resources for all classes which are catalogued, stored and replenished as required.

#### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

### **5. Monitoring arrangements**

The delivery of PSHE is monitored by Sarah Verdon-Smith SENCO and Curriculum Lead including PSHE Subject lead through:

A selection of the following each term:

Learning Walks, Book Looks, Planning Scrutinies, Lesson Observations, Pupil Voice, Parent Voice, Staff Voice.

### **POLICY MONITORING AND REVIEW**

This policy is monitored by the PSHE Leader. It is evaluated and reviewed by the whole staff and Governors annually to ensure that it continues to meet the needs of the children, staff and parents, and that it is in line with current DfE advice and guidance.

### **6. Links with other policies**

This policy links particularly to the following policies and procedures:

- SEND Policy.
- Relationships and Health Education Policy.
- Child Protection Policy.
- Behaviour Policy.
- Anti-bullying Policy.

September 2024.