



The Federation of St Elphege's and Regina Coeli Catholic Schools



PSHE Policy

Scope:	Federation	
Date Adopted:		
This Review:	Spring 2021	
Next Review:	Spring 2024	Curriculum
Approved:		Annually, or when regulations change



The Federation of St Elphege's and Regina Coeli Catholic Schools



'With God all things are possible'

'Where there is love, there is God'

The Federation of St Elphege's and Regina Coeli Catholic Schools will give every child the best possible education because each individual is uniquely created and precious to God. As a Catholic community, guided by the Holy Spirit, we will follow the example of Jesus Christ in all aspects of daily life.

With the help of God's love, the Federation of St Elphege's and Regina Coeli Catholic Schools will seek to develop the whole child. Each child is uniquely created and precious to God and it is the Federation's mission, guided by the Holy Spirit, to nurture each child's spiritual, moral and academic growth.

Inspired by the teachings of Christ we will...

- Develop our children's faith, spirituality and joy in the love of God
- Educate our children to the highest standards thus realising their own potential
- Instil in our children the knowledge, skills and confidence to succeed and take pride in their achievements recognising we each have special gifts and talents
- Encourage everyone to be more than they thought possible, in a secure and loving environment
- Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others
- Prepare our children today to become tomorrow's responsible and independent individuals equipped to face life's challenges
- Ensure our Federation is a happy, safe and welcoming place where we all enjoy learning, work hard, support one another and do our best
- Create an active partnership of love, joy and high expectations between children, parents, carers, staff, governors, parishes and the wider community

Inclusion statement

The school community will ensure that ALL children irrespective of race, ethnicity, nationality, gender (including those who identify as transgender), sexual orientation, ability, special educational need, disability, faith or religion, age, culture, socio-economic or home background will have equal access to the breadth of this policy.

The achievements, attitudes and well-being of all our children matter and the school will endeavour to promote their individuality. Through high quality teaching across the Federation staff will ensure accessibility for pupils with Special Educational Needs and Disabilities (SEND). Topics will be approached with sensitivity to the personal circumstances of individual pupils.

This Policy will be implemented through ongoing consultation with all members of the school community and developments in law or statutory guidance.

Rationale

This policy has been updated to reflect the development of Personal, Social, Health and Economic education (PSHE) across the Federation, based on the changes to the National Curriculum and the introduction of statutory RSHE in primary school from September 2020.

Personal, Social, Health and Economic Education

Personal, Social, Health and Economic Education (PSHE) enables children to become healthy, independent and responsible members of society. It teaches children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter, now and in the future. We encourage pupils to play a positive role in contributing to the life of the Federation and the wider community. It equips them with knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. In doing so, we help to 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 the School Parliament programme.

Personal Education helps children to develop their emotional literacy skills. It encourages them to be resilient, with the skills to cope with a range of situations in an appropriate manner. It is part of the whole school commitment to supporting pupil mental health and wellbeing.

Social Education involves children in their development as individuals and in their interaction with both adults and their peers. This is not only taught in PSHE, but through our whole school ethos on behaviour, including the Golden Rules, the Mission Statement and the FAITH Values.

Health Education ensures pupils are taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, to encourage them to become healthy adults. Pupils are encouraged to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate for the situations they experience. Pupils are also taught about the safe handling of medicinal drugs. The expectations of drug education are that, as well as increasing knowledge, changing attitudes and enhancing skills, the taught programme will also impact positively on pupils' choices. This is also taught through our science and physical education curriculum.

Economic Education involves developing attitudes and skills which will enable children to move into adulthood with confidence in their ability to deal effectively and efficiently with the range of financial decisions that they will have to make.

The PSHE curriculum is divided into three core themes: Health and Wellbeing, Relationships, and Living in the Wider World.

- **Health and Wellbeing** focuses on teaching children the importance of living a healthy lifestyle, staying safe in the digital world as well as keeping safe personally and understanding how we grow and change in different ways.
- **Relationships**, in which children learn how to maintain healthy relationships both in school and at home, understanding their own and others emotions and valuing that whilst we are all different, we are part of God's family.
- **Living in the Wider World** encompasses the rights and responsibilities we hold in school and in our community, ways in which we can care for the environment and how money matters in different ways.

Each unit within these themes is taught through a text stimulus. These have been selected to:

- Provide pupils with a context through which they are encouraged to make links with their own lives.
- Encourage pupils' wider reading and reading for pleasure.
- Compliment the wider curriculum that is taught using core texts across the school.

Relationships, Sex and Health Education

Relationship, Sex and Health Education (RSHE) includes preparing our children to recognise and understand the emotional and physical changes they experience as they grow. Pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. We recognise that families of many forms provide a nurturing environment including: single parent families, Lesbian, Gay, Bisexual and Transgender (LGBT) relationships, families headed by grandparents, adoptive parents and foster parents/carers.

The Federation teaches this curriculum using the Ten:Ten Resources programme 'Life to the Full' which is taught through three core themes that are linked to the Catholic faith:

- **Created and Loved by God** looks in depth at Education in Virtue, Me and My Body and My Health and also explores emotional well-being and attitudes. Cross Curricular links to Science are made when discussing life cycles and fertility. In addition, links are made to Religious Education when discussing religious understanding of the human person: Loving Myself.
- **Created to Love Others** focuses on personal relationships, keeping safe and knowing and understanding people who can help me.
- **Created to Live in Community** - local, national and global. This covers living in the wider world with a focus on various communities such as home, school, parish, the wider local community and the global community.

Please see our **RSHE Policy** for more information regarding this part of the curriculum.

FAITH Values

The work of our Federation is underpinned by our FAITH Values. We are committed to developing a community where our schools will be places of excellence. We will provide outstanding opportunities for all members of the community to grow in their knowledge and understanding of the Gospel values whilst serving as witnesses to Christ. We will develop our schools to ensure learning opportunities and outcomes are based on first class teaching and leadership. As a community, we seek to ensure that these values are lived-out in all aspects of our lives.

- **Family** - we seek to act fairly and responsibly in our relationships to ensure all are welcomed, nurtured and successful.
- **Aspiration** - to provide the highest standards of teaching and learning so all in the schools' communities excel.
- **Inclusiveness** - we believe that all are created in the image of God and therefore we will respect the unique and intrinsic value of every person, promoting equality and celebrating diversity.
- **Tolerance** - to develop schools where there is true understanding of culture, respect for difference and special care for those most in need.
- **Harmony** - to develop the schools as faith communities, where the Gospel values of truth, honesty, forgiveness and reconciliation are lived.

AIMS

The aims of Personal, Social, Health and Economic education are to enable the children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues and understand how to safeguard themselves
- Understand what makes for good relationships with others
- Have respect for others
- Prepare for responsibilities and experiences of adult life in order to become independent and responsible members of the school community
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues

- Encourage children to acquire the key skills and attitudes needed to self-regulate to succeed as independent and resilient learners
- Make a positive contribution both locally and globally
- Have increased involvement in the life of the school
- Develop good relationships with other members of the school and the wider community
- Fulfil the Gospel values which are intrinsic in the school's Mission Statement

How PSHE will be taught in school

1.1 The majority of topics are taught based around a text stimulus which helps create discussion around a theme. Philosophy for Children (P4C) is an approach to teaching and learning in which children take part in philosophical enquiry. This method enables our children to become critical thinkers who can ask 'big' questions, listen to what is said by others and empathise. Children are encouraged to be creative thinkers who can make connections, think of new ideas and explore possibilities. Children make links to their own experiences and challenge pre-existing beliefs. Some topics are taught explicitly through the scheme of resources available at school.

1.2 The PSHE curriculum is dovetailed with the Come & See Religious Education Scheme, the TenTen Resources 'Life to the Full' Scheme (RSHE), and teaching children about our Faith Values.

1.3 We place an emphasis on active learning by including the children in discussions, investigations, debates and problem-solving activities. This is further developed using Philosophy for Children and text based activities.

1.4 We encourage the children to take part in a range of practical activities that promote becoming a global citizen, including charity fundraising, the planning of class liturgies and involvement in activities to help other individuals or groups less fortunate than themselves. Pupils will be taught to recognise what they like and dislike, what's fair and unfair and what's right and wrong. Pupils will be encouraged to develop confidence and responsibility, to make the most of their abilities and to develop healthy and safe lifestyles. Across the Federation, children will learn how to develop good relationships and respect the differences between people.

1.5 We offer children the opportunity to hear visiting speakers, such as health workers, police officers and representatives from the local community, whom we invite into school to talk about their role in creating a positive and supportive local community. We encourage children to reflect on their actions and understand that they can make informed choices.

1.6 We use the Apple's Friends (Year 5) and Zippy's Friends (Year 2) programmes to teach children emotional resilience and understanding through a range of contexts.

1.7 Each half term, we will encourage the children to live-out our FAITH value and celebrate those qualities in the children.

Early Years & Foundation Stage

We teach PSHE to children in nursery and reception as set out in the Early Years Framework through:

- Personal, social and emotional development (prime area)
- Understanding the world (specific area)

Pupils are taught through high quality picture book stimulus to engage them in their learning. Children in Nursery and Reception will also spend time learning about our FAITH Values each half term and will be encouraged to live out those qualities in their daily lives.

Teaching PSHE to children with Special Educational Needs and Disabilities (SEND)

We teach PSHE to all children regardless of their ability. When teaching PSHE, we take into account the targets set for the children on their Education Health Care Plans or Provision Maps and may

provide some additional or different resources for pupils to ensure that they have access to the learning.

Assessment

PSHE learning intentions are evidenced through class floor books using a variety of different evidence collected from the children. These include:

- teacher observations
- observations of discussion with children
- pupil responses to the discussion
- drama and role play photographs
- annotated work
- mind maps
- Photographs of workshops with annotations from adults and children

At the end of the academic year, the pupil's annual report includes a teacher assessment of effort and attainment in key areas of the PSHE curriculum for that year group.