



PSHE Policy

St. Ignatius' Catholic Primary School.



1. Aims

Together as a family community we aim to shine and achieve. As a community we aim to Love and value every individual

Seek to help everyone to be the best that they can be.

Keep God at the centre of all that we do.

Central to our aims is our school motto:

We work hard, We care, We respect, We love

Within our Catholic school, each and every person is seen as made in God's image and loved by him. Jesus taught us to

- Love God
- Love each other

In line with this we aim to:

- ✓ Provide a caring, stimulating and secure environment in which our pupils can learn and grow.
 - ✓ Establish a community where every member is respected and valued.
 - ✓ Enable children to achieve their full potential in all areas of development.
 - ✓ To teach and practice a moral code based upon gospel values that will prepare the children for life in today's society.
 - ✓ Ensure that every child knows that they are loved by God and the school community.
 - ✓ Foster the further development of home/school/parish links.
 - ✓ Create a school environment where everyone is listened to and recognised as a unique individual who has a contribution to make to our school community.
- Be an inclusive and welcoming school that welcomes all pupils including those who are socially, academically, physically or emotionally disadvantaged

2. Virtues and Values

Gospel virtues and values underpin the PSHE curriculum. The Christian tradition describes behaviours or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (sometimes love is used instead) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and happy, good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach "the abundant life" (John 10:10).

At St. Ignatius Catholic Primary School we live out the Gospel values shared in the Beatitudes, throughout the life of school by:

- Keeping Christ at the centre of all that we do.
- Ensuring forgiveness is deeply rooted in all our behaviour systems
- Staff modelling Gospel values and virtues through their interactions with children, staff, parents and other adults.
- Wearing our St. Ignatius Badge with pride and remembering that wearing it means that we need to behave in certain ways – following in the footsteps of Jesus.
- Children are encouraged to say thank you to God, be happy and cheerful, to care about other people, know how Jesus cared for others and think about their behaviour
- Children are encouraged to evaluate their behaviour and give reasons for the choices they have made
- As pupils progress through Key Stage Two they will develop a deeper understanding of what is moral behaviour and be able to say why this is important for personal happiness and for a closer relationship with God.

In addition to the points made above, they are given opportunities to learn how prayer enables them to make space for God in their lives and offers opportunities for reflection and growth.

By the end of their Primary School Education, children should be able to explain some behaviour choices by reference to their beliefs and values, for example, by referring to Jesus teaching about forgiveness.

3. Policy context and rationale

This policy covers our school's approach to the learning and teaching in PSHE. It was produced by Mr Hough and Miss Haywood through consultation with the Governing Body, St Ignatius staff, Parents, Pupils, Diocesan Education Service and the Wider Community Team. Consultation took the form of staff meetings and governors meetings. Pupils have been involved in the creation of this policy through pupil interviews. This policy will be implemented in April 2021 and reviewed at least once every two years by the Governing body and staff. The next review date is March 2023.

4. Policy availability

The policy will be circulated to all members of the Governing Body and all members of staff. The school website will contain a statement about PSHE teaching and details of where to obtain a full copy of the policy upon request. The Education Service will be sent a copy of the school's PSHE policy and it is the duty of the Governing Body to ensure that this is up to date.

5. Policy Aims and Objectives

This policy informs the schools overarching aims and objective which to educate the complete human person. This is expressed in 'Fit for mission Schools' (2009).

Our PSHE education programme should deepen the following areas of understanding:

- To develop self-respect and love of self.
- To invite young people to develop and deepen a loving relationship with God.
- To invite young people to understand that their life has a purpose.
- To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this can be an expression of God's love.
- To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue and the place of human sexuality in living a full life, marriage and parenthood.
- A strong awareness of their own safety and the nature of consent.
- To have an understanding of the law in England about Equality and Marriage, appropriate to age and maturity.

- ✓ We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God's creation.
- ✓ We will seek to develop attitudes of responsibility towards ourselves and others, recognising the dignity in all.
- ✓ We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.
- ✓ We will encourage children to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.
- ✓ We will encourage the whole school to be like a loving family recognising God as a merciful and generous father as Jesus taught in the Lord's prayer.
- ✓ We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.
- ✓ We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.
- ✓ We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.
- ✓ We will develop children's experience of what it is to be happy so that they begin to understand the difference between happiness and gratification and value patience.
- ✓ We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.
- ✓ We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.
- ✓ We will foster an atmosphere in school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.
- ✓ We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.
- ✓ We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.

7. Creating a safe and supportive learning environment

This policy is informed by the school's safeguarding/child protection policy and at the heart of this subject there is a focus on keeping children safe.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer. Keeping Children Safe In Education is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and

children's social care. Staff never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. All staff know to involve the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related in the context of these subjects. Where a school invites external agencies in to support delivery of PSHE, they must agree in advance of the session how a safeguarding report should be dealt with by the external visitor. It is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

If teachers have concerns about a specific pupil, they must follow safeguarding procedures.

8. Entitlement and equality of opportunity

We promote the needs and interests of all pupil, irrespective of gender, culture or personal circumstance under the provision of the Equality, Diversity and Inclusion policies. We will take into account the age, ability, readiness and cultural backgrounds of children, including those with English as an additional language to ensure that all can be fully access PSHE education provision. We will use PSHE education as a way to address diversity issues and ensure equality for all by using thoughtful and quality assured planning.

PSHE must be accessible for all pupils throughout the school and we will not exclude access to PSHE for any pupil. We think about our planning carefully to ensure that pupils with special educational needs and disabilities receive high quality lessons that are differentiated and personalised. We are well aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We understand that PSHE can be a particularly important subject for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching PSHE lessons. As with all teaching, we will ensure that it is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

9. Intended Outcomes

As a result of our broad and balanced PSHE programme of learning, pupils will know about families and people who care for them:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

They will be able to make caring friendships by knowing:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

They will be able to build and maintain respectful relationships by knowing:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

They will be able to understand their responsibility in developing safe online relationships by:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

They will be able to keep themselves safe by thinking about:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

They will have an understanding of the wider world by discussing:

- what money is - that money comes in different forms
- how money is obtained (e.g. earned, won, borrowed, presents)
- how people make choices about what to do with money, including spending and saving
- the difference between needs and wants - that people may not always be able to have the things they want.
- how to keep money safe and the different ways of doing this.
- how kind and unkind behaviour can affect others;
- how to be polite and courteous;
- how to play and work co-operatively
- the responsibilities they have in and out of the classroom
- how people and animals need to be looked after and cared for

- what can harm the local and global environment; how they and others can help care for it
- how people grow and change and how people's needs change as they grow from young to old
- how to manage change when moving to a new class/year group
- how jobs help people earn money to pay for things they need and want
- about a range of different jobs, including those done by people they know or people who work in their community
- how people have different strengths and interests that enable them to do different jobs
- how people use the internet and digital devices in their jobs and everyday life
- how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
- what is meant by a diverse community; how different groups make up the wider/local community around the school
- how the community helps everyone to feel included and values the different contributions that people make
- how to be respectful towards people who may live differently to them
- how people have a shared responsibility to help protect the world around them
- how everyday choices can affect the environment
- how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
- the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
- how to show care and concern for others (people and animals)
- how to carry out personal responsibilities in a caring and compassionate way
- how people make decisions about spending and saving money and what influences them
- how to keep track of money so people know how much they have to spend or save how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)
- how to recognise what makes something 'value for money' and what this means to them
- that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions
- that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
- that some jobs are paid more than others and some may be voluntary (unpaid)
- about the skills, attributes, qualifications and training needed for different jobs ◊
- that there are different ways into jobs and careers, including college, apprenticeships and university

- how people choose a career/job and what influences their decision, including skills, interests and pay
- how to question and challenge stereotypes about the types of jobs people can do
- how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
- how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
- that not everything should be shared online or social media and that there are rules about this, including the distribution of images
- that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- how text and images can be manipulated or invented; strategies to recognise this
- to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
- to recognise unsafe or suspicious content online and what to do about it
- how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
- how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
- how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
- to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
- to discuss and debate what influences people's decisions, taking into consideration different viewpoints

10. Learning and teaching PSHE

- **Principles and Methodology**

Miss Haywood is responsible for leadership, co-ordination and monitoring of the programme. Monitoring of PSHE will include a named foundation governor Mr L. Jones. PSHE will be taught by all class teachers and may be, if appropriate, supported by the school nurse.

All staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour based on a Christian understanding of how to lead a good life. Staff are called to be role models of the school's ethos in their relationships with other staff members, their conduct towards parents and their care for the children in the school. Staff who are not Catholic themselves must conduct their behaviour in school in accordance with the vision and mission of the school.

Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross curricular dimensions where appropriate, such as R.E, PE, Science and Computing.

Sometimes, the children's learning will be best supported by using other agencies. Such visitors will be guided to read the protocol for visitors at St. Ignatius' Catholic Primary School and agree to follow its instruction.

- **Planning**
- **Timetabling**
- **Assessment**
- **Teaching Responsibility and Staff Training**
- **Confidentiality and Handling Disclosures**
- **Responding to Pupils' Questions**

Sensitive subjects in PSHE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. This should always be done within the safeguarding framework of the school and it is paramount that all staff teaching PSHE have up to date safeguarding professional development. Questions asked by students that are a cause for concern for the teacher, for example because of their explicit or graphic content, should be addressed in accordance with the school's safeguarding policy and confidentiality procedures. Copies of these can be obtained through the website or by contacting the school business manager

- **Links to other school policies and areas of the curriculum**

This policy supports the following policies:

11. Involving parents and carers

The Church recognises parents as the first educators of their children. The school should support parents in this task. The role of the school should be that of assisting and completing the work of parents, furnishing children and adolescents with an evaluation of "sexuality as Value and task of the whole person, created male and female in the image of God". (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69) Children's first experience of relationships and love are in the home. At our schools we seek to work with parents/carers and support them as their children so that they grow and begin to develop their own character as well as experiencing changes in their physical appearance. Parents/carers have been consulted about this policy before it was ratified by the governing body.

All parents/carers were informed about how/where to access the policy and invited to comment.

Parents/carers are informed of the statutory relationship and health lessons that will take place in school and they have been informed that they are not able to withdraw their

children from statutory Health and Relationship lessons or statutory Science lessons. Parents have been invited to discuss lesson content by contacting the school office. We encourage PSHE topics to be discussed at home and do this by informing and directing parents to our School website where they will find a detailed overview of topic areas that will be covered through the year.

We are committed to working with parents/carers in learning about PSHE. We will communicate with parents and carers by letter, email and text. We will offer support by making parents and carers aware of external information and guidance materials from relevant organisations that they can use/explore with their children. .

12. Review date

This Policy will be reviewed in May 2023 by the school leadership team and governors. This will ensure that it continues to meet the needs of the pupils, staff and parents, and that it is in line with the current advice and guidance.