



# St Kentigern’s Catholic Primary School

# MISSION STATEMENT:

# 30 Treat others the way you want to be treated! ideas | great quotes ...

**PSHE Policy**

**PSHE Subject Leader:** Emma Wallbank

St. Kentigern’s School is part of our parish community of faith, which helps our children to develop their spiritual, mental and physical abilities to their highest possible potential, by prayerfully basing their lives on the teachings and values of Jesus Christ and his Church, while recognising and respecting the beliefs of others. We are committed to the development of the whole child within a community where every individual is valued and respected. Co-operation and friendship will encourage a happy and caring, learning environment.

The aims of St Kentigern’s Catholic Primary School are:

* To help children develop lively, enquiring and creative minds, the ability to question and argue rationally and to apply themselves to tasks and the development of physical skills.
* To provide a warm, caring environment in which pupils may live and learn.
* To help pupils to acquire knowledge, skills, concepts and attitudes relevant to life in an ever-changing world.
* To instil respect for Catholic religious moral values and tolerance of other races, religions and cultures.
* To share the gospel values to enable pupils to understand the world in which they live and the independence of individuals, groups and nations.
* To help pupils to appreciate human achievements and aspirations.
* To provide a positive learning environment in which individual achievements are recognised and valued.

**Intent – Why do we teach what we teach?**

At St Kentigern’s, we are inspired by Jesus to treat others as we would like to be treated. We look after one another and show respect and love through our relationships with one another. Jesus is invited into our hearts. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy. This is about understanding how loving our neighbour enables us to be happy too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish and we respect that everyone is a unique and beautiful part of God’s creation. We are all children of God, called to grow in love for him through the person of Jesus Christ and to spread the Good News through the action of the Holy Spirit. Our PSHE and HRSE curriculum enables our children to become healthy, safe, independent and responsible members of society, bringing together citizenship with personal and mental well-being, whilst promoting fundamental British values and Christian Gospel values.

**Statutory Requirements**

The Department for Education’s National Curriculum Framework for Key Stages 1-4 states:

* All schools should make provision for personal, social, health and economic education (PSHE) drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The National Curriculum has three aims for all children to become:

* successful learners
* confident individuals
* responsible citizens.

Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

* promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
* prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The 2006 Education and Inspections Act places a duty on Governing Bodies ‘to promote the wellbeing of pupils at the school’. As our school is a place of learning and our intention is to create independent young people, it is essential that we provide the learning to enable our pupils to take increasing responsibility for these outcomes.

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools from September 2020. Both of these subjects and themes will be taught as part of our integrated PSHE education programme. This guidance has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice.

The provision of a PSHE education programme, supported by a curriculum that provides many opportunities for personal and social development, set within a ‘healthy school’ that models supportive behaviours and offers opportunities for young people to practise personal and social skills and make real decisions about their lifestyle, is central to our school’s response to these requirements.

**Implementation – How do we teach what we teach?**

At St Kentigern’s, we follow the Life to the Full programme as published by Ten:Ten Resources. This is an ambitious, evolving programme of work that offers a fully-integrated and holistic programme in Relationship Education that truly enables children to ‘live life to the full’ (John 10:10).

The programme adopts a spiral curriculum approach so that as a child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last. We utilise a variety of resources and world-wide events to ensure full coverage of the PSHE curriculum. Our Gospel Values underpin all that we do and we celebrate through assemblies and class liturgies.

Although PSHE is taught through discreet lessons, it also underpins all activities, assemblies, educational visits and extra-curricular clubs. We encourage our children to take part in a range of practical roles and activities that promote active citizenship: Play Leaders, School Council, Head Boy and Head Girl, Eco club and Anti-bullying ambassadors. Pupils are involved in whole school fundraising, supporting younger pupils – such as buddies and engagement in school and local community and both national and global charitable events. A number of charities visit school to deliver assemblies so that children understand how their fundraising helps, e.g. CAFOD, Aid to the Church in Need, Blue Skies. We also join national CAFOD assemblies virtually to allow children to experience the wider links. Children have opportunities to meet and work with members of the community, such as: firefighters, librarians, sports coaches, artists, authors, representatives from the local church and representatives from various organisations including a UK Parliament outreach visit. We participate in, and promote events such as Safer Internet Day and Walk to School using the travel tracker. We aim to keep close links with our local high schools to assist children in their transition. A resilience coach has worked with targeted Year 6 pupils on transition and Blackpool Football Club have delivered the ’Unstoppables’ program to Year 6. Pupils are encouraged 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 parish communities.

Our entire PSHE curriculum is supported by our Learning Mentor’s role across school, working with children and their families, providing guidance/counselling skills following the ELSA scheme of work addressing emotional development, resilience, life skills and diversity within our community. Blackpool Football Club Community Trust and Healthy Heads are also providing additional sessions of Physical Education and PSHE throughout the year to embed understanding, support mental health and well-being and encourage fitness. In addition, at St Kentigern’s we have a school dog, Marley, who visits classrooms and groups, supporting children and helping them develop their confidence. Children are able to walk with him at lunchtime once a week.

**Impact – How do we know what students have learnt and how well they have learnt it?**

The impact of our PSHE and HRSE curriculum provides our children with a chance to reflect, learn and apply these crucial skills taught within the program and beyond.

To recap, through our curriculum, we teach our children to:

* Stay safe physically, mentally and online,
* Understand how to be healthy,
* Build self-esteem, resilience and problem-solving strategies in order to respond to challenges,
* Communicate effectively and work with others,
* Understand how to develop and maintain positive and healthy relationships,
* Have respect for themselves and others,
* Have a sense of purpose and be an active partner in their own learning,
* Demonstrate Christian values,
* Be active citizens within the local parish community,
* Explore issues related to living in a democratic society,

The children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty. They demonstrate a healthy outlook towards school which impacts positively upon pupil behaviour and learning across the wider curriculum.

**Assessment and Reporting**

*Formative Assessment*

Formative assessments are carried out to ensure children make progress. They enable the teacher to determine what each child has learned and what should be the next step in his/her learning. Types of formative assessments used in PSHE include:

* + Assessment for Learning strategies;
  + Specific tasks;
  + Individual discussion;
  + Pupils’ own evaluation of work;
  + Feedback during plenary sessions;

**Monitoring and Progression**

## Monitoring

At least once a year, the PSHE Subject Leader will:

* + Monitor PSHE floorbooks to check the whole-school approach to the teaching of PSHE (as outlined in this policy) is being followed;
  + Carry out learning walks to monitor learning environments, displays and reading areas;
  + Talk to pupils about their learning in PSHE lessons (pupil voice).

Following on from any monitoring that is carried out, feedback is provided to staff. Any areas that require improvement are discussed with staff, with support offered (where necessary) and steps for moving forward agreed.

## Progression

Teachers use Ten:Ten to ensure lessons are planned to match the statutory requirements of the National Curriculum 2014.

Teachers adapt learning objectives further, to ensure work is well-pitched to the needs of the children.

PSHE overviews are completed, demonstrating the planned progression in skills and topics covered throughout the year and from year group to year group.

**Inclusion and Interventions**

We aim to provide for all children so that they achieve as highly as possible in PSHE, according to their individual abilities. Staff will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Higher attaining children are identified and suitable learning opportunities are provided in order to ensure adequate challenge and opportunities for progression.

As far as is appropriate, pupils with special educational needs will follow the same PSHE education programme as all other pupils. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants will work with individual pupils where required, and if appropriate. It is not the school’s policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

**Safeguarding**

Sensitive subjects 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 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. If any member of staff is concerned about questions asked by pupils or information shared by pupils, this is brought to the attention of the Deputy Headteacher who is Child Protection lead and Safeguarding Lead. All staff are aware of procedures in school when there is concern about any child.

**Home/School links**

Parent/carer – teacher dialogue and co-operation is encouraged at all stages of a child’s school life, and in all aspects of the PSHE curriculum.

*Reporting to parents/carers:*

Formal reporting to parents/carers of attainment, progress and targets takes place termly either through a written report or at a parent/carer-teacher meeting. Parents/carers are given the opportunity to discuss their child’s report and progress by appointment, when necessary.

Teachers communicate frequently with parents and carers via the Class Dojo app; they can use this to share what the child has been learning in class and equally parents/carers can share home learning via this app too, enabling an interactive home/school dialogue (which is especially useful for those parents/carers who aren’t available to meet the teacher in person).

*The role of the parent/carer*

Parents/carers can play a key role in their child’s PSHE development and progress by having discussions with them at home about the topics covered in lessons.

*SEND action plans*

Class teachers will liaise half-termly with parents of children who are on the SEND register, to share targets and progress.

**Equal Opportunities**

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010.”

At St Kentigern’s Catholic Primary School we promote respect for all and value every individual child. We acknowledge diversity within our school and local community embracing the unique characteristics which each group or individual brings to our school.

All children are provided with equal access to the X curriculum, through suitable learning opportunities, regardless of gender, ethnicity, religion or home background.

Children with specific writing difficulties or physical disabilities are identified and supported through support programmes in school and, where necessary, external help is sought.

**The Governing Body**

The School PSHE Governor (Paul Mullane) works closely with the PSHE Subject Leader to monitor the subject. They meet frequently to:

* + Discuss developments in PSHE;
  + Share key documents;
  + Share findings of learning walks, lesson visits, book scrutinies and any other moderations carried out, and discuss how the results of these will inform future practice and next steps in the subject.

Supported by the PSHE Subject Leader, the School PSHE Governor writes reports to Governors, sharing any relevant PSHE updates and detailing the impact and effectiveness of the current PSHE provision in school. Reports are shared with Governors in Full Governing Body meetings, providing all Governors with the opportunity to discuss, question and monitor the effectiveness of the teaching and learning of PSHE.

This policy will be reviewed every two years or in the light of changes to legal requirements.

Policy written by: Emma Wallbank (PSHE Subject leader)

Date reviewed: December 2023

Next review date: December 2025