

# **St. Oswald's Catholic Primary School PSHE Policy 2024/25**

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**St. Oswald's Catholic Primary School**

**PSHE Policy – September 2021**

**Love Jesus, Love Learning, Love Each Other**

**As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SLT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in St. Oswald's Equality Scheme.**

**INTENT**

At St Oswald's, we aim to provide a rich, broad and well-balanced curriculum for all children. Our whole-school approach to personal, social, health and economic well-being (PSHE), works to ensure that every child has the opportunity to build upon their skills, so that they can achieve their full potential, both academically and socially.

We have a strong sense of community in our school and pride ourselves on our values. Our PSHE policy is guided by the values of:

- Honesty
- Kindness
- Trust
- Responsibility
- Friendship
- Self-control
- Empathy and tolerance
- Respect.

Although the specific content of PSHE education will constantly evolve as the world changes, the curriculum is based upon three core themes: Health and Wellbeing, Relationships and Living in the Wider World. Therefore, PHSE aims to develop pupils, personally and socially and supports the growth of well-rounded individuals.

**At St Oswald's our intentions are:**

- to give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;

- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings; to build resilience and be independent, curious problem solvers
- to understand how society works and the laws, rights and responsibilities involved.

## IMPLEMENTAION

### **How we implement PSHE at St. Oswald's**

At St Oswald's, PSHE is an essential part of the curriculum and is embedded within all curriculum subjects. Opportunities are provided in a cross curricular capacity for children to explore all of the PSHE aims using a wide range of activities, resources and books that engage and excite children. In addition to this, all PSHE objectives are explicitly taught on Friday afternoons during RSHE sessions using the KAPOW scheme of week. The use of the 'No Outsiders in Our School' programme ensures that high quality texts are embedded in each year group. These texts have also been supplemented by many other PSHE texts that link to a range of curriculum areas. There are regular opportunities to discuss and share feelings and opinions in a safe, supportive environment. A strong emphasis has been placed on children's mental health and wellbeing, classes engage in mindfulness activities regularly as well as encouraging physical activity as 'brain breaks' to encourage motivation, engagement and participation. Children access 'mindfulness' interventions and lunchtime clubs.

As there is an overlap between the programme of study for Religious Education and the aims of PSHE, we teach a considerable amount of PSHE through our RE lessons. The PSHE curriculum is also covered frequently through Science and in our termly RSE Week using the programme, Journey in Love.

We emphasise the importance of community as part of our Catholic ethos and over the last year, our school has continued to support many different charities, both locally and globally. These charities include; CAFOD, Good Shepherd, Royal British Legion, Children in Need, Wigan and Leigh Hospice, Save the Children, McMillan and Fairtrade. Children are aware of the part THEY can play in building a more positive world, and how their words and actions can have an impact upon others.

We regularly engage with agencies such as the NSPCC, Barnardos, Ashton Foodbank, CAFOD

and local services such as Wigan school nurses, the police and the firefighters. Personal safety is a crucial part of our PSHE curriculum and through regular trips and in-school visits, children are taught how to keep themselves safe. We offer children the opportunity to hear local speakers, such as the representatives from the local church, whom we invite into school to talk about their role in creating a positive and supportive local community. Education services such as Ninja Warrior Kids, Rock Kidz, and Coram Life Education Caravan allow children to be taught important life lessons in a fun and engaging way.

We offer a residential visit to children in Year 6, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop independence, leadership and co-operative skills. Other year groups attend school trips several times a year, many of these relating to PSHE in some way.

Please see below for how we currently address PSHE on a daily basis:

- St. Oswald's Mission statement
- Equality Act
- Modern British Values
- Age appropriate books and texts in Collective Worship and Assemblies
- Anti-bullying
- Hits, Hymns and Celebrations assembly
- Using Social Media to raise awareness on a variety of topics
- Posters and displays
- RSHE topics
- Wednesday Word
- Come and See topics
- Faith in Action group
- St Oswald's school rules
- Promoting and following The Ozzie's Way
- Ozzie's Champion of the Week
- Class star of the term
- Daily Mile
- Healthy snacks

We have trained members of staff who regularly works with children to support them in self-regulation of emotions, discussing difficult feelings and building self-confidence and self-esteem. These members of staff carry out interventions such as Lego Therapy, Talking Tables, and nurture. A Rainbows Bereavement Support group is run twice a year which is an

age-related peer support programme which helps foster emotional healing among children who have experienced a bereavement or loss.

### **How at St Oswald's we assess and record PSHE**

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons, noting the things they say and by how they present themselves in their behaviour with peers and adults. Should a teacher have a concern about a child or group of children, this is logged with SLT and a decision will be made on a course of action to put further support in place. This could be: additional sessions for the whole class on a specific objective, individual programmes of work with a specific adult, support at lunchtime guided by lunchtime TAs, inclusion of an intervention such as mindfulness, Rainbows, Talking Tables etc or outside agencies as necessary. These are monitored daily by SLT and actions put in place swiftly to resolve issues in the shortest time frame possible.

PSHE work is evident in Religious Education, Science and RSHE books. St Oswald's Flickr album is constantly being updated with a variety of photographs and videos showing PSHE work and events covered. There are many PSHE based displays around school highlighting a range of work from different year groups. The PSHE subject leader has a portfolio of samples of work from each class of events throughout the year.

Teachers verbally report to parents and carers three times a year during parent interviews on their child's PSHE development. Teachers also report the achievements (effort) of pupils in PSHE to parents in the end of year annual report.

### **IMPACT**

#### **The Impact of PSHE at St. Oswald's**

At St Oswald's, we know that leaving school with the ability to communicate, self-regulate emotions, treat others with kindness and respect and recognise the place we have in our own and our global community is essential in being successful and happy in life. The behaviour in our school is wonderful, the children have beautiful manners and an incredibly positive attitude to learning. They are provided with every opportunity to build their self-esteem and self-confidence leaving us as articulate, kind, caring individuals with the communication skills to take them into high school and beyond!

#### **PSHE FROM SEPTEMBER 2020 IN RESPONSE TO COVID-19**

##### **Intent:**

- ✓ **to use resources from the DFE, TenTen, KAPOW and our school curriculum to plan an effective PSHE sequence for all of our pupils;**
- ✓ **to identify gaps from 2019-2021 and plan catch up opportunities to fill these gaps;**
- ✓ **to develop the ability to solve problems through decision-making and reasoning in a range of contexts;**

- ✓ Monitor closely the progress and development of the vulnerable groups throughout the school.
- ✓ To address the current need in terms of our PSHE provision.
- ✓ Identify individuals early who need additional intervention and support to continue to develop in their learning.
- ✓ Provide all pupils with the relevant new PSHE curriculum.

**Implementation:**

- Teachers will use the DFE, TenTen and KAPOW resources to support them with their teaching. These contain consistent vocabulary and experiences for the children.
- Teachers continue to provide daily mindfulness and PSHE activities to support pupils with their learning in this area.
- Baseline assessments of prime areas will be built on and developed when pupils are back in school.
- CPD for staff on the effective use of Seesaw and how this can be used in the best way.

**Impact:**

- Children by the end of the year will have shown sufficient progress – it is difficult to define, “sufficient,” as the pandemic is ever-changing;
- The vast majority of pupils will be performing mostly within age-related expectations;
- Children will report that they feel happy and they are not anxious or worried about aspects of school life;
- Behaviour issues are minimal as pupils can self-regulate and acknowledge their emotions in a range of situations;
- Seesaw illustrates the confidence pupils have to recall their learning at home.
- Pupils have a wide range of skills and strategies to solve a wide range of problems around emotions and various social situations;
- Pupils have a strong sense of the value of PSHE and C in surviving and thriving in their community by applying the skills taught.
- Levels of obesity are reduced in our pupils as they acknowledge and understand the positive impact on physical skills on their physical, mental and emotional health;
- All pupils are emotionally literate and they can express themselves in a safe and understanding environment.