

St Bernadette's Catholic Primary School

# Personal, Social and Health Education Policy



“Doing our best for God”

*This policy should be read in conjunction with the Safeguarding Policy, HRSE Policy, the RE Policy and the Behaviour Policy.*

**St. Bernadette's is a happy, vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.**

## **Rationale**

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At St. Bernadette's, we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

## **Aims**

In line with the Education Act 2002 we 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 and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## **The organisation of PSHE Curriculum**

We use, and subscribe to, the **PSHE Association Programme of Study (B)**. The PSHE Programme of Study was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs.

The programme of study includes three core themes:

- Health and Wellbeing
- Relationships

- Living in the Wider World

We have designated PSHE lessons each week, which provide focused opportunities for raising specific issues in a safe and structured session. Cross-curricular links, when appropriate, will also be delivered in English, Mathematics, RE, Science, Computing, PE, History and Geography (for example).

PSHE is also delivered as an integral part of school life and in a number of ways:

- We will promote respect for ourselves, others and school property through our consistent school behaviour policy and through living out the Gospel Values.
- We tackle inappropriate behaviour in a fair and systematic way;
- Pupils' achievements will be praised and rewarded in a weekly Celebration Assembly;
- Opportunities will be given to respond to significant issues which may arise within the class, school, locality, UK or globally, where this is deemed appropriate by the class teacher;
- All subject areas may contribute to the PSHE curriculum, although certain subjects may have a more significant role to play e.g. Science, History and R.E.;
- Through special activities and events, for example theatre workshops tackling specific issues, such as bullying and residential trips where pupils have the opportunity to work together in a different context;
- The Pupil Voice group committees (School Council, Eco-Team, Anti-Bullying Team) give an opportunity for pupils to contribute and discuss their ideas and viewpoints concerning whole school issues.

**The Overarching Concepts, Essential Skills and Attributes developed through PSHE Curriculum (taken from PSHE Association Toolkit - November 2017 and the Updated Programme of Study- January 2020)**

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most

of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2...and Health Education in the primary phase.

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020 (though not all they should cover as part of broader PSHE education). This updated edition of the PSHE Association Programme of Study for PSHE education will support schools to provide a comprehensive programme that integrates, but is not limited to, this statutory content. A broader PSHE programme should also cover economic

wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

To ensure our PSHE curriculum supports our children to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, we implement the three core themes of the PSHE Association Programme of Study. Relationships Education and Health Education are embedded in the PSHE curriculum.

These have been carefully designed as a context through which to develop the concepts, skills and attributes set out below. Although the specific content of PSHE education will constantly evolve as the world changes, these concepts are timeless. It is not enough to simply teach pupils about the issues covered in the suggested subject content. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them.

Overarching concepts developed through the Programme of Study:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online);
- Relationships (including different types and in different settings, including online);
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices);
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world);
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010);
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts);
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance);
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes);
- Career (including enterprise, employability and economic understanding).

### **Staffing**

Class teachers, with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs, are in the best position to deliver most PSHE. Therefore, it is our aim that all teachers will be able to deliver the curriculum in

their class, with support and training when needed. Teaching assistants are used to assist in supporting group activities and providing extra support for children who may need it.

### **Outside Agencies**

We welcome visitors offering specialist support and links with the community. The school nurse, other health professionals and charities (e.g. NSPCC, Lancashire Victim Services, Brian House) may be involved at different stages of the programme. The police, road safety officers and the Fire and Rescue Service are invited into the school to talk about their role in creating a positive and supportive local community. Visitor sessions always complement the existing PSHE provision and never replace or substitute teacher-led curriculum provision. The lessons are prepared with the visiting speaker and the class teacher will remain with the class at all times.

### **Teaching and Learning**

Teachers and staff will use a range of strategies to deliver PSHE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about relationships and health. Children are included in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, or involvement in an activity to help other individuals or groups less fortunate than themselves (for example CAFOD, Mary's Meals, Trinity Hospice, Gala Day, St. Vincent House, Brian House). We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

### **Managing Difficult Questions:**

We recognise that some aspects of PSHE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community, however, personal beliefs and attitudes will not influence the teaching of PSHE. Teachers and all those contributing to them are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines. Pupils may ask explicit or difficult questions, or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward, age and maturity appropriate way. Questions do not have to be addressed at the time, and can be addressed individually later. The school believes that individual teachers must use their own skill and discretion in these situations and refer to the Senior Leadership Team if they are concerned. The school nurse may be used to support this process. In this way, pupils will be offered reassurance and will have misinformation corrected.

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave towards each other in discussion
- provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class

- provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that discriminatory behaviours are never acceptable in any form)
- be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues being taught or discussed
- always work within the school's policies on safeguarding and confidentiality
- link PSHE education into the whole-school approach to supporting pupil wellbeing
- make pupils aware of reliable sources of support both inside and outside the school

### **Resources**

All resources are selected to ensure that they are consistent with the school ethos and values and support the aims and objectives of PSHE. Care is taken to ensure resources comply with the school's Equal Opportunities Policy and are age-appropriate and in line with the school's values. As well as using the resources provided by the PSHE Association, St. Bernadette's has also purchased LCP PSHE and Citizenship Resource Files to support planning and teaching.

### **Assessment, recording and reporting**

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (set out in the Early Learning Goals) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily evaluations and photographs/videos. Citizenship education in the EYFS is taught through 'understanding of the world'.

In KS1 and KS2, class teachers provide feedback to pupils both verbally and in written form. This is subject-specific with the aim of developing and challenging children's knowledge, skills and understanding in PSHE.

Self-assessment by the pupils is either completed through discussion or in writing, where children can talk or record how they feel about their own progress.

Children's written work is recorded in PSHE exercise books.

Teachers assess the children's work in PSHE both by making informal judgements as they observe them during lessons and by doing formal assessments of their work. Teachers report the achievements of pupils in PSHE to parents each year in the annual report. At St. Bernadette's, we encourage children to keep records of their contribution to the life of the school and share these achievements with us so that we can celebrate them.



## Equal Opportunities and Inclusion

We promote the needs and interests of all pupils, irrespective of sex, faith, race, culture, ability or personal circumstance. At St. Bernadette's, we aim to ensure that all pupils are properly included in PSHE, regardless of their ability or circumstance. Teachers provide learning opportunities matched to the individual needs of children with learning difficulties.

## Promoting fundamental British values

We ensure that the fundamental British values are strongly embedded and promoted through our PSHE whole-school approach and through everyday aspects of school life.

At St. Bernadette's, we actively promote British values in the following ways:

### **DEMOCRACY**

- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils.
- The principle of democracy is explored in the curriculum as well as during assemblies and themed days. For example, visits from a local MP to enable the children to ask their own questions regarding policies surrounding either their own areas of interests or our local community.
- Members of the School Council, Eco-Team and Anti-Bullying Team as well as Year 6 Positions of Responsibility are voted for by the pupils each year and work hard to promote tolerance and understanding through school events and the fantastic fund-raising opportunities that take place.
- Our school behaviour policy involves rewards which the pupils have discussed.
- St. Bernadette's pupils have had active involvement in the selection processes of new teaching staff.

### **RULE OF LAW**

- School rules and expectations are clear, fair and regularly promoted.
- Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies, PSHE lessons and in the playground through the language of choice.
- Pupils are encouraged to respect the law and St. Bernadette's enjoys visits from authorities such as the Police, Fire and Rescue Service, NHS etc. to help reinforce this message.
- The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff and parents and carers.

- The Anti-Bullying Team have attended a range of workshops and celebratory days alongside other local schools and have then shared their experiences and new knowledge with their peers through assemblies.
- Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. eg. by signing up for extra-curricular clubs.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.
- Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHE lessons.
- Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents.
- Pupils have key roles and responsibilities in school.
- The school has enjoyed visits from the NSPCC and Lancashire Victim Services.
- The pupils have a choice of extra-curricular activities.
- When a class wins the weekly Attendance Award, they can negotiate a reward with their teacher.
- Within lessons, pupils are encouraged to take responsibility for their own learning and make choices in order to challenge themselves further.
- The children have choices to make even in our school meal ordering system.

## **MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS**

- Respect is one of the core values of our school. The pupils know and understand that it is expected that respect is shown to everyone, adults and children.
- Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.
- Links and visits are promoted with local faith communities and places of worship. e.g. members of different faiths or religions are invited to school to share their knowledge through assemblies or workshops (such as Blackpool Synagogue).
- Through the PSHE and RE curriculums, pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability or family situation.
- Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE.

## **Promoting a healthy lifestyle**



We strongly believe that 'a healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals every day;
- Organising sporting events including a sports day;
- Offering a range of after-school clubs, such as netball, football, multi-skills and dance clubs;
- Providing fresh fruit and milk daily.

### **Monitoring and Evaluation**

The review and monitoring of this policy is the responsibility of the PSHE Coordinator and will include:

- Review of planning and guidance.
- Learning Walks and Lesson Observations
- Liaison with class teachers
- Pupil interviews and work scrutiny
- Regular audits of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

### **Liaison with parents and carers**

Our school would like to share responsibility with parents and carers in the delivery of PSHE. We are confident that good communication and sharing our philosophy, aims and purpose of PSHE will enable parents/carers to support our programme.

### **Implementation of policy**

This policy, including the Scheme of Work, will be implemented and delivered by all staff.

**Signed:** *J. Greenhalgh* (PSHE Coordinator)

**Date:** September 2020

**Review Date:** September 2020

