

PSHE Policy

Now there are varieties of gifts, but the same Spirit;
And there are varieties of service, but the same Lord;
And there are varieties of activities, but it is the same
God who empowers them all in everyone.

Corinthian 12.1



'Feeding Hearts and Minds'

The peace, joy and love of Christ is at the heart of all that we do in our school. Through religious education, school policy and, primarily, our culture of prayerfulness, charity and joy, we seek to share the Gospel with our families, our parish, our community and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

Our school is animated by love and our shared faith and clear values drive our behaviour and our relationships; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we are able to use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God's grace we can grow, learn and realise our full potential.

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of The Blessed Sacrament Catholic Primary School, based on best practice advice from Lancashire County Council.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Handwriting Policy (Appendix A)
- Assessment Policy
- Inclusion Policies

PSHE STATEMENT OF INTENT

The Department for Education states that every school should:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Personal, Social and Health Education is a vital jigsaw piece of the curriculum at The Blessed Sacrament Catholic Primary School. We recognise the importance of this subject for our children, and understand that much hard work in this area is essential if we are to provide our children with the skills to succeed and flourish in later life. We support our children to become members of society who have respect and tolerance for others as well as opportunities to express their individual thoughts and ideas. A comprehensive PSHE policy has been produced that is regularly reviewed and updated to meet the needs of our children.

TEACHING AND LEARNING IN PSHE

At The Blessed Sacrament Catholic Primary School, we provide support, confidentiality (when appropriate) and help when required. We will liaise with outside agencies when necessary. We will be truthful with children and explore possible responses to situations. Through PSHE, children are made aware of outside organisations and charities. At our school, we firmly believe that work relating to personal relationship education should not be taught in isolation but within the context of morality, responsibility and loving and caring relationships. Class teachers and other members of staff have the responsibility of teaching children positive social, emotional and spiritual skills through:

- Circle time
- Role play
- Visitors
- Stories
- Pupil initiated ideas

- Challenging of misconceptions
- Cross curricular opportunities.

Pupils have the opportunity to ask questions during their PSHE sessions. All questions are answered truthfully and factually and can create meaningful discussions. If time is needed to find out more information the question will be revisited at a later date. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.

PSHE IN EYFS

Personal, Social and Emotional Development is one of the Prime areas of learning and split into three aspects:

- Making Relationships
- Self-Confidence and Self-Awareness
- Managing Feelings and Behaviour.

Personal, Social and Emotional Development supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves. These are taught through the implementation of a mixture of adult-led and child-initiated activities conducted weekly.

PSHE IN KEY STAGE ONE

During Key Stage 1, children are provided opportunities to explain their ideas and responses to an issue, recognising their feelings. They continue to develop their social skills working cooperatively with group activities and in partners. Children demonstrate active listening skills and begin to ask questions for clarification, negotiating with one another and speaking in front of a group with growing confidence. Children demonstrate compassion, empathy and tolerance. They are provided with opportunities to think about what is important to them when making choices and how to make safe choices. They are provided with opportunities to develop their understanding of risk, beginning to recognise how other factors can influence choice.

At The Blessed Sacrament Catholic Primary School, our expectation in terms of focussed learning sessions is one hour per week of discrete PSHE education in Key Stage 1, as part of a whole school approach with opportunities to enhance the learning through other subjects and events.

PSHE IN KEY STAGE TWO

During Key Stage 2, children begin to develop their understanding of themselves and others involving personality traits and recognising challenging behaviour. They are provided with opportunities to consider how they would respond to challenging circumstances and demonstrate strategies for calmness. Children are taught how to negotiate in small groups, coming to a 'consensus' and learning how to compromise. Children continue to demonstrate compassion, empathy and tolerance, implementing respectful interactions with others. Children are introduced to different ways of coping in difficult situations and begin to appreciate the importance of taking responsibility. Children are provided with opportunities to develop their understanding of where

they can get help if something feels uncomfortable, or if someone is trying to influence them in a negative way. They continue to develop their skills of decision making, demonstrating their understanding of the process to make decisions.

At The Blessed Sacrament Catholic Primary School, our expectation in terms of focussed learning sessions is one hour per week of discrete PSHE education in Key Stage 1, as part of a whole school approach with opportunities to enhance the learning through other subjects and events.

PLANNING FOR PSHE

At The Blessed Sacrament Catholic Primary School, we have devised our own programme of study for this subject to fully support the needs of our children. During the EYFS, our teachers and HLTA's plan our children's PSED sessions through a mixture of child-initiated and adult-led activities during continuous provision, ensuring they are fun, exciting and meaningful for our children. The planning is conducted from the Early Years Foundation Stage Development Matters documentation.

In Key Stage 1 and Key Stage 2, our PSHE planning is split into sub-sections from our yearly overview:

- Understanding of self and others
- Working with others
- Speaking and listening
- Negotiation
- Compassion and empathy
- Body language- verbal and non-verbal
- Assertiveness
- Making choices
- Risk taking
- Influences
- Making decisions.

Each year group has different learning outcomes to achieve based on each of these sub-sections which teachers and HLTA's used to inform their planning for this subject which forms their medium term plan. This is then broken down further in to their weekly plan ensuring the lessons are meeting the needs of all our children and they are being provided with opportunities to develop at the best of their ability in this subject.

ASSESSMENT IN PSHE

Assessment is an integral part of the teaching process at The Blessed Sacrament Catholic Primary School. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. After each unit has been taught teachers complete an assessment document, which allows class teachers and subject leaders to track progression within PSED and to direct any CPD and support where appropriate.

RESOURCES

We have a range of books and interactive boards to access the internet as a class. Visits are planned to enhance learning. People with an interest, or expertise, in a particular topic, are invited into

school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community such as the Fire service, Police service or Health services.

PROFESSIONAL DEVELOPMENT AND TRAINING

As part of their continuing professional development, staff will maintain an up-to-date working knowledge and understanding of our PSHE programme of study.

The subject leader attends local conferences and subject update courses when they are available and then reports back to school in staff training. The teachers are able to attend courses to update their subject knowledge and learn new and exciting ways to teach the topics when they are available.

HEALTH AND SAFETY

Effective links with the Fire service, Police service, Health service and other community services including the Lancashire Road Safety Team provide valuable support in promoting personal and social development. Therefore, when planning fieldwork, teachers must complete a risk assessment prior to the trip. Teachers should refer to the school's Health and Safety Policy.

ROLES AND RESPONSIBILITIES

- Monitoring the teaching and learning of PSHE and to ensure that children know more, remember more and understand more about PSHE related issues.
- To oversee and implement the policy.
- To attend INSET and providing staff with appropriate feedback.
- To attend regular courses to keep knowledge up to date and feedback to staff upon return.
- To keep parents and governors informed on the implementation of PSHE in the school.
- To help staff to use assessment to inform future planning.

MONITORING AND EVALUATION

Monitoring takes place regularly through sampling children's work, and teacher planning, pupil discussions, through a book scrutiny and lesson observations. This is timetabled on the Monitoring schedule and linked to the Monitoring Policy.

INCLUSION

It is the responsibility of all staff to ensure that all children, irrespective of gender, gender identity, ability, race, individual educational needs, disability, ethnic or national origin, religion or sexual orientation, social circumstance and whether they are looked after children, are supported in their personal and social development.

Each child's learning style, previous knowledge and individual needs, will have to be facilitated to ensure they make progress. Teaching will take into account the ability, age, readiness, and cultural

backgrounds of our children and those with English as a second language, to ensure that all can fully access PSHE education provision. This information informs our PSHE curriculum needs.



PSHE Policy

April 2020

The implementation of this policy will be monitored by Jodie Hilton in consultation with Kelly Hannah.

This policy will be reviewed as appropriate by the FCC committee on behalf of The Governing Body.

Intended Policy Review Date – July 2022

Approved by: _____ (Headteacher)

Date: _____

Approved by: _____ (Governor)

Date: _____