



# St Thomas of Canterbury Catholic Primary School

*Where every child is special*

## PSHE Policy

Policy compiled by:

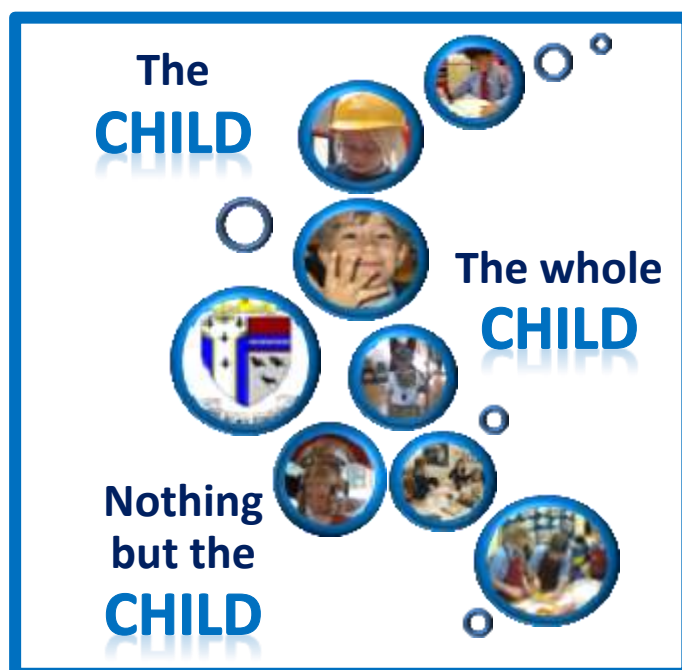
Rachael Hull, Subject Leader

Date of last review:

Spring 2017

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Summer 2019



### **OUR MISSION STATEMENT**

*God's love is at the heart of our Catholic School family. We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves. We will encourage everyone to be the best that we can be.*

### **OUR AIMS**

- To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society.
- To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.
- To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.
- To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.
- To nurture a strong partnership between home and school.
- To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.

### **OUR GOLDEN RULE**

We treat others as we would like to be treated



## **Aims and objectives**

In our School, PSHE and Citizenship are part of our wider focus on the Gospel Values and our ethos as a Catholic Primary School. Much of the PSHE content is taught through our RE and worship.

## **Definition - PSHE (Personal, Social, Health, Economic Education)**

PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It helps to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. PSHE also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short, PSHE makes a significant contribution to children and young people's personal, spiritual, moral, social and cultural development and the ability to understand and reflect upon British values, such as inclusion, acceptance and honesty.

**National PSHE CPD Programme, 2015, Babcock 4S & University of Roehampton**

## **Citizenship**

Citizenship education helps to enable children and young people to make their own informed decisions and take responsibility for their own lives and their communities. It aims to raise awareness of their own, and other people's, rights and responsibilities as citizens including both the social and political world. Citizenship education highlights issues such as the welfare of others, and enables children and young people to be knowledgeable and articulate in reflecting upon their opinions and arguments, assisting them to become increasingly active and responsible in their communities, supporting them in realising their capability of having an influence on the world.

Citizenship education assists schools in promoting the fundamental British values of democracy, the rule of law, individual liberty; furthering mutual respect, appreciation and harmony between people with different faiths, beliefs, cultures and traditions.

Adapted from Citizenship Foundation, 2015:

<http://www.citizenshipfoundation.org.uk/main/page.php?286>

and SMSC and British Values, DfE, 2014:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

## **Aim**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. 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 communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## **Objectives**

The PSHE/Citizenship programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have a sense of purpose



- Develop the ability to reflect upon situations and circumstances
- Assess risk and possible consequences
- Value and respect themselves and others
- Form and maintain positive healthy relationships
- Make and act on informed decisions
- Communicate effectively
- Apply a restorative approach to conflict resolution
- Work with others effectively
- Respond positively to challenge and appropriately manage feelings of anxiety
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

### **Pupil consultation**

The PSHE Lead and teachers of PSHE will have specific expertise which will help to inform areas of key learning through the PSHE curriculum; however the PSHE curriculum can benefit, and increasingly address pupil need, when pupils are consulted about their own personal, social and citizenship development. Pupil consultation can take place across the whole school, within particular classes, via the school council or through the use of focus groups. Pupils should consider questions such as:

- What sort of person they would like to be by the time they leave this school?
- What qualities, skills, attitudes and values are important to them as people?
- What key issues they would like to address through their PSHE curriculum?
- Are there any behaviours/issues/circumstances specific to their school and community that they would like to examine?
- How confident are they at doing and saying the things they want to say and do?

This can be developed further by asking pupils how they feel the school could support their learning in relation to these issues and what wider initiatives the school could implement to support them e.g. friendship benches, peer mentoring systems, peer mediation, school council/active citizenship, transition projects.

### **The organisation of PSHE within the school**

PSHE takes a whole school approach and is proactively led to prioritise and address mental health and wellbeing. PSHE as a subject helps to embed the school aims, values, SMSC, behaviour to engage successfully, and safeguarding principles.

PSHE/Citizenship is timetabled and discretely taught on a weekly basis in each class. It is also taught through cross-curricular opportunities, for example Relationships and Sex Education and Drug Education within Science, e-safety within Computing, Healthy Living within PE and Healthy Eating within Design Technology.

PSHE is taught by the class teacher.

Questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will generally be used during PSHE lessons, in line with all other curriculum subjects. Often questions will be addressed to the whole class, but should the need arise questions may be answered on an individual or small group basis. Professional judgement will be applied here; this should support the school safeguarding policy. On occasions it



may be considered that the people/person best placed to answer a pupil's question is their family/carer/s, and the school will liaise with the pupil's family appropriately.

In addition to the taught PSHE curriculum we provide enrichment activities to support the curriculum such as a Healthy Schools Week, careers talks involving parents and local companies, and a mock Parliamentary debates during Parliament Week, we elect our School Council Chairs and follow major public elections and events with our own in-school events.

The residential experiences make an important contribution to the pupils' personal, social, emotional and citizenship development. Worship is used to support the delivery of PSHE and Citizenship through planned themes and are used to focus upon specific values, activities and topics; for example respect, care, compassion, inclusion and equality.

### **The content of the school's PSHE curriculum – scheme of work**

The specialist areas of:

- Relationships and Sex Education
- Drug Education
- Economic Wellbeing and Financial Capability
- Emotional Health and Wellbeing
- Safety Education, and
- Healthy Eating/Healthy Lifestyles

are covered on an annual basis through a developmentally progressive curriculum. The publishes its curriculum (including PSHE) online and the PSHE Curriculum/Scheme of Work is available on the school website.

### **Parent/carer involvement**

The school believes that it is important to have the support of parents/carers and the wider community for the PSHE/Citizenship curriculum. Parents/carers are provided with opportunities to find out about and discuss the schools' programme through

- parent/carer curriculum subject events
- parent/carer evenings
- information leaflets/displays
- the school website
- homework activities
- the school newsletter
- career days and activities

### **The use of external contributors**

External Contributors, e.g. school nurses, community police, fire officers, local experts, parents, local and/or national charities, and PSHE based production groups can make a valuable contribution to the PSHE/Citizenship programme. Their input is carefully planned and monitored so as to fit into and complement the programme. External contributors are used where this adds 'additional' value to that of a school member of teaching staff.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the PSHE/Citizenship programme, safeguarding and ensuring that PSHE ground rules are in place.

### **Effective PSHE pedagogy**

A variety of teaching and learning strategies which take into account pupils' age, development, understanding and needs are used to deliver PSHE/Citizenship. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Teachers and



staff should be sensitive to pupil and family situations and backgrounds and give consideration to these issues when planning the lessons.

Effective PSHE/Citizenship lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- the effective use of agreed class rules for talking, listening and respect
- the development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- collaborative work
- opportunities for reflection
- challenge within a safe environment
- respect for each genuinely made contribution
- negotiation
- accommodating new information and skills
- building on current experience and using first-hand learning to achieve positive ends.

A range of active teaching and learning strategies can be applied.

## **PSHE - Monitoring, Evaluation, Assessment, Recording and Reporting**

### **Monitoring:**

The PSHE Leader will monitor the delivery of PSHE through observation, planning, work sampling, learning walks, and discussions with teaching staff and pupils to ensure consistent and coherent provision. The Surrey Healthy Schools Annual Review process helps to monitor provision and identify strengths and areas for development – this is completed on a yearly basis. ([www.surreyhealthyschools.co.uk](http://www.surreyhealthyschools.co.uk))

### **Evaluation:**

Evaluation of the PSHE curriculum will be conducted on the basis of:

- pupil and teacher evaluation of the content, activities and learning processes
- staff meetings to review and share experience

### **Assessment:**

Where possible assessment should be carried out in line with other curriculum subjects and follow the school Assessment Policy.

Assessment is a planned part of teaching and learning which helps to set clear expectations for standards and achievement. It ensures progression in teaching and learning and motivates pupils because they become partners in the assessment process. Assessment in PSHE allows pupils to be clear about strengths and weaknesses in their learning, and enables teachers to be clear about the achievements of their pupils and how their learning might be improved<sup>1</sup>.

### **Links with other policies**

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate

- Relationships and Sex Education Policy
  - Drug Education Policy
  - Teaching and Learning Policy
  - Assessment Policy
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- Equal Opportunities/Single Equality Scheme
- Safeguarding and Child Protection Policy
- Child Sexual Exploitation Policy
- Behaviour and Anti-bullying Policy
- Food Policy
- Physical Activity Policy
- Prevent Policy
- Online-safety Policy
- Administration of Medicines and support for children with medical conditions Policy

### **Training and support for staff**

All staff benefit from specific training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET and staff meeting programme, drawing on staff expertise and/or a range of external agencies.

All staff have access to the following websites:

- Surrey Healthy Schools [www.surreyhealthyschools.co.uk](http://www.surreyhealthyschools.co.uk)
- PSHE Association [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Sex Education Forum [www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk)
- Mentor ADEPIS (alcohol and drug education and prevention information service) <http://mentor-adepis.org/>
- PfEG (personal finance education group) <http://www.pfeg.org/>
- RoSPA (royal society for the prevention of accidents) <http://www.rospa.com/>
- Young Minds <http://www.youngminds.org.uk/>
- Active Surrey <http://www.activesurrey.com/>
- Children's Food Trust <http://www.childrensfoodtrust.org.uk/>
- Healthy Surrey <http://www.healthysurrey.org.uk/>

*This policy of St Thomas of Canterbury School upholds the school's ethos and Mission Statement. It must be read in conjunction with and implemented in accordance to the school's policies for Health & Safety Equal Opportunities, Inclusion and Safeguarding. Copies of these policies are available from the school website.*