



*St Vincent's Catholic Primary School*

## **PSHE Policy**

### **Personal, Social, Health, & Emotional Education Policy**

#### **Mission**

*Our mission is to serve the children of St. Vincent's as we grow together: building and deepening a community of faith and learning safe in the love of Christ. By walking in the footsteps of Jesus every child, irrespective of culture, belief or race, will be treated as the unique person they are and, through respect and nurturing, will gain a love of learning and reach their individual potential.*

*Inspired by Our Lord's teaching and Catholic tradition we will provide a challenging and enriching curriculum for our children. Knowledge, raised aspiration, respect and value of self and others will equip them to move with growing confidence onto the next stage of life.*

#### **Intent**

Personal, Social, Health and Economic (PSHE) education contributes to the development of the whole child, regardless of gender, ability, sex, ethnic or social background and supports the Social, Moral, Spiritual and Cultural (SMSC) development of children and young people.

Our PSHE education helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a 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. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are essential part of life and learning. They learn about money, that it comes from different sources, how to take care of it, and that people make different spending choices based on priorities, needs and wants.

The intent of PSHE education is to deliver a curriculum which the Church's moral teaching which is accessible to all and ensures that each of our pupils will know more, remember more and understand more about how stay safe, be healthy, content and play a positive and successful role within our society, both as a child and as an adult within the future.

#### **Implementation**

At St Vincent's Primary School, we believe that PSHE education helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE education links directly to Newcastle and Hexham Diocese PSHE Programme and the PSHE Association. PSHE education also flows through all other curriculum areas.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. The resources we are using to support RSE curriculum is Ten:Ten Life to the Full. RSE enhances and is enhanced by learning related to topics including anti-

bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The overarching aim of PSHE education is to provide pupils with the following:

To develop the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodies;
- responsibility for ones actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long love;
- recognising the importance of marriage and family life;

To develop the following personal and social skills:

- making sound judgements and good choices;
- loving and being loved, and the ability to form friendships and loving, stable relationships;
- managing emotions within relationships including when relationships break down;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups;

To develop the following knowledge and understanding:

- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation; (Parents may withdraw their child from this aspect of the curriculum)
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies

### **Inclusion Statement**

All pupils will be given equal access to the teaching of PSHE education at a level appropriate to age, ability and maturity and irrespective of race, gender or nationality. Single gender groups are used where appropriate and relevant.

### **Who is responsible for co-ordinating the subject?**

Naomi McDonnell, Deputy Head teacher is PSHE Co-ordinator which encompasses PSHE and RSE curriculum.

### **Roles and Responsibilities of the PSHE education Co-ordinator**

- auditing, reviewing, monitoring and evaluating the PSHE programme, including reporting and assessment procedures and monitoring the quality of teaching
- maintaining and updating appropriate resources
- attending relevant PSHE and Citizenship INSET courses and disseminating training to appropriate staff
- leading and supporting others responsible for the delivery of the PSHE programme, including encouraging the Continuing Professional Development of other staff and participation in the PSHE CPD national programme
- sharing information about current developments

## **How it will be organised and covered**

PSHE education will be provided through:

- discreet Curriculum time,
- assemblies, class assemblies, class discussions and circle time.
- as and when issues arise ensuring time is made within the curriculum to meet the needs of the children.
- extra-curricular activities e.g. health days, Internet Safer Day, Stand up to Racism, Parliament Week, Mental Health week.
- planned learning will be recorded on weekly plans.

## **Teaching and Learning**

As with all learning, it is important in PSHE education to ensure that it starts from where the pupils are in terms of their knowledge, attitudes, experience and skills. The programme delivered is relevant to the pupils' age and stage of development and thus better meets their needs, ideas and relationships cooperate with others and work collaboratively in small groups.

At St Vincent's we believe that PSHE education plays a vital part of primary education and needs to be taught weekly; although there will also be opportunity to make cross curricular links and these opportunities should not be missed. To facilitate pupils' learning in PSHE education, the purpose of each session will be made clear. There is no single best approach to teaching PSHE education although most lessons should employ teaching and learning techniques that actively involve pupils. A varied and balanced range of teaching methods is required in order to enhance self-esteem and self-confidence and to actively engage pupils in their learning to develop knowledge, skills and attitudes. The teaching methods employed aim to enable pupils to make informed choices and decisions, develop social skills and consider their own and others' attitudes, values and beliefs. The provision and acquisition of information alone is unlikely to promote healthy, or discourage unhealthy, behaviour.

There are always occasions where staff may feel it necessary to teach PSHE education as a result of an issue which has arisen in their own class. Staff are encouraged to make use of these opportunities to reinforce the learning, skills and attitudes outlined in the PSHE education curriculum.

The curriculum is split into three core themes of: Health and Wellbeing, Relationships and Living in the Wider World. Relationship and Sex Education is taught in line with the Ten:Ten Life to the Full and the Newcastle and Hexham Diocese scheme of work. The children will meet these themes throughout the course of the year and the themes are built upon as the children move through school.

The curriculum complements content outlined in the [Relationships Education, Relationships and Sex Education and Health Education](#) statutory guidance for primary schools published by the DfE in July 2019.

In EYFS, KS1 and KS2 files of evidence are used to record their responses to and progress in PSHE sessions. These files travel with the children as they move to the next year group so they can look back at their learning and the next teacher can see the starting points.

## **Differentiation**

The PSHE curriculum is differentiated to meet the needs of all pupils. When planning for differentiation the following is considered:

- pupil grouping
- resources, ie availability and suitability
- pupil activity – difference tasks, amount of time, roles and responsibilities
- all children must be given the opportunity to succeed.

## **Inclusion and Differentiated learning**

We will ensure PSHE education is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances in a way that does not subject

pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. These questions will be responded to in the context of the school's inclusion policy

### **Equalities Obligations**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

### **Impact**

#### **Assessment, Recording and Celebrating**

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information that indicates pupils' progress and achievement and informs the development of the programme. Assessment in PSHE education should be active and participatory, helping children to recognise the progress they are making in developing and taking part, as well as in their knowledge and understanding. Children should learn to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets. In St Vincent's teachers assess children's work in PSHE education by making informal judgements as they observe them during lessons and at other times during the school day. Just as in all National Curriculum subjects, opportunities for both Assessment for Learning and Assessment of Learning are built into provision. Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Assessment should encompass teacher, peer and self-assessment.

In PSHE education there are two broad areas for assessment:

- children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- how well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group task and activities, managing conflict, making decisions and promoting positive relationships.

#### **Monitoring and Evaluation**

The PSHE Co-ordinator, N McDonnell in consultation with staff and pupils, will undertake on-going monitoring and evaluation of the PSHE. The PSHE Co-ordinator will monitor the class files and through pupil voice questionnaires throughout the year.

#### **Answering Difficult Questions**

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules need to have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

#### **Dealing with Sensitive Questions**

- clear parameters about what is appropriate and inappropriate should be discussed whole class.
- teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- children should be encouraged to write down questions anonymously and the teacher will have time to prepare answers to these before the next session.
- teachers should not be drawn into providing more information than is appropriate to the age of the child.
- teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- if a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported to the Head teacher and the usual child protection procedures followed.

#### **Working with Outside Agencies**

Visitors to the classroom can bring a wealth of experience and knowledge to enhance learning. However, all external contributors must be part of a planned programme which enhances learning and the class teacher should always manage the learning.

At St Vincent's Primary all community based agencies that visit to provide curriculum support, are issued with the following code of conduct:

- be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children/young people in any way.
- be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- seek to use engaging teaching and learning methods which involve the children/young people actively and communicate at appropriate levels for the age group concerned.
- make clear to children/young people who they are, who they represent and what their aim and objectives are.
- communicate with children/young people using an open and non-judgemental approach, avoiding any hidden agenda to influence.

### **Links with Other Policies**

This policy has links to Relationships and Sex Education and Health Education Policy, Health and Safety Policy, Equal Opportunities Policy, Child Protection Policy, Behaviour Policy, Safeguarding Policy, Drug, Alcohol and Tobacco Education, and Anti Bullying Policy.

### **Dissemination and Review**

All new staff can access this policy upon induction. The policy is easily accessible to all staff. The policy can also be found on the school website. Pupils learn about the Policy through discussions with teachers and assemblies.

The policy will be reviewed regularly.

Date for Policy Review: September 2023

Date Approved by Governing Body: **September 2020**