

St Joseph's Catholic Primary School

PHSE Policy 2021



Version	Date	Action
1	November 2011	Updated policy
2	January 2017	L Denton
3	September 2020	Updated policy
4	September 2021	M Riches
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Mission Statement

***“learning, growing, belonging...
happy together in God’s family”***

St Joseph’s is a school community where we:

- promote Christian values of love, care and respect
- equip our children with the tools of learning and help them to achieve their maximum potential
- create an atmosphere of faith in which we share and celebrate our Catholic beliefs
- work in partnership with the children, their families and the parish
- provide a happy and safe environment in which all members of the school community feel valued
- develop the individual needs of our children to give them the confidence to participate as responsible citizens of the future

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Statement of intent

We follow the requirements of the National Curriculum in PSHE and Relationships education.

St. Joseph's uses the PSHE Association- programme builders thematic based model in order to develop the whole child and to guarantee all national curriculum objectives are taught. Children at St. Joseph's are taught PSHE across school focusing on 3 main themes. These themes are: Relationships, Health and Well-being and Living in the Wider World. RHSE is also woven into these themes to ensure full coverage of the national curriculum.

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

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 recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

At St. Joseph's we want to give children the knowledge, understanding and practical skills to live healthy, safe and fulfilled lives, both now and in their adult lives and to become responsible citizens. We work in partnership with our families and community to provide a safe and caring environment.

We believe that all our children should understand the following values:

Respect for: self and others; diversity and difference; the rule of law; the local and wider environment.

Importance of how to keep themselves safe.

Importance of economic well-being.

To support children's mental health and well-being, all classes across school celebrate the positive personal qualities of individual children. We also promote a positive mental health and well-being for the children through taking part in strategies that to help them cope with situations. Strategies include: yoga, mindfulness, breathing exercises and many more.

PSHE is taught each term in school, every week and is linked through other subjects and school experiences such as assemblies. In EYFS, PSHE is woven into everything they do through the prime areas of learning, which are: communication and language, physical development (health and self-care), personal, social and emotional development. This includes, self-confidence and self-awareness, managing feelings and behaviour and making relationships. It is essential in Early Years, that we establish these firm foundations to enable children to build on this throughout school and be equipped with these skills for the future.

1. Legal framework and national curriculum

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

Education Act 1996

Education Act 2002

Children and Social Work Act 2017

DfE (2021) 'Keeping children safe in education' (KCSIE)

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

Compliments and Complaints Procedures

Relationships and Health Education Policy

Safeguarding, Child Protection and Early Help Policy

2. Roles and responsibilities

2.1. The governing body has overall responsibility for the implementation of the school's PSHE Policy.

2.2. The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. The headteacher has overall responsibility for reviewing the PSHE Policy every two years.

2.4. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's School Complaints Procedure.

2.5. The headteacher and PHSE Lead will be responsible for the day-to-day implementation and management of the PSHE Policy.

2.6. The PSHE Lead is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

2.7. The school will consult with parents to ensure that the RSHE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

2.10 The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of PSHE, providing support for staff where necessary.

- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of PSHE to other curriculum areas, including cross curricular and extra-curricular activities.

2.11 The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' PSHE skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

2.12 The Inclusion Lead is responsible for:

- Organising and providing training for staff regarding the PSHE curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of PSHE objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

3. Aims of the PSHE curriculum

3.1. Pupils will learn to do the following:

Understand what constitutes a healthy lifestyle.

Understand how to stay safe and behave online.

Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.

Understand the law and consequences of risky behaviours.

Develop responsibility and independence within school which they will take forward into society in their working lives.

Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.

Understand what constitutes 'socially acceptable' behaviour at school and in society.

Be a constructive member of society.

Understand democracy.
Develop good relationships with peers and adults.
Develop self-confidence, self-esteem and self-worth.
Make positive, informed choices as they make their way through life.
Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

4. EYFS provision

We teach PSHE in EYFS as an integral part of the current topic. As we follow the Early Years curriculum, we relate PSHE of the children's work to the objectives set in the EYFS Framework. Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the Framework.

5. The teaching of PSHE

- 5.1. The school uses direct teaching via timetabled lessons.
- 5.2. PSHE is taught once a week in discrete curriculum time, delivered by class Teachers and TAs
- 5.3. The school ensures cross-curricular learning through discussion between staff members.

6. Safeguarding and PSHE

- 6.1. If staff have concerns regarding a child, they will refer to the schools Safeguarding, Child Protection and Early Help policy, which clearly details the steps needed to take and the designated staff to refer the concern to.

7. Cross-curricular links

7.1 PSHE and Computing:

Computing makes a contribution to the teaching of PSHE in that children in computing classes learn how to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussions on safety/ online safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

- 7.2 The teaching of PSHE transfers to other areas of our curriculum in ensuring that all children feel supported and are catered for.

8. Teaching and learning

We develop PSHE through activities and whole school events. We offer residential trips where there is particular focus on developing pupils' self-esteem, self-confidence and self-belief and giving them opportunities to develop leadership and co-operation skills through team building, as we want all children at St. Joseph's to aim high to achieve their maximum potential. St. Joseph's ensures that all children are educated in diversity and, tolerance and all British Values. This is often shared through assemblies.

9. Planning

At St. Joseph's, we follow the Thematic Model Programme Builder, as designed by the PSHE Association. With this, all aspects of teachings will be taught as a spiral programme which includes the recurrence of 3 core themes as a student progresses through St. Joseph's. Each Key Phase will follow a two-year rolling programme. EYFS will continue to use the jigsaw scheme of work. With each delivery of the theme, the level of demand increases and learning is progressively deepened. This Programme Builder shows an overview of content for each year group, for each half term. More detailed grids for each year group, setting our broad learning objectives for each half-block and a list of regularly updated links to relevant PSHE Association lessons and other resources that have gained their Quality Mark, follow this.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

The school is committed in ensuring that the personal, social, health and emotional development of young people is the responsibility of all. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

10. Assessment and reporting

In EYFS, the progress and development of pupils is assessed against the Early Learning Goals outlined in the statutory framework from the early years foundation stage. In KS1 and KS2, in line with the school's monitoring and evaluation timetable, teachers make summative judgements about pupil progress. Attainment and progress is assessed against the descriptors outlined in the national curriculum.

Teacher assessment is carried out in a variety of ways such as:

- Observations
- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objective
- Pupils' self-evaluation of work

11. Equal Opportunities

All children regardless of race, culture, religion, social background, gender or academic ability, have equal access to PSHE in order to reach their potential. We carefully plan, monitor and assess to ensure all our pupils feel valued. Internal and external visits/ visitors plans may be adapted to take into account individual requirements. Learning is challenging, yet achievable by all children, whatever their abilities and differentiation can be achieved by work set, support and outcome. We aim to teach children to uphold British Values and a mutual respect and tolerance of those with different faiths, beliefs and abilities.

12. Monitoring and review

The planning and co-ordination of the teaching in PSHE is the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE.
- Evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.
- Uses specially allocated, regular time to monitor and review the PSHE curriculum in school and keep up to date with recent changes.