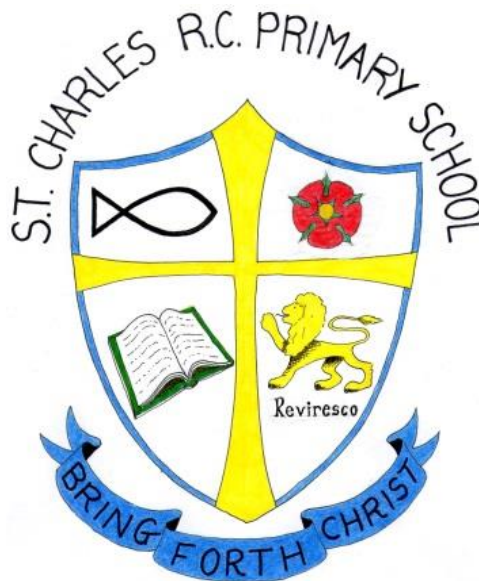


ST CHARLES' RC PRIMARY SCHOOL

PSHE POLICY



"Bring Forth Christ"

Updated: NOVEMBER 2019

By: MRS PARKINSON

Approved by Governors: JUNE 2019

The Subject Leader is responsible for monitoring this policy

Signatures

Chair of Governors:

Date:

Head teacher:

Date:

Review Date:

Our PSHE programme of study aims to:

- Provide pupils with accurate and relevant knowledge.
- Provide opportunities for pupils to turn that knowledge into personal understanding.
- Allow pupils the opportunity to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- Provide pupils with the skills, language and strategies needed in order to live a safe, healthy, fulfilling, responsible and balanced life.
- Support pupils' spiritual, moral, social and cultural understandings, in line with our school ethos and catholic teachings.

We use the SCARF PSHE scheme of work which centres on a 'Growth Mindset' approach, promoting positive behaviour, mental health, wellbeing, resilience and achievement. We also use the 'Caritas in Action' scheme of work which runs alongside SCARF. This programme covers seven core themes which underpin the social teachings of the Catholic Church. In this way, the teaching and learning in PSHE is in accordance with our catholic ethos and has close links with our Religious Educational Programmes.

Relationships and Sex Education (RSE)

Relationships and Sex Education is currently delivered using the 'In the Beginning' scheme of work. The scheme is delivered during the Summer Term and encompasses key themes and issues related to relationships as well as the PSHE curriculum.

RSE is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. We focus on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults." This includes the topics of families and the people who care for individuals, caring friendships, respectful relationships, online relationships and being safe.

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, we are mindful of aspects involved in relationships and sex education because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework.

Purpose of PSHE

Personal, Social, Health Education (PSHE) is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Section 2.5 of the National Curriculum framework document states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

Curriculum

We currently use the curriculum framework from Coram life, called SCARF, this is supported by a yearly visit from the Life Bus. SCARF provides the framework for a whole-school approach to improving children's wellbeing and progress, based on five values:

Safety - Caring - Achievement - Resilience - Friendship

SCARF provides a whole-school teaching framework centred on the 'Growth Mindset' approach - promoting positive behaviour, mental health, wellbeing, resilience and achievement. The SCARF values are brought to life through stories of Harold the giraffe and his friends, songs, films, and thought-provoking and fun activities. As children get older, while they still cherish Harold, themes about wellbeing and relationships are explored in greater depth and resources are tailored to their age group.

SCARF provides a strong foundation for children's spiritual, moral, social and cultural education (SMSC) and development; it is at the heart of the SCARF curriculum. SCARF provides a robust framework for promoting a positive ethos and values cross the school community, contributing significantly to British Values education, both explicitly and implicitly.

The focus across the three themes of:

- Health and Wellbeing
- Relationships
- Living in the Wider World

These themes help foster and develop children's responsibility for their own actions; respect for the actions and beliefs of others; an understanding of how each individual is protected by the rule of law; and how everyone can make a positive contribution to society through the democratic process.

Throughout the course of the year the PHSE curriculum is enhanced through participation in:

- Road Safety Training
- Bikability
- Tots on Tyres
- Learning to Ride
- Robinwood Residential trip

As there is a large overlap between the PSHE programme and religious education we deliver a considerable amount through collective worship, assemblies and RE lessons.

We supplement units of work from the Coram Life Education Scheme, SCARF with Caritas in Action.

The 'Caritas in Action' scheme covers key PSHE learning outcomes for the Foundation Stage and Key Stages 1 and 2 through a series of seven core themes, which are underpinned by the social teachings of Catholic Church. In this way the teaching and learning in PSHE is in accordance with our catholic ethos and has close links with our Religious Education curriculum.

The seven themes of Caritas in Action are as follows -

1. Dignity of the human person.
2. Family and community.
3. Solidarity and the common good.
4. Dignity of work.
5. Rights and responsibilities.
6. Option for the poor and vulnerable.
7. Stewardship.

Early Years

In the foundation stage (Reception Class) PSHE underpins learning in all 7 curriculum areas, particularly the Prime area of Personal, Social and Emotional Development. Pupils learn about making relationships, managing feelings and behaviours and becoming self-confident and self-

aware. PSHE teaching and learning in the foundation stage is based on a combination of the 'Development Matters' guidance materials as well as the 'Caritas in Action' programme.

Key Stage 1

During key stage 1, pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show that they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community they learn social skills, such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

By the end of Key Stage 1

- Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals.
- Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.
- Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.

Key Stage 2

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

By the end of Key Stage 2

- They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.
- They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.
- They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

RSE

RSE is firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated. All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Every year, we welcome a trained Coram Life Educator into our school to deliver some of the sex and relationships education (SRE) aspect of our PSHE programme to Upper Key Stage 2. The design of the session is in line with our Catholic teachings, it is reflective of the requirements contained within statutory guidance and is incorporative of up-to-date best practice guidance which means it meets the needs of our children. Parents are invited into school to meet with the educator before the session. Questions addressed during the session include:

- How will my body and emotions change as I approach and move through puberty?
- Why are girls' and boys' bodies different?
- Which parts of my body are private?
- What kind of physical contact is unacceptable and how should I respond?
- Who can I talk to if I want help and advice, or am worried about someone else?

Appropriate questions that arise from the children during the workshops will be answered honestly, factually and in the context of safe, supportive, loving, and caring relationships. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. All resources that will be used have been reviewed by the school for their suitability and tailored to suit our children's needs.

Planning

Planning for units from the SCARF scheme are available to teachers online including lesson plans and visual ICT resources to support teaching and learning.

Foundation Stage and Key Stages 1 and 2 also follow annual whole school Caritas long and medium term plans. These plans link the core Caritas themes with our Religious Education Programme. Short Term Plans are produced using the 'Caritas in Action' booklet using Caritas focus points and activities as a basis for each session.

Teaching Approaches/Pedagogy

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for pupils who need additional support with communication, language and literacy
 - Provide a multi-sensory approach using a variety of media
 - Provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate
 - Use appropriate summative and formative assessment approaches to inform future learning
 - Set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

Discrete PSHE lessons are timetabled along with PSHE being taught at specific events, activities and through weekly circle time, as well as through other subjects including CARITAS. There will also be opportunities during collective worship e.g. stories and discussion, Celebration Assembly. We offer children the opportunity to hear visiting speakers, such as health workers, police, representatives from the local church and other faiths, whom we invite into the school

to talk about their role in creating a positive, supportive and diverse local community. The whole school ethos promotes our work in PSHE, as set out in our Mission Statement.

On top of PSHE teaching in the classroom pupils are also offered a 3 day residential visit in Year 6 where there is a particular focus on developing confidence, team work skills and self-esteem. Pupils are also given opportunities to develop leadership and co-operative skills.

Progression and Continuity

The SCARF scheme of work and PSHE activities are planned to ensure continuity and progression by building on the specific knowledge, skills and understanding. Appropriate units of work are planned. Children engage with the three core themes each year,

SEN and More Able children

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using adults to support the work of individual children or small groups.

Assessment and Recording

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences and in special assemblies celebrating achievement. Children will be rewarded in line with school policy e.g. Dojo points for showing the schools 5 values (Friendship, Determination, Respect, Responsibility and Good Manners), stickers, certificates in Celebration Assembly and special event assemblies.

British Values

At Saint Charles' RCP School, we celebrate and promote the values of Jesus Christ in all that we say and do. Our Catholic values permeate all areas of our school life and underpin our approach in embedding 'British Values' at the core of our curriculum, particularly in PSHE. We value the diversity of backgrounds in our school family and wider community and recognise the importance of providing our pupils with the opportunity to flourish spiritually, morally, culturally as well as academically, within a framework of Catholic Christian values, to ensure each pupil leaves with the strongest foundation of values to enable them to positively contribute towards our British society.

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

At Saint Charles', British Values are intertwined with our core catholic values and school values. We encourage our children to be caring, independent, open-minded and respectful citizens whilst showing our school values of Determination, Friendship, Good manners, Respect and Responsibility. We actively promote these values in the teaching and learning in PSHE in the following ways:

Democracy

- All children are encouraged to express their views and make a meaningful contribution to our school on matters that are important to them. Children have the opportunity to have their voices heard via our school council and pupil questionnaires.
- The principle of democracy is explored in the curriculum as well as during assemblies and special days, such as School Council elections.

The Rule of Law

- All pupils are given opportunities to contribute towards shared and agreed class rules, these are integral to our learning and sense of community.
- We have clear, fair behaviour expectations that are actively promoted and rewarded. All pupils are informed of these school codes of conducts, as outlined in our school behaviour policy.
- Pupils are encouraged to reflect upon their actions and make right choices.
- All pupils are given the opportunity to say 'sorry' and understand importance of forgiveness.
- Our behaviour and anti-bullying policy demonstrates our unacceptance of violent and aggressive behaviour for all members of our school family.

Individual Liberty

- We give all our children the opportunity to make their own choices in a safe, supportive and environment regardless of their backgrounds.
- Pupils' self-confidence, independence and self-belief are nurtured in all areas of the curriculum.
- Pupils are encouraged to exercise their freedom and are given guidance through PSHE, Online Safety and religious lessons on how to do this safely.
- A strong anti-bullying culture exists at Saint Charles'.
- Pupils are given responsibilities across the school and are supported to become positive role models, e.g. buddy system, dinnertime monitors.

Mutual respect and tolerance of those with different faiths and beliefs

- Respect is a core value promoted in everything we do. Pupils understand what respect is and the need to show respect to everyone, regardless of faith and background.
- Pupils are given opportunities to acquire knowledge, respect and understanding of other faiths.
- Links with local faith communities and visits are celebrated in school.
- Discriminatory behaviour is always challenged.
- We offer a culturally rich curriculum that explores a range of faiths, cultures and traditions.
- Pupils are encouraged to learn about and respect those from other faiths, cultural and racial backgrounds; this is supported across the curriculum, particularly in assemblies, PSHE and religious lessons.

Tackling Radicalism and Extremism

Our PSHE curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs that should not be used to influence others. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Resources

We have a range of resources to support the teaching of PSHE across the school. These are supplemented by the specialist resources supplied by Coram Education and the Caritas in Action Resource book.

Monitoring and Evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of effectiveness will be conducted on the basis of:

- Book Scrutiny
- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

Planning and samples of work, including photographs and questioning of children, will be collected by the PSHE Subject Leader and kept in the PSHE subject leadership file. The PSHE subject leader will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

The coordinator monitors PSHE work throughout the school. Year groups are encouraged to display work, in order to value children's' work as well as for teachers to become aware of other year group work.

We have a successful School Council that provides our young people with a forum to discuss their opinions and thoughts. It allows students to have a voice that is proactive in promoting positive change within the school. Students that join the school council enjoy being part of the decision making process. It gives them a sense of responsibility and pride in their school.

Staff Development

Development of teacher's expertise may be provided through in-school inset provision, in class support from the co-ordinator, focused staff meetings and attendance of externally held courses.

Equal Opportunities

Provision for PSHE is in line with all of our policies and Every Child Matters guidance. All children have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes.

This policy will be reviewed Summer Term 2021.