



PSHE Policy



St Gerard's Catholic Primary School

"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."



“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school.

**“The meaning of life is to find your gift. The purpose in life is to give it away”
Pablo Picasso**

Policy Date:	September 2019
Policy Status:	Statutory
Policy Review Cycle:	Annual
Next Review Date:	September 2020

The Subject Leadership role of PSHE at St Gerard's is central to improving outcomes for our children. Subject Leaders at St. Gerard's have high expectations of themselves and our children, and are passionate about their specialisms. The lead for PSHE shall ensure that the all teachers and external partners provide the best PSHE and Wellbeing education for their pupils: that it is embedded in all we do and is evident as one of the core values of the school.

Responsible to:
Governors, Head Teacher, Senior Assistant Head

Introduction:

At St Gerard's, the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

It is a whole-school approach to building the essential foundations of health and wellbeing – crucial for children to achieve their best, academically and socially. The school programme is supported by the Coram Education programme. SCARF provides all the building blocks needed to deliver a planned, progressive PSHE and Wellbeing programme throughout the primary years. The school has a powerful combination of a planned thematic PSHE programme, built around a spiral curriculum of recurring themes, and following the school's commitment to love, hope, dream and achieve.

Furthermore, the school is now using No Outsiders in Our School to address different social issues and to help celebrate diversity. This scheme uses quality texts which highlight various subjects and allows children to ask relevant and meaningful questions about the world in which they live in. Thus, our children are becoming more well-equipped to be reflective global citizens.

Combined, it supports all five outcomes of the ECM agenda and provides a context for school to fulfil our responsibilities. Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- ◆ Honesty
- ◆ Kindness
- ◆ Trust
- ◆ Responsibility
- ◆ Friendship

- ◆ Self-control
- ◆ Empathy & Tolerance
- ◆ Respect.

PSHE helps pupils think about and reflect on their learning and they become resilient learners, looking for ways to overcome barriers for themselves. Our engaging curriculum has strong links with the community and church, and the emphasis on personal faith and beliefs make excellent contributions to the spiritual, moral, social and cultural development of pupils.

Although direct reference to British Values is not continuously made, the policy has been written with full awareness of our responsibility and commitment to this purpose and how PSHE is interwoven with the fundamentals of British Values.

All members of the school community are supported by our permanent family support officer and learning mentor.

The aims of PSHE are:

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes.

- ◆ to give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- ◆ to encourage and support the development of social skills and social awareness;
- ◆ to enable pupils to make sense of their own personal and social experiences;
- ◆ to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- ◆ to enable effective interpersonal relationships and develop a caring attitude towards others;
- ◆ to encourage a caring attitude towards and responsibility for the environment;
- ◆ to help our pupils understand and manage their feelings; to build resilience and be independent, curious problem solvers
- to understand how society works and the laws, rights and responsibilities involved.

Teaching and learning

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 also map PSHE through whole school, class activities and events. Our pupil parliament and elected ministers meet regularly to discuss school matters.

At all times, our PSHE teaching is informed by, and reflective of, Catholic thought and practice. We encourage children to be loving, caring, respectful and considerate of others through the use of appropriate scripture during Collective Worship and Religious Education lessons, and across the broader curriculum.

Sharing learning with parents

Every week, PSHE work will be shared using social media so parents/carers can see the learning that has taken place. All PSHE work will be visible using the hashtag #StGerardsPSHE.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum. PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

KS1 and KS2 -

The PSHE curriculum divides the year into values and PSHE may be linked to these values or taught on a more individual basis to promote necessary skills. Personal development or intervention groups may be based around our core values of honesty, kindness and trust if class teachers deem these to be relevant.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. SEAL materials and themes may be incorporated into the curriculum. All aspects of British values are integral to the children's learning and experiences. Children in KS2 will partake in sessions with Copstars, Crucial Crew, Road Safety, Widnes Vikings, NSPCC and other charities and agencies.

PSHE Curriculum Planning

PSHE is currently a non-statutory subject in the National Curriculum. At St Gerard's Catholic Primary and Nursery School we use the national skills and objectives set out in key stages of work as the basis for our curriculum planning in PSHE. We may adapt the national scheme to the local circumstances of our school as we may use the local environment as the starting point for aspects of our work.

Our PSHE subject leader works in conjunction with teaching colleagues in each year group and the Key Stage Leads (EYFS, KS1 and KS2).

Our plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Each class teacher is responsible for developing and using the medium term and long term plans. Copies are available to the Subject Leader.

Class teachers complete a weekly plan which may include a standalone PSHE lesson or be cross curricular. These list the specific learning objectives for each lesson and give details of how to teach the lessons. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the activities in PSHE so that they build upon the prior learning of the children and are relevant and sensitive to the needs of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. These skills are then assessed by the class teacher with the subject lead to ensure progression for all children.

Each half term, each teacher delivers a PSHE lesson based on Equality using the 'No Outsiders in Our School' planning format and key texts. This not only supports children's understanding of equality and other PSHE themes, but also supports children's reading development as this is a main focus of the 2019-2020 School Development Plan.

Teaching PSHE to children with special needs

We teach and deliver PSHE opportunities to all children, whatever their ability. PSHE forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in PSHE takes into account the targets set for individual children in their Personal Support Plans (PSPs)

Assessment and recording

We assess the children's work in PSHE whilst observing them working during lessons, activities or events. Teachers record the progress made by children against the learning objectives for their lessons. At the end of an activity we make a judgement against the National Curriculum skills identified as ARE. The teacher records the child's attainment, and then uses this information to plan future work for each child. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The PSHE subject leader keeps evidence of the children's work in a portfolio. Evidence will also be collated through school and class displays, the website and Twitter feeds. This demonstrates what the expected level of achievement is in PSHE in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the DfEE.

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 Life Education such as the Learning Bus and the online resources.

In each year group, there are a collection of high-quality texts related to the No Outsiders in Our School lesson plans. These lessons can be taught as stand-alone or as cross-curricular sessions. As these texts allow for children to ask questions and infer the issues raised, it will also be suitable to use during Guided Reading sessions. These books will be used at least once a half term by every year group.

Monitoring and review

The monitoring of the standards of children's work and of the quality of PSHE is the responsibility of the PSHE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PSHE and being informed about current developments in the subject. The PSHE subject leader gives the Head teacher an annual summary report in which s/he evaluates the teaching and learning in the subject, and indicates areas for further improvement. The PSHE subject leader has specially-allocated regular management time, which s/he uses to review evidence of the children's work and monitor ant assessments made.

All activities and visiting external agencies or partners will adhere to our Safeguarding policy and procedures.

The Role of the PSHE Co-Ordinator:

- ◆ To review changes to the National Curriculum requirements and advise on their implementation.
- ◆ Attend relevant CPD courses for PSHE as appropriate in line with the School Development plan.
- ◆ Arrange staff meetings to discuss the PSHE aspects of the themes contained in the school's current scheme of work and how these might be presented in the classroom.
- ◆ Carry out an annual audit of the school's PSHE resources, and operate an efficient storage system for these resources to ensure that our children can learn effectively in and through PSHE.
- ◆ Liaise with the school's SENCO regarding the progress of individual and groups of children.
- ◆ Collate 'End of Topic Assessments' and 'End of Key Stage Assessments' and set new priorities for development of PSHE in subsequent years.
- ◆ Monitor the learning and teaching in PSHE and provide support for staff when necessary.
- ◆ Take a lead role in organizing PSHE Events in school in line with LA and national initiatives.
- ◆ Endeavour to involve parents/ carers in their children's learning in and through PSHE.

The PSHE Subject Leader will monitor pupil progress, books and the teaching of PSHE during the academic year. The Subject leader will provide a termly report to Mrs. McCallum (Curriculum Lead) and a full review of the subject will be provided of each academic year.

Accountability

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

An annual action plan and termly summary report is produced for the Leadership team. These are then summarised by the Leadership team member with responsibility for the curriculum and shared with the Governing Body.

Agreed by Governing Body:

Date of next Review: November 2020:

