

St John Vianney Catholic Primary School

Personal Social Health and Education Policy (PSHE)

Our Mission Statement

“St John Vianney School is an academic community which is characterised by the Gospel Spirit of Peace, Justice and Love. All that we do and say in our school will be dominated by Jesus’ words “Love one another as I have loved you”. Our school rules are based on this statement and carried in “our hearts and our heads” and reflected in the life and work of our school.

Rationale

At St John Vianney Catholic Primary School, we believe that personal, social, health economic well-being – PSHE, promotes moral, social and cultural development through helping children to acquire a critical appreciation of issues of right and wrong, justice, fairness, and rights and obligations in society. It helps pupils to develop an understanding of how society works and how decisions are made. Pupils take part in community and social activities that help to promote personal and social skills. Members from each class, as voted for by their peers, form the School Council.

PSHE provides pupils with the opportunity to reflect on moral, social, spiritual and cultural dimensions. It allows pupils to consider their own views and opinions, to investigate and think about topical issues, problems and events and as they participate in activities in their school, neighbourhood and communities.

We, at St John Vianney, take a holistic approach wherever possible when teaching British values rather than concentrating on individual subjects. This is addressed across the curriculum with many opportunities for discussing and promoting British values.

For example, the PSHE curriculum may involve discussions about friendship and how we treat our friends. There are natural connections between this and the British values around mutual respect. Assemblies and collective worship sessions regularly address how British values are relevant to all pupils. British values are embedded and flow through the school.

Aims

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. To help all pupils to learn and achieve to the best of their ability; to prepare them for the opportunities, responsibilities and experiences of life.

The social and emotional development of pupils is embedded throughout the entire school’s curriculum and culture. This whole school approach aims:

- to give pupils knowledge and develop their 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 to 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 (RE), we deliver a considerable amount of PSHE through collective worship and RE lessons. We use a range of teaching and learning styles to meet the PSHE requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts.

Implementation

At St John Vianney Catholic Primary School, we follow the You, Me, PSHE scheme of work, which is a planning resource which supports the teaching of PSHE education in Key stages 1 and 2. We use this alongside Protective Behaviours, NSPCC Our Pants are Private, in addition to responding to the needs of our children and any events that may arise. This ensures that our approach to PSHE is personal and tailored to the needs of our children. PSHE is an important subject to teach, it is vital if our children are to learn how to keep safe and happy in an ever-changing world.

PSHE planning is based on the 'YOU, ME and PSHE' scheme. Our plans define what we will teach and ensure an appropriate balance and deliverance. This provides a spiral approach designed to allow for previous learning; to be built upon in a way that develops key knowledge and skills and also allow this to be embedded to the children's long-term memory. Work is divided into 7 strands allowing the children to revisit learning at an age appropriate level.

The 7 Strands are:

- Identity, society and equality
- Keeping safe and managing risk
- Drug, alcohol and tobacco education
- Mental health and emotional wellbeing
- Careers, financial capability and economic wellbeing
- Physical health and wellbeing
- Sex and relationship education

Activities are planned 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 and the subject lead, to ensure progression for all children.

Objectives

To raise pupils' confidence and self-esteem by reminding everyone of the importance of respecting one another as individuals and appreciating effort;

- to offer a supportive climate for learning;
- to provide a foundation for acquiring the skills needed to learn;
- to increase pupil motivation and deepen their understanding through providing relevant opportunities for 'real-life' learning;
- to improve pupils' ability to reflect on and become responsible for their own learning;
- to reduce the chances that pupils' education will be interrupted or impaired, for example, by the fear of bullying.
- to have a deep understanding of how to lead a healthy life style: including physical, mental health and emotional well-being
- to promote a positive and prudent relationships and sexual education which is compatible with their physical, cognitive, psychological and spiritual maturity and rooted in the Catholic Vision of education and the human person.
- to have an awareness of drug, alcohol and tobacco education
- to have a sense of pride in their positive contribution to the school
- to have an awareness of keeping safe and managing risk.
- to have an awareness of Internet-safety (see Internet-safety policy)
- to develop a positive sense of identity, society and equality issues
- to develop a knowledge of careers, economic wellbeing and financial capability.

We want to build a PSHE curriculum that incorporates the understanding of RSE, which enables pupils to explore the complexity of the relationships they have now and to know how to be safe, preparing them to understand and develop healthy relationships in their future lives. We are currently evaluating TenTen resources for Relationship and Sex Education, which we envisage will be in place in the Spring Term, 2021.

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 learning through play and story. 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. The children also experience PSHE through Collective Worship as a whole school.

KS1 and KS2

Our PSHE programme exposes children to the 7 key strands addressed above in each year group which helps to show progression throughout their time at St John Vianney . 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. 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. All aspects of British values are integral to the children's learning and experiences. Children in both KS1 and KS2 will participate in sessions with outside agencies including: Childline and the NSPCC.

Assessment and Recording

Assessments are made through observations during lessons, discussions, activities and events. Teachers record the progress made by children against the learning objectives for a series of lessons. Attainment information is used by teachers to plan future work. This system also enables teachers to make an annual assessment of progress and attainment for each child, which is passed on to the next teacher at the end of each year.

The PSHE subject leader monitors evidence of the children's work. Other evidence is kept through individual completion of tasks and is collated through school and class displays. These demonstrate 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 DfE.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of PSHE teaching 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 headteacher an annual summary report in which they evaluate the teaching and learning in the subject and indicate areas for further improvement. The PSHE subject leader has specially allocated management time, which they use to review evidence of children's work, monitor any assessments made and observe PSHE lessons across the school. At the beginning of each year, the PSHE leader will create a subject action plan for the upcoming year. All activities and visiting external agencies or partners will adhere to our Safeguarding policy and procedures.

Policy to be reviewed: 2021