

Blessed Dominic Catholic Primary School

Love Learn Believe



Personal Social Health Economic Education (PSHE)

Policy

Date of policy: September 2024

Next Review: September 2026

MISSION STATEMENT

At Blessed Dominic Catholic Primary School, we pride ourselves on being a culturally diverse family. We seek to instil, in every child that we nurture, the joy and wonder of learning.

As we journey together with Christ, we develop children's resilience, intellectual curiosity and creativity through our positive learning behaviours. We nurture and cherish the unique talents of all, empowering them to flourish and grow into life-long learners.

Our mission is to show love, promote learning and belief in God our Father.

LOVE – LEARN- BELIEVE

Statement of Intent

At Blessed Dominic Catholic Primary School, personal, social, health and economic (PSHE) education enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

The curriculum will demonstrate appropriate subject knowledge, skills and understanding to fulfil the duties of the Relations Education (RE), Relationship and Sex Education (RSE) and Health Education (HE) whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

Overarching concepts developed through the Programme of Study

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)

- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)
- Career (including enterprise, employability and economic understanding)

Aims and objectives

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

PSHE guidance from National Curriculum:

‘Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

(DfE guidance: Personal, Social, Health and Economic Education Updated February 2020)

Teaching and learning style

All PSHE and Citizenship lessons are taught by members of staff that the children know well and are comfortable with – we believe this allows the children to place trust in what the adults are saying and offers opportunity for follow-up work in small groups or one-to-one as needed. We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. Philosophy for Children enables the children to develop the skills of enquiry, investigation and analysis of all children and encourage critical thinking and develop the knowledge of, and evaluate, different types of questions.

We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, school council, playground buddies, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We use worry boxes to encourage the children to discuss and address their concerns. In addition to this each class has a suggestion box and pupils are encouraged to share their ideas with class representatives that feedback to school council.

PSHE and citizenship curriculum planning

We follow the Ten Ten Life to the full plus framework from Nursery to Year 6. Some of the time, we introduce PSHE and Citizenship through other subjects. As there is an overlap between the programme of study for Religious Education and the aims of PSHE and Citizenship, we teach a considerable amount of the PSHE and Citizenship through our Religious Education lessons.

We develop PSHE and Citizenship through activities and whole-school events, e.g. whole school assemblies. We offer a residential visit to children in Year 6, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop independence, leadership and co-operative skills.

Early Years Foundation Stage

We teach PSHE and Citizenship in Nursery and Reception classes as an integral part of the Early Years Foundation Stage. The prime area of PSED is on-going through all activities in the Early Years Foundation Stage and meets the objectives set out in Development Matters developing the child's personal, emotional and social skills in all that we do. We also support citizenship education in the Early Years Foundation Stage when we teach Understanding the World. We enhance our teaching with the Life to the full plus framework where appropriate or necessary, integrating this into our daily teaching and termly topics e.g. Autumn term – All about me. If needed, specific sessions are planned for to ensure that the content for PSHE and Citizenship is covered appropriately and to meet the needs of the cohort.

Teaching PSHE and citizenship to children with special educational needs

At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event at a local church hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Assessment should offer the children the opportunity to reflect on their own progress.

Children have their own individual PSHE/ RSE class book, these books provide evidence of work covered by each year group and display progression through phases.

Children's progress in PSHE is reported to parents in their end of year reports.

Resources

Each class use the Ten Ten Life to the full plus for PSHE and Citizenship. Teachers will also use additional materials where necessary. We keep resources for PSHE and citizenship in a central store and use a range of appropriate websites.

Monitoring and review

The PSHE and citizenship subject leader together with the Head teacher is responsible for monitoring the standards of children's work and the quality of teaching of this subject. The subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

The subject leader is also responsible for reporting to the Head teacher evaluating strengths and weaknesses in the subject and indicating areas for further improvement. The subject leader is also responsible for giving the head teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement (subject audit and Action Plan).

Note: This PSHE Policy should be read in conjunction with the:

Religious Education Policy

Behaviour Policy

Single Equality Policy

E-Safety Policy

R S E Policy

