



# Our Lady's Catholic Primary School

"Living and Learning in Faith"

## Our Lady's Catholic Primary School

### PSHE Policy

#### Introduction

As a Catholic Primary School we firmly believe that our faith is central to all we undertake and that all our policies will reflect our central mission "Living and Learning in Faith."

#### Mission Statement

The aim of our school is:

To provide a loving Catholic environment which will help each individual member of the school family grow morally, spiritually and academically in the love of Jesus Christ. This means we aim to meet our children's needs in the light of the Good News of Jesus Christ that God loves us all. This is found in the life of the school through:

The quality of relationships based on love, care, respect and trust.

Prayer, reflection and celebration

Learning and teaching that enables children to reach their full potential.

Partnership between home, school and parish.

"LIVING AND LEARNING IN FAITH"

#### Rationale

At Our Lady's Catholic Primary School we strive to create an environment where children feel that their social and emotional needs are met and nurtured. We believe that PSHE and citizenship help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We recognise that social and emotional well-being plays a fundamental and central part in the life of our school and is key to effective learning and achievement.

PSHE at Our Lady's Catholic Primary School makes a significant contribution to the spiritual, moral, social and cultural development of the children as well as their behaviour, safety and well-being. In doing so the children will develop the values,

qualities and attributes needed to thrive as individuals, family members and members of modern British society.

Our Lady's Catholic Primary School believes that 'Every Child Matters;' which in turn provides them with the information and opportunities to: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. It is our mission to enable our children to take gradual responsibility for these outcomes.

### Aims

The National Curriculum has three statutory aims for all children to become: successful learners, confident individuals and responsible citizens.

PSHE in our school aims to equip pupils with the skills to:

- develop self-confidence and self-responsibility
- develop a safe and healthy lifestyle – including creating a sustainable and safe travel culture
- develop the ability to form good relationships
- learn to respect the differences between people
- explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- prepare to play an active role as citizens

Where children have developed these skills, they will be motivated and equipped to:

- be effective and successful learners
- make decisions about their own lives which will keep them healthy and safe
- make and sustain friendships
- deal with and resolve conflict
- solve problems
- manage strong feelings such as frustration, anger
- work and play cooperatively
- recognise and stand up for their rights and the rights of others
- understand and value the differences and commonalities between people

We intend to achieve these aims through:

- promoting a school ethos that values all individuals
- providing children with accurate and relevant knowledge
- providing a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future
- working closely to improve the children's knowledge of E-Safety and providing strategies to deal with online bullying etc
- using Restorative Approaches as a way to resolve disputes
- sex and Relationship Education (SRE), Drugs, Alcohol and Tobacco Education (DATE) and stressing the importance of physical activity and diet for a healthy lifestyle, workshops from NSPCC and assemblies on anti-bullying

- developing cross curricular links
- providing a range of opportunities and resources to promote walking, cycling and scooting to school as safe and healthy choices
- having an active school council

## Curriculum Organisation

### Foundation Stage

To ensure that all children are kept healthy and safe, the Reception class follow the Early Years Foundation Stage.

One of the three prime areas particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive is personal, social and emotional development.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

To achieve the Early Learning Goal children need to demonstrate self-confidence and self-awareness. This can be identified when:

- children are confident to try new activities, and say why they like some activities more than others
- children are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities
- children say when they do or don't need help.

In addition the children need to demonstrate self-confidence and self-awareness. This can be identified when:

- children can managing feelings and behaviour
- children talk about how they and others show feelings
- children talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable
- children work as part of a group or class, and understand and follow the rules
- children adjust their behaviour to different situations, and take changes of routine in their stride.

Children also need to be able to make positive relationships. This can be identified when:

- children play co-operatively, taking turns with others
- children take account of one another's ideas about how to organise their activity
- children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

This prime area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Where appropriate the children will use activities developed from the SEAL and SRE resources.

### Key Stage 1 and 2

Current non-statutory guidelines for PSHE and Citizenship, as set out in the National Curriculum, will be met through the use of SEAL resources and Shrewsbury Diocese SRE as well as a wealth of other activities and cross-curricular links.

### Teaching and Learning

At Our Lady's Catholic Primary we are committed to using a range of effective teaching and learning techniques to deliver the curriculum in an exciting and meaningful way, which is relevant and meets the needs of our children. Teachers do this by ensuring that:

- the purpose of each lesson is made clear and that the content is relevant
- appropriate learning experiences are planned and meet the needs of all children
- learning experiences draw on the children's own experiences
- opportunities are provided for children to reflect, consolidate and apply their learning
- children are encouraged to record and assess their own progress
- a safe and secure learning environment is developed.

### SEAL

Social and emotional aspects of learning (SEAL) develop children's own personal and interpersonal skills. At Our Lady's Catholic Primary School, we provide an environment to support emotional health. This enables the children to:

- be effective and successful learners;
- make and sustain friendships;
- deal with and resolve conflict effectively and fairly;
- solve problems with others or by themselves;
- manage strong feelings such as frustration, anger and anxiety;
- be able to promote calm and optimistic states that promote the achievement of goals;
- recover from setbacks and persist in the face of difficulties;
- work and play cooperatively;
- compete fairly and win and lose with dignity and respect for competitors;
- recognise and stand up for their rights and the rights of others;
- understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.

Each half term has a different theme for the whole school to work on together. There are whole school assemblies and teaching ideas for six whole-school 'themes', each theme providing up to six weeks' work:

- New beginnings (September/October). The skills developed are: empathy, self-awareness, motivation and social skills
- Getting on and falling out (November/December). The skills developed are: managing feelings, empathy, social skills
- Going for Goals! (January/February). The skills developed are: motivation, self-awareness
- Good to be me (February/March). The skills developed are: self-awareness, managing feelings, empathy
- Relationships (March/April). The skills developed are: self-awareness, managing feelings, empathy
- Changes (June/July). The skills developed are: motivation, social skills, managing feelings
- Say no to Bullying. The skills developed are: managing feelings, empathy, social skills

We tend to do this during anti-bullying week.

Each year group has their own set of lesson ideas and resources to enable them to pitch these skills at the correct level according to the children's age and development. All lessons are taught in a safe and supportive learning environment to encourage children to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learnt into practice in their own lives.

### Citizenship/British Values

At Our Lady's Catholic Primary School, the aims of Citizenship education are to enable pupils to:

- explore the diversity of identities in the UK and the need for mutual respect and understanding
- appreciate the importance of playing an active role in democratic systems
- know and understand the work of community based voluntary groups
- investigate the world as a global community
- develop skills of enquiry and communication
- develop skills of participation and responsible action.

This will be delivered through:

- explicit PSHE and Citizenship lessons
- cross curricular links
- whole school initiatives and extra-curricular activities. For example religious celebrations and festivals, school council elections, additional enrichment and engagement activities.

### Drugs, Alcohol and Tobacco Education (DATE)

Drugs education provides children with accurate information about drugs, in a safe and secure learning environment. This however, is only one aspect of Drugs education. It also serves to help children develop the confidence, skills and attitudes which will help them to deal with situations in which they might find themselves.

At Our Lady's Catholic Primary, Drugs education is delivered through the use of the DATE curriculum. This forms part of the wider Scheme of Work for PSHE and has been blocked as part of the topic entitles "Keeping Safe".

### SEN / Equal Opportunities / Inclusion / Diversity

All the children at Our Lady's Catholic Primary School receive a broad and balanced PSHE curriculum, regardless of their age, gender, ability or cultural origin. Teaching is differentiated to take into account children's differing abilities and learning styles.

### Assessment, Reporting and Recording

Formative assessment is ongoing. Summative assessment is carried out in line with the school's policy for the assessment of foundation subjects.

### Monitoring and Evaluation

The subject Leader will monitor the teaching of PSHE in accordance with the School Self-Review Policy and the monitoring timetable established for all Subject Leaders set out in the Subject Leader portfolio.

### Confidentiality

Due to the nature of the topics covered in the PSHE programme, all staff are made aware of the schools guidelines on safeguarding, confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners. Should any disclosures occur during the teaching of PSHE, staff should deal with the incident in line with the Safeguarding Children policy. It should be made clear that staff can never offer unconditional confidentiality. If at any stage a child does disclose information which gives rise to concern, the Designated Officer for Child Protection must be informed.

### Links to other policies

Anti-bullying June 2019

Safeguarding policy 2019

British Values

Prevent Pamphlet

### Review date

The PSHE and Citizenship policy will be reviewed annually.