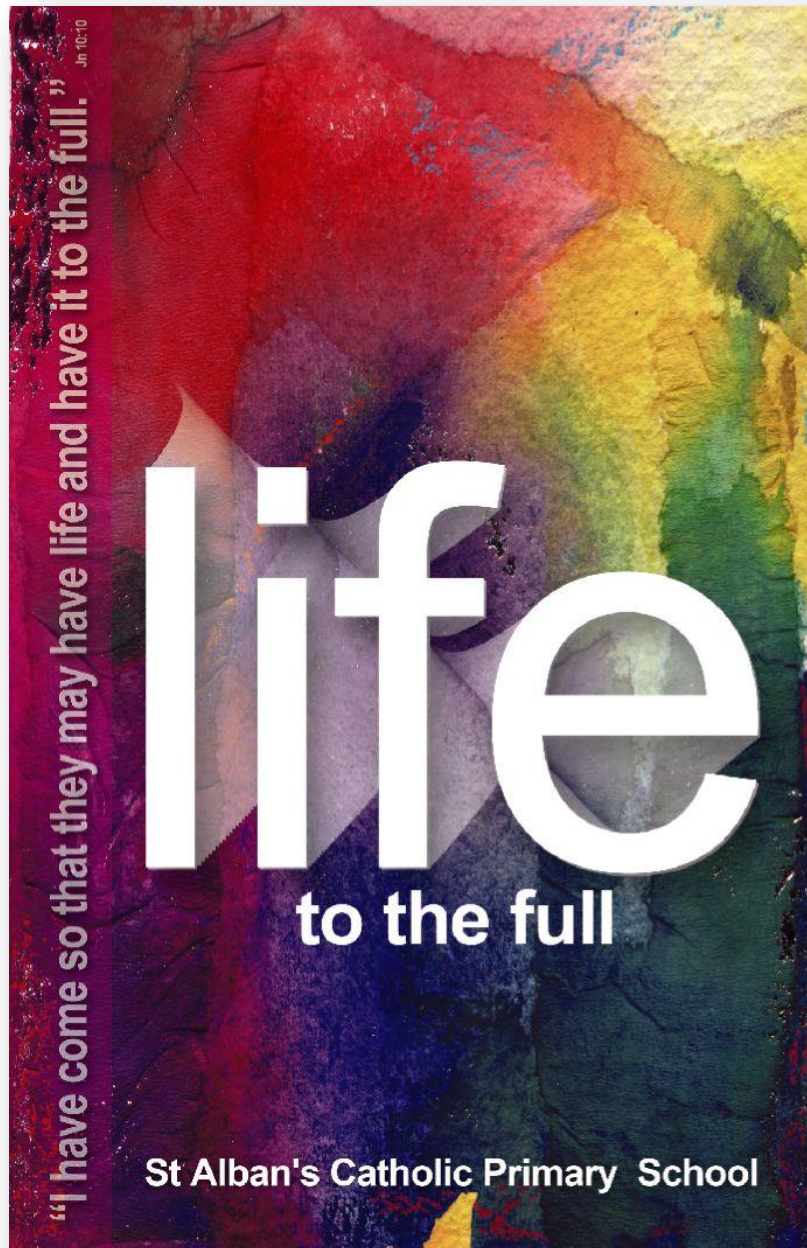


St Alban's Catholic Primary School



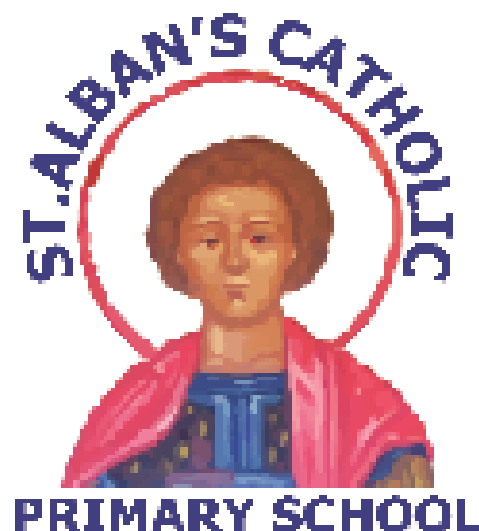
PSHE Policy

Mission Statement

Jesus said, 'I have come so that they may have life and have it to the full'. (John 10:10)

We will strive towards this vision by:

- Offering a safe and welcoming environment for all;
- Leading the children to a deeper knowledge and understanding of the Catholic faith and fostering the growth of that faith in every member of the school community;
- Enveloping the school in prayer, making worship and liturgy inspiring and meaningful for all;
- Encouraging parents, with the parish community, to fulfil their responsibilities towards the spiritual development of their children especially in regard to the weekly celebration of Mass;
- Ensuring that all children are provided with a challenging and broad curriculum and are offered a wide variety of experiences;
- Expecting the highest standards of achievement and behaviour from all;
- Working in partnership with families to ensure each child reaches their potential.



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Aim of PSHE and the School Mission Statement

What is PSHE?

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others.

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum.

At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives.

We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens.

We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

The Every Child Matters guidance (2004) states two broad aims for the school curriculum;

"To provide opportunities for all pupils to learn and achieve.

To promote children's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life."

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
 - Enable students to develop their self-knowledge, self-esteem and self confidence.
 - Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
 - Encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
 - Enable students to acquire a broad general knowledge and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions enabling students to acquire an appreciation of and a respect for their own cultures.
 - Encourage respect for other people and encourage respect for democracy and support for participation in the democratic processes including respect for the basis on which the law is made and applied in England.

Intent

Our school mission statement reflects what we hope to achieve in PSHE and Citizenship.

We want our children to develop self- awareness, positive self-esteem and confidence, enabling them to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizens
- to know about economic wellbeing.

We want our children to:

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

Rationale

'I have come that you might have life and have it to the full.' **(Jn.10.10)**

St. Alban's School follows the teaching of the Catholic Church, in its daily life through celebration of the Liturgy and through following the values taught in the Gospel of Jesus, by:

- Learning our faith.
- Living our faith.
- Loving our faith.

Thus the school recognises the dignity of every human person because s/he is a child of God, while fostering awareness of the world's poor. Equality of opportunity for every person is therefore paramount and precludes all forms of discrimination on grounds of colour, gender, race, social class or ability.

The school aims to nurture the spiritual, intellectual and physical growth of each pupil through a holistic approach, which takes due note of the needs of every child.

Curriculum content

PSHE will be taught in accordance with the principles set down in other relevant school's policies such as Equal Opportunities and Inclusion.

The school will use the Ten Ten Resource 'Life to the Full' to deliver the PSHE curriculum content within the context of a Christian understanding.

Life to the Full is a fully resourced Scheme of Work for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God.

The programme is fully inclusive of all pupils and their families.

Our 'Life to the Full' programme will cover:

Module 1: Created and Loved by God • Religious Understanding • Me, my body, my health • Emotional well-being • Life cycles

Module 2: Created to Love Others • Religious Understanding • Personal Relationships • Keeping Safe

Module 3: Created to Live in Community • Religious Understanding • Living in the Wider World

Aspects of the PSHE curriculum which are not covered by Life to the Full have been identified and incorporated into pastoral sessions and cross curricular learning as appropriate to each class.

Please refer to supporting overview document.

Teaching and Organisation

Classes will follow the "Life to the Full" programme in a designated session 3 times each half term. Other aspects of the PSHE curriculum will be accessed through pastoral sessions, either in class, whole school initiatives or in our house groups.

Further development in PSHE will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

A range of teaching strategies will be used as appropriate, including: Circle time, role-play, discussion – whole class, small group, 1:1, visitors e.g. PC, Fire Brigade, School Health Advisor etc., stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities.

There are opportunities to share achievements during collective worship e.g. stories and discussion, Achievement Assembly.

The whole school ethos promotes our work in PSHE and Citizenship, as set out in our Mission Statement and home-school agreement.

In the Foundation Stage, it is taught throughout the whole curriculum and in circle time sessions. All children are encouraged to share their thoughts and feelings with one-another and any worries are quickly addressed by all members of staff to create a conducive, caring environment where children are happy and feelings are respected.

In classes, Circle Time has been implemented as a way of allowing children to identify their need to discuss a worry or concern with a trusted adult.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class, group and individual discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.

- Develop self-esteem and a respect for others.
 - Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — eg empathy, respect, open mindedness, sensitivity and critical awareness.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively

Themed Weeks

Each year we hold several focus weeks where PSHE is a focus, these weeks include:

- Healthy Eating Week

- Anti-Bullying Week
- Mental Health Week

During these themed weeks, children are given the opportunity to take part in a range of inclusive activities which enable them to develop their knowledge and understanding in relation to the PSHE framework.

When possible, outside agencies are invited to our school to enrich the children's' learning experience.

Assessment

Children's understanding, knowledge and skills are assessed through reflection, observation, discussion and questioning and participation in groups.

Children will be involved in self-assessment e.g. talking about their own experiences, in special assemblies celebrating achievement. Children will be rewarded in line with school policy e.g. merit points for good behaviour, stickers and certificates in Achievement Assembly.

A new reward for children displaying good manners and being Christian role-models has recently been introduced and will praise those individuals on a monthly basis.

Teachers will be able to discuss progress made by their pupils. General comments about PSHE and Citizenship will be included in annual reports to parents, and children will write their own comments about how they feel they have done.

Monitoring and Evaluation

Regular learning walks, planning and samples of work, including photographs and questioning of children, will be collected by the PSHE coordinator on a regular basis to be kept in the PSHE and Citizenship portfolio.

Children will also be asked to complete questionnaires to monitor the impact of whole-school initiatives.

Foundation Stage pupils will be assessed in line with baseline assessments and Foundation Stage Profiles.

When budget allows, staff will attend courses etc. to keep up-to-date with developments. The PSHE lead 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.

Parental and Community Involvement

Parents are invited to join in events in school, including class liturgies and workshops on relevant themes. Parents are regularly informed of events and development in newsletters and the website.

Working with parents is a vital part of the whole school approach to PSHE and Citizenship. Aspects of it are included in our home – school agreement. There will also be links with local businesses and councillors, as part of the work in Citizenship. We all work closely with the local church, we involve outside agencies e.g. School Health Advisors, School Police Liaison Officer, Dental Health Advisors etc., as much as possible to deliver aspects of the curriculum. These are highlighted in our scheme of work for PSHE and Citizenship. The school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE and Citizenship curriculum for our children.

Links with the wider community

Visitors are warmly welcomed into our school. Links with the Church are fostered through strong links with our local parish.

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Equal Opportunities

Provision for PSHE and Citizenship is in line with all our policies and Every Child Matters Guidance. All children have equal access to the PSHE and Citizenship curriculum and development 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 and are monitored annually to ensure that sensitivity.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Inclusion and Differentiated Learning

We will ensure PSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

(In looking at these questions, it is important to draw links to the school's inclusion policy).

Policy Monitoring and Review

This policy will be updated by the PSHE Coordinator and evaluated and reviewed by the governors and whole staff every two years.