

# PSHE Policy

St. Laurence Catholic Primary School



**Approved by:** Dr. Charlotte Woodford

**Date:** October 2023

**Next review due by:** October 2026

## **Aims and objectives**

We believe that PSHE should enable children to become healthier, more independent and more 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 the children experience the process of democracy through participation in the School Council. We teach children about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of PSHE are to enable the children to:

- Know and understand a healthy lifestyle including mental health, well-being, self-esteem and body image
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others
- Be independent and responsible members of a community, such as school
- 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 community.

## **Teaching and learning style**

We use a range of teaching and learning styles. We teach PSHE from the Ten:Ten, Life to the Full Plus scheme of work in 6 sessions every half-term.

We emphasise active learning by including the children in discussions, drama activities, circle-time and problem-solving situations as well as promoting the use of outdoor space.

We encourage the children to take part in a range of tasks that promote active citizenship, for example: School Council, team leader's duties, charity fundraising, planning special school events, or involvement in helping other individuals or groups less fortunate than themselves.

All children participate in establishing a whole class set of ground rules.

We offer children the opportunity to hear visiting speakers, from across our community, whom we invite into the school to talk about their role in creating a positive and supportive local community.

In the school year different key events are highlighted in class but also on a whole school level such as:

- Anti-Bullying Week
- Parliament Week
- World Mental Health Day
- Black History Month.

There is a whole school approach towards improving behaviour and learning. Social, emotional and behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people.

Where children have good skills in these areas, and are educated within an environment supportive to emotional health and wellbeing, using St Laurence Catholic Primary School PSHE Policy, they will be motivated, and equipped to be effective learners, good friends and able to manage feelings and problems successfully.

## **PSHE curriculum planning**

At St Laurence, we have adopted the Ten:Ten Life to the Full Plus scheme of work for the 3 key stages. This is an online resource, approved by the Bishop, and is updated regularly with any new resources or changes to statutory requirements.

This offers staff the ability to have an overview of what is taught in PHSE throughout the school. We teach PHSE in a variety of ways. Sometimes, for example when dealing with issues in drugs education, we teach PSHE as a discrete subject.

On other occasions we introduce PSHE topics through teaching in other subjects. For example, when teaching about local environmental issues in Geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths.

We also develop PSHE through various activities and whole school events, for example the School Council representatives from each class meet regularly to discuss school matters. JTA (Junior Travel Ambassadors) meet regularly to promote safe travel and heighten awareness of safety on our roads.

## **The Foundation Stage**

We teach PSHE in EYFS as an integral part of topic work. As the YR class is part of the Early Years Foundation Stage Framework, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world.

## **PSHE and Inclusion**

At our school we teach PSHE to all children, whatever their ability and individual needs. This is in accordance with the school's curriculum policy and the government's Every Child Matters agenda of providing a broad, balanced and inclusive education to all children.

Through our PSHE teaching we provide learning opportunities to enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, transient learners and those learning English as an additional language, and we take all reasonable steps to achieve this.

Adaptations in the planning and scaffolding in the teaching of the PSHE schemes of work enables these pupils to access the curriculum at the appropriate level, encouraging continued learning and progression. Where appropriate, these children are encouraged to take part in extra-curricular activities to further support their progression in PSHE.

Our classroom teachers may look at a range of factors – classroom organisation, teaching materials, teaching style, differentiation, individual needs – so that we can take some additional or different action to enable the child to learn more effectively.

Assessments made by teachers against the National Curriculum's attainment targets and level descriptors allow us to consider each child's attainment and progress in relation to the levels expected. This helps ensure that our teaching is matched to the child's needs.

We enable all pupils to have access to the full range of activities involved in learning PSHE. Where children are to participate in activities outside the classroom, for example, a visit to a local recycling centre, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **Multicultural**

We support a range of personal and cultural identities amongst pupils, staff and parents, including the traveller community, mixed or dual identities such as Black British or British Muslim.

We teach concepts of discrimination, prejudice, exclusion, harassment and injustice so that pupils learn to protect the equal human rights of others.

We create and use opportunities for reflection on events in the school itself, including bullying and racist name-calling.

To this end, we support National Anti-Bullying Week with a range of activities to help children understand the causes and consequences of different kinds of bullying, and how to deal with them.

## **Assessment for learning**

Teachers assess the children's work in PHSE while observing them working during lessons. PSHE is assessed in accordance with the school's assessment policy. This enables the teacher to make 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 the year.

Teachers record the achievement of pupils in PHSE. We report these achievements to parents each year. We do not set formal examinations in PHSE. The assessments that we make of pupil achievement are positive and record achievement in the widest sense.

## **Resources**

The newly revised Ten:Ten, Life to the Full Plus PSHE is an online resource providing easy access for each class teacher.

Our Headteacher, PHSE and RE coordinators hold a selection of reference materials for teaching sensitive issues.

We are building a comprehensive library of books to use as additional resources to teach specific topics through circle time such as self-esteem, dealing with emotions, anxiety.

## **Monitoring and review**

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

This policy will be reviewed at least every 3 years.

**Review Policy** discussed and agreed with LGB: October 2023

Next review by Governors: October 2026