

ST. BEDE'S CATHOLIC JUNIOR SCHOOL

celebrates life and learning



PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY

AUTHOR:	MARCELLE HULME
APPROVED BY:	GOVERNING BODY
APPROVAL DATE:	JANUARY, 2025
REVIEWED:	EVERY TWO YEARS
NEXT REVIEW:	JANUARY, 2027

PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY

MISSION STATEMENT

St. Bede, patron of our school, wrote:

“It was always my delight to learn and to teach”.

We are a celebrating community, living the Gospel Values, committed to educating children in the light of the Catholic Faith.

We journey together so that we

“Might have life - life in all its fullness”.

John 10:10

RATIONALE

At St. Bede's Catholic Junior School, we believe that all involved in the school should be encouraged to hold a shared understanding that it is the responsibility of the whole-school community to promote and foster social, emotional and behavioural skills and children's PSHE Education development.

Through effective leadership, the school ethos and the curriculum, all school staff can bring together all elements of the school day to create an environment, which supports the aims. This is through a taught curriculum which is structured, progressive and which enables skills to be revisited and developed at different chronological ages. The cross-curricular approach reinforces the knowledge, skills and understanding taught through the explicit curriculum plan. The emotionally safe and positive ethos and environment is consistent and permeates the taught curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION

“There is much more to be done by the Government to deliver ‘a curriculum for life’. By making PSHE education a statutory entitlement, with an expectation that schools will incorporate local issues of key importance to their pupils, we believe that schools would re-prioritise PSHE education and retain the flexibility to meet pupils’ needs.”

Young People's Select Committee Curriculum for Life report, January 2014

The National Curriculum in England: primary curriculum 2013 states that a PSHE Education programme should “equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed choices.”

As a school we recognise the cross curricular links between PSHE Education and other subjects, particularly citizenship.

PURPOSE

The National Curriculum seeks to achieve two broad aims through the curriculum:

- To provide opportunities for all pupils to learn and to achieve.
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other. The personal development of pupils, spiritually, morally and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raise the standards of attainment for all pupils.

"I firmly believe in a society where all children are not just protected from harm, but they have the support, kindness and respect needed to live happy, joyful and fulfilling lives and be the best version of themselves."

Chris Sherwood, Chief Executive, NSPCC, January 2025

*All schools should make provision for PSHE, drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education. **Personal, social, health and economic (PSHE) education: updated 11 February 2020***

These interdependent aims cannot be fully achieved without the provision of PSHE. Personal and social development is a statutory entitlement for all pupils and should therefore be a school's core business.

The Children's Wellbeing & Schools Bill contains many welcome changes that will help to keep children safe. In recent times we've seen far too many tragic and harrowing cases where children lose their lives or suffer unimaginable abuse because the agencies responsible for their care have let them down.

Lynn Perry MBE, Chief Executive, Barnardo's, January 2025

The school's aim for every child, whatever their background or their circumstances, is to have the support they need to:

From 2020, the following subjects will become compulsory in applicable schools in England.

- relationship education in primary schools
- relationship and sex education in secondary schools (not compulsory in Primary Schools)
- health education in state funded primary and secondary schools

These subjects will support all young people to be happy, healthy and safe; equipping them for life as an adult in British society.

St. Bede's Catholic Junior School have always delivered age-appropriate Relationship, Sex and Health Education; although it is not compulsory. (See Relationship, Sex and Health Education Policy).

Some parts of the new curriculum, as with the current curriculum, are compulsory. These are part of the national curriculum for science. Parents can withdraw their children from all other parts of the sex education lessons if they want.

POLICY DEVELOPMENT

This Policy has been developed in light of the following documents:

- Preparing Young People for Adult Life. DfEE 1999
- A Framework for PSHE and Citizenship. National Curriculum 2000
- LA guidelines for policy development.
- National Curriculum in England: primary curriculum 2013
- A curriculum for life the case for statutory Personal, Social, Health and Economic (PSHE) education, October 2015

INTENT

Through the teaching of PSHE, we aim to build the essential foundations for all children to develop the skills and knowledge required to achieve their personal best. We aim to promote positive behaviour, mental health, wellbeing, resilience and achievement through our curriculum so that children may experience success in later life. We provide our children with opportunities to discuss and understand how they are developing personally, while tackling the social, moral, spiritual and cultural issues of growing up in our diverse society. We ensure our children become valuable and fully rounded members of society who treat others with respect, regardless of background. British Values are embedded in our curriculum through subjects as well as through explicit teaching in PSHE lessons. British Values are also ‘taught’ through assemblies and wider cross-curricular opportunities. The values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs are framed in a universal, as well as a British, context. We believe that our children are encouraged to develop their sense of self-worth through playing a positive role in contributing to school life and the wider community. While PSHE is entwined across all subjects of our curriculum, we believe discrete teaching of this vital knowledge and skill set will allow children to become valued members of our society in their future.

IMPLEMENTATION

PSHE Education permeates through the curriculum in our organisation, teaching methods, school ethos, relationships, etc., and each subject area has its own contribution to make to the personal, social, health and economic development of our pupils.

The PSHE Education curriculum is delivered using the SCARF materials designed by Coram Life Education. The SCARF materials are delivered through three key themes throughout the academic year; Health and Wellbeing, Relationships and Living in the Wider World. Areas related to RSHE (Relationships, Sex and Health Education) are delivered by a separate programme (A Journey in Love).

SCARF (which stands for Safety, Caring, Achievement, Resilience and Friendship) provides a whole-school approach to building essential foundations – crucial for children to achieve their best, academically and socially. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

The programmes of work have been mapped to the PSHE Association programmes of study. They are progressive and flexible in their approach, to meet the needs of pupils and offer a variety of teaching and learning styles.

Teachers demonstrate strong subject knowledge of PSHE and can confidently lead discussions to challenge and support the learning of all pupils. This knowledge allows them to plan carefully sequenced lessons with clear end points.

Children are encouraged to develop their learning through practical, discussion-based sessions, where they are encouraged to develop their understanding of the world around them. These sessions aim to develop and secure long-term memory.

Each class follows a timetable of suggested half-termly units which included lessons from each of the three key themes. The units include: Me and My Relationships, Valuing Difference, Rights and Responsibilities, Being My Best, Keeping Myself Safe and Growing and Changing.

Each year group follows units of the same title, where issues are addressed progressively to build on prior learning and understanding, hence ensuring progress and deepening knowledge from Year 3 to Year 6.

Children complete pre and post unit assessments in each unit to demonstrate their development. Class Teachers gather assessments at the end of each term, based on the units covered. These assessments allow for teachers to check understanding and to inform planning.

We work with outside agencies to gather specialist knowledge and to allow children to build real life experiences which can be applied to ensure they remain safe in their everyday lives.

Children are encouraged to take an active role in promoting the emotional health and well-being of all individuals and health and safety across the school community. Our Anti-Bullying Ambassadors work together with our Pastoral Leader to lead initiatives across the school and well as leading whole school assemblies. Our Wellbeing Champions Programme, is a peer-led programme that empowers young people to lead positive change and increase wellbeing and resilience in themselves and their peers.

The Subject Leader carefully monitors PSHE to ensure high standards and expectations from staff at all times. This allows identification of ways forward and any CPD which needs to be addressed with teaching staff.

REMOTE LEARNING

PSHE is essential to allow children to develop their understanding of themselves and the world around them therefore, during remote learning, PSHE should be set for 30 minutes every week.

Resources have been made by the SCARF programme (SCARF at Home) which cover the key objectives from each unit. These should be downloaded from the website and turned into a suitable format to be submitted to Satchel One.

Work does not always need to be submitted as some tasks will be online or involve discussion. Tasks that do not need submission should be set as a 'Flexible Task'.

Staff working remotely should provide feedback for the entire year group. Feedback to every pupil individually for every lesson, every day is unrealistic and not sustainable however group feedback can be provided in the discussion tab at the end of the day. Children should be encouraged to respond to individual feedback and resubmit work demonstrating changes if necessary.

IMPACT

Children's knowledge, skills, understanding and progress, as well as their engagement with learning, will be measured using a range of strategies including:

- Termly book scrutiny.
- Lesson Study

- Teacher voice
- Pupil Voice
- Data gathered at the end of each term
- Self/ peer evaluation

STAFF ROLES AND RESPONSIBILITIES

The Subject Advisers have overall responsibility for the monitoring of the planned provision of PSHE Education throughout the school. The RE Subject Adviser is the Adviser for RSHE.

All staff have a responsibility to promote the personal and social development of pupils in their day-to-day contact with pupils. Each Subject Leader considers the planned opportunities that his/her curriculum area may provide to develop the personal and social skills of the pupils.

CONFIDENTIALITY AND DISCLOSURE (see SAFEWARDING POLICY)

When a young person makes a disclosure to a member of staff, the member of staff must make it clear to the young person that they can offer no guarantee of confidentiality. The young person should always be told what information is going to be passed on and to whom. Efforts should be made to explain to them that whoever is told will be on a need to know basis and within this that the young person's welfare is paramount.

Staff share expectations at the beginning of each new school year, which are often revisited especially when dealing with sensitive issues in the classroom.

ASSESSMENT, RECORDING AND REPORTING

Assessment of pupil's progress is through pre and post unit assessments taken by the children in each half-termly unit. Teachers gather assessment at the end of each term which is collated by the subject adviser.

MONITORING AND EVALUATION

The Subject Advisers have overall responsibility for the monitoring of the planned provision of PSHE Education throughout the school.

Evaluation of the programme is carried out through pupil and teacher evaluation. This informs future planning.

RESOURCE ISSUES

The school has a bank of resources for PSHE Education, which are often updated by the Subject Leader.

SCARF is an online programme created by Coram Life Education. This subscription will need to be renewed on a yearly basis.

PARTNERSHIP WITH PARENTS/CARERS

The school supports the work of parents/carers through its planned programmed for PSHE Education and involves them in the development and implementation of its PSHE Education

policies and programmes through parents'/carers' evenings and curriculum meetings at the beginning of every year.

Home and School agreements are developed in consultation with parents and carers to ensure effective implementation. Parents/carers are informed through the school website about the areas covered in SCARF lessons.

WORKING WITH OUTSIDE AGENCIES

The school actively co-operates with outside agencies to support and enhance its teaching programme. Advice and support given by outside agencies is carefully planned to integrate with the school's programme.

DISSEMINATION OF THE POLICY

The Policy is available to parents/carers from the teaching staff and Headteacher and has been disseminated to Governors.

REVIEW

This Policy will be reviewed by the PSHE Education Adviser in the light of guidance, training, changes in legislation or at the request of a member of the school community. Any amendments will be agreed by the staff and Governing Body.

ST. BEDE'S CATHOLIC JUNIOR SCHOOL
celebrates life and learning

FROM NEEDS TO PRACTICE

Negotiation Checklist for Visitors and Teachers

Once contact between the teacher and the visitor has been made this checklist is used to clarify how they are going to work together. The visitor is to be given a copy of the school's PSHE Education Policy prior to the first meeting. Some visitors' organisations may have developed a schools' policy, which should be given to the teacher before the meeting.

Planning Checklist

- What are the aims/objectives of the sessions?
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
- What have the pupils already done related to this topic?
- How will the visitor work within the school's values framework?
- What materials or resources will the visitor use or give to the pupils?
 (These should be viewed by the teacher beforehand)
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
- How will the session be followed up?
 - For pupils?
 - For teachers?
 - For the visitor?
- Payment/Fee/Expenses
- Date of session
- Time of session
- Meeting point
- Number of pupils
- Classroom location
- Room layout
- Equipment to be supplied:
 - By the teacher:
 - By the visitor:

Classroom control: who will be responsible for this?

Reproduced from 'From Needs to Practice' published by National Children's Bureau Enterprises