



**SACRED HEART**  
CATHOLIC PRIMARY  
SCHOOL & NURSERY

## PSHE Policy

*This is our school.*

*Together we worship; Together we learn; Together we belong.*

*With the love of God, our dreams and ambitions come true*

**September 2023**

**Policy Date:** September 2023

**Policy Status:** Statutory

Agreed by Governing Body October 2023

**Review Cycle:** 18 months or as required

**Next Review Date:** January 2025



*At Sacred Heart Catholic Primary School & Nursery we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.*

### **Mission Statement**

**'Together we worship, Together we learn,  
Together we belong – with the love of God...  
our dreams and ambitions come true.'**

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy should be referred to in conjunction with the curriculum, assessment and teaching and learning policies, as well as the RSHE policy.

### **SAFEGUARDING STATEMENT**

"Sacred Heart Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment".



At Sacred Heart, the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE). It is a whole-school approach to building the essential foundations of health and wellbeing.

## PSHE Intent

The school's PSHE provision aims to develop healthy, caring, responsible and resilient members of society. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. Through our curriculum, we provide the children with the opportunities to learn about rights and responsibilities as well as celebrating living in such a diverse society. Our children are encouraged to develop their sense of self and self-worth through actively engaging both in school life and within the local community.

Our curriculum aims:

- to give pupils the knowledge, confidence, self-esteem and self-awareness to make informed choices and decisions now and in the future;
- to encourage and support the development of social skills and their social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for their environment;
- to help our pupils understand and manage their feelings; to build resilience and be independent, curious problem solvers;
- to understand how society works and the laws, rights and responsibilities involved;
- to develop an awareness of future careers and a path that may lead them to choosing an avenue right for them.

## Implementation of PSHE

Our bespoke curriculum reflects the needs of our pupils and is tailored to meet their specific needs; this is reviewed on a yearly basis. Teachers use our PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

The curriculum is split into three core themes of: Health and Wellbeing, Relationships and Living in the Wider World. As our PSHE is a spiral curriculum, children address these themes each half term and they are built upon as they move through school.

### **Health & Wellbeing**

Pupils are taught:

1. what is meant by a healthy lifestyle;
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to manage risks to physical and emotional health and wellbeing;
4. ways of keeping physically and emotionally safe;
5. about managing change, including puberty, transition and loss;
6. how to make informed choices about health and wellbeing and to recognise sources of help with this;
7. how to respond in an emergency;
8. to identify different influences on health and wellbeing.

### **Relationships**

Pupils are taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts;
2. how to recognise and manage emotions within a range of relationships;
3. how to recognise risky or negative relationships including all forms of bullying and abuse;
4. how to respond to risky or negative relationships and ask for help;
5. how to respect equality and diversity in relationships.

### **Living in the Wider World**

Pupils are taught:

1. about respect for self and others and the importance of responsible behaviours and actions;
2. about rights and responsibilities as members of families, other groups and ultimately as citizens;
3. about different groups and communities;
4. to respect equality and to be a productive member of a diverse community;
5. about the importance of respecting and protecting the environment;
6. about where money comes from, keeping it safe and the importance of managing it effectively;
7. how money plays an important part in people's lives;
8. a basic understanding of enterprise.

In EYFS, floor books are used to record the children's responses to and progress in PSHE/RSHE lessons. The rest of the school record work in individual books; the children record a self-reflection on what they have learnt and how this will help them in their daily lives at the end of each session.

At Sacred Heart we believe that PSHE/RSHE plays a vital part in developing well-rounded citizens and is taught at least once a week. In addition to this, staff are able to make cross-curricular links through the teaching of Religious Education and Collective Worship, as well as through other subjects such as Science.

As well as our weekly lessons, we also have many themed days throughout the year which further address the PSHE Core Themes. PSHE is a fundamental part of assemblies and Gospel assemblies, whereby children's spiritual, moral, social and cultural curiosity is nurtured.

We will complete regular audits of pupil and staff voice to continuously develop our learning, as well as consulting with parents to ensure what is delivered is most relevant to our children and local context.

## Impact

Class teachers will assess children against the PSHE objectives. The impact of our PSHE scheme can be constantly monitored through both formative and summative assessment opportunities.

Each lesson includes assessment opportunities for teachers to assess children against the learning objectives. The self-reflection activity at the end of each lesson will indicate clearly what children have taken away from the session. At the start of each topic, teachers will baseline the children's understanding, assessing what they already know. This will then be added to at the end of the topic to demonstrate the learning that has taken place for that individual. Opportunities for children to demonstrate their understanding through role-play and practical activities will be encouraged.

Our children should leave school equipped with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We hope to shape children into healthy, caring, responsible and resilient members of society.

At the end of each term our children's work will be monitored and moderated to assess each child's progress and learning and to make any necessary further adaptations.

### **How the curriculum will be delivered**

Our PSHE curriculum will be delivered as discrete lessons and also linked across all subject areas as learning opportunities arise. According to theme, age range and abilities involved, there will be a combination of;

- linked curricular work and subject specific activities;
- group work;
- individual work;
- role-play;
- class visits and trips to enhance PSHE learning;
- visitors and outside agencies delivering assemblies and workshops.

Resources to support work include;

- documents and archive material;
- video/audio material;
- ICT software and websites;
- posters, paintings and photographs;
- newspapers; library books and project loans.

The learning objectives for the units of work cover knowledge and understanding, subject specific skills and key skills. In this way, in addition to teaching the specific aspects of the curricular area, teachers use the subject as a vehicle for reinforcing work in English, Mathematics and ICT whilst developing opportunities for key aspects of learning such as speaking and listening, problem solving and collaboration.

## **Sharing learning with parents**

Every week, PSHE work will be shared using social media so parents/carers can see the learning that has taken place. All PSHE work will be visible using the hashtag #SH7PSHE.

## **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum. PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or during whole school activities.

## **KS1 and KS2**

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. All aspects of British values are integral to the children's learning and experiences.

Children in KS2 will partake in sessions with CAFOD, Crucial Crew, Road Safety, NSPCC and other charities and agencies.

## **The contribution of PSHE to other subjects**

### **English**

PSHE makes a significant contribution to the teaching of English because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in English contain PSHE key messages and themes.

### **Mathematics**

PSHE contributes to the teaching of Mathematics through teaching the children about managing money.

### **Religious Education**

The core Gospel values taught within Religious Education are also woven through our PSHE curriculum. This is encouraged in everything the children do.

### **Computing**

Children use computing in PSHE to present written work. They also research information through the Internet and the interactive white board.

### **Science**

PSHE contributes to the teaching of Science through exploring health and wellbeing – both physical and mental.

### **Geography**

PSHE contributes to the teaching of Geography through promoting how we care for our environment.

### **Assessment**

Children have specific objectives which are assessed against and built upon throughout the year and year groups, ensuring a spiral schema. Teachers use these objectives to assess children's disciplinary and substantive knowledge. This assessment will then feed into the school's online assessment system on Sonar where children will be assessed against 4 criteria; working below; working towards; working at and working above expectations. Teachers will judge which description best fits the pupil's performance. Assessments are tracked so that progress and attainment can be reviewed and acted upon throughout the year. This information also informs the termly Leadership report written by the PSHE Co-ordinator each term and is shared with Governors.



Before the children begin a PSHE topic they will create a mind map of what they already know. This will help inform the teacher's planning by helping teachers to target teach groups and individuals. These pre learning tasks will also give the children the chance to think about what they would like to learn or investigate during the topic. There will also be opportunities for home learning projects; whereby they can investigate, research and record their question in any way they like and then they will be given the opportunity to present their findings to the rest of the class. At the end of a PSHE topic, the children will complete a post learning challenge which will guide the teacher's assessments. They will also go back to the mind map and complete what they know after the topic.

### **Inclusion**

To ensure all pupils, irrespective of ability, disability, gender, race, culture or creed, make progress in PSHE, staff provide appropriate ways for pupils to access different ideas by;

- amending the scale of information to be accessed;
- increasing the level of support;
- using different/relevant resources such as ICT aids;
- scaffolds;
- use of additional adults.

Our teachers provide learning opportunities that are matched to the needs of children with SEN. Work in PSHE takes into account the targets set for individual children in their SEN Child Centred Plans.

Staff are encouraged to challenge the children who can work at a greater depth by;

- expecting them to interrogate more demanding sources;
- expecting them to work with greater independence;
- raising expectations about how they might communicate their ideas.

### **Health and Safety.**

Staff follow sound classroom practice to ensure safety in lessons. Risk assessments are carried out when pupils are to be taken off school premises to undertake visits. For further information, please refer to the Health and Safety policy and Educational Visits policy on the website.

### **Monitoring and Evaluation.**

It is the responsibility of the Subject Leader to monitor this policy in practice with the support of the Management Team. Teaching and learning will be monitored by;

- scrutiny of medium term and short term planning;
- scrutiny of pupils' work;
- pupil interviews;
- lesson observations;
- appropriateness and range of resources.

Following any curriculum monitoring a Review Statement is added to the action plan which contributes to the review of the current year's School Development Plan and informs the SDP of the forthcoming year.

The policy will be reviewed every 18 months or sooner if required, as part of the school's monitoring cycle of curricular areas. It will be reviewed in the light of outcomes from the above monitoring and evaluation, advice and guidance from the LA and DFE