



Our Lady and St Philomena's Catholic Primary School Personal, Social, Health and Economic (PSHE) Policy

Approved by:	Governing Body
Last reviewed:	September 2024
Next review due by:	September 2025

RATIONALE

This policy covers our school's approach: to teaching pupils the knowledge and skills needed to manage their own safety and well-being; to help them learn to live life well; to make informed choices; and to be a useful, productive, considerate member of their society and economy.

The policy will be available to parents and carers through the school's website.

At Our Lady and St Philomena's Catholic Primary School there is nothing more important to us than the physical, emotional, spiritual, cultural and economic welfare of our pupils. For this reason, we regard the need for teaching PSHE well as vitally important in supporting the ethos of the school and helping each individual pupil achieve the best outcomes possible for them.

CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

"PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged." PSHE Association

In our school, we create a safe and supportive learning environment by setting "ground rules" and an agreed approach to confidentiality that is understood by all for PSHE lessons. Staff are fully aware that a child might indicate that they are vulnerable or "at risk" during the course of a PSHE lesson. Our school Safeguarding Policy makes it clear that under such circumstances, adults cannot promise to maintain confidentiality if it is against the best interests of the child to do so. However, appropriate support will be offered to such pupils by staff making immediate referrals to the school's safeguarding team and/or senior management team.

In accordance with the school's Equality Policy, we promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude through making the provision of education accessible to all pupils. From September 2020 the relationships and health aspects of PSHE will be compulsory in all primary schools and so will be taught at school. In addition, at Our Lady and St Philomena's it is considered vital that sex education should also be taught to empower pupils with the knowledge to understand what constitutes healthy relationships and the vocabulary for them and be able to protect themselves from potential abuse. We understand that parents/carers have



the right to withdraw children from Sex Education and we remind families of this annually. We invite parents to engage with school on this subject.

The delivery of teaching of PSHE will take into account the age, ability, readiness and cultural backgrounds of our pupils. We will also take account those pupils with English as a second language to ensure that all can fully access the PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by: learning to take turns and listen to each other; understanding that everyone has the right to contribute and that each person should be allowed to express a point of view; and appreciating that we may differ culturally from each other but that we must show respect and tolerance of each other.

We use PSHE education as a vehicle to address diversity issues and to ensure quality for all by challenging intolerance, practising the rules and formats of debates where opposing points of view can be discussed in a non-challenging, non-confrontational way, modelling respect and an appreciation of diversity, and celebrating difference.

VALUES AND AIMS

Our programme for PSHE promotes the values of appreciating the importance of health and well-being, understanding healthy relationships and how to maintain and foster them, and awareness of what skills are important to succeed in our society.

Our aims of the programme are: to help pupils make the correct choices for a healthy lifestyle; understand how their bodies will change as they grow; know how to keep themselves safe; appreciate others' and their own feelings and emotions; be able to recognise healthy relationships; value difference amongst our community; understand their rights and responsibilities; look after the environment; be able to handle money.

The learning outcomes of our programme will be that pupils will:

- know and understand what keeps them healthy and what constitutes healthy choices;
- be able to say "no" when they want to decline suggestions or actions from others;
- understand that they have a right to be respected and live differently to others;
- understand that they have a responsibility towards their community and its environment;
- understand the role of money in their lives and how to manage it well;
- understand how their feelings will change over time and how to respect the feelings and emotions of others.

These outcomes will be progressed through teachers facilitating active learning. Pupils will be provided with opportunities to clarify their own values and beliefs. They will also be given opportunities to develop enquiry and interpretation skills, and to rehearse how to face some of the situations that will meet them in their society as they grow up.

The programme will be taught through a range of teaching methods, including: role play; circle time; debates and discussions; research through reading and visual media; and drama. The true consequences of lifestyle choices will be made clear to pupils, but in a balanced way to avoid



arousing curiosity, excitement or status among pupils. Teachers will reassure pupils that if they make healthy lifestyle choices they will in fact be amongst the majority of young people and not the “odd one out” rather than attempting to scare pupils in to making the correct choices.

We will ensure that learning “starts from where the pupils are” by ascertaining prior understanding of the issues to be covered in each topic. Every new topic will begin by enabling pupils to discuss and share their prior knowledge with teachers. Sessions will remain positive as teachers will model how to deal with differences of opinion and ensure that the sessions follow the agreed rules and routines for PSHE education lessons. Teachers will also model the skills of critical reflection.

We will ensure cross-curricular learning by covering some issues from PSHE education in other subjects and vice versa.

ASSESSMENT

We will assess pupils’ learning which is specific to PSHE education only. Assessment for PSHE should not be about “passing or failing” or about behavioural outcomes. Teachers need to know that what has been taught has been learned and this will be assessed through listening to pupil’s contributions to discussions, written work, observation of roleplay, pictorial work etc. It is important to know that learning has progressed from pupils starting points at the beginning of topics.

INCLUSION AND DIFFERENTIATION

We will respect pupils’ unique starting points by providing learning that is respectful of the sexual orientation, gender identity, faith and culture of themselves and their families. We will ensure that pupils with special educational needs receive the same access to PSHE education as other pupils. Careful consideration will be given to differentiation of work and in some cases the content will be adapted to suit individual pupils. It is not the school’s policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects.

Lessons will help pupils to realise the nature and consequences of discrimination, teasing, bullying (including cyber bullying), aggressive behaviour and prejudiced-based language and how to respond to such behaviour and ask for help.

COLLABORATION WITH PARENTS AND CARERS

We are committed to working with parents and carers. We offer support and advice via our school website. Parents and carers are invited to view the resources to be used in topics prior to them beginning. Parents and carers are made aware that they have the right to withdraw their child from any and every aspect of sex education that is not taught as part of the statutory curriculum via letters, newsletters and the school website.



TEACHING OF PSHE

In Our Lady and St Philomena's, we use the KAPOW scheme of work as a starting point for our PSHE curriculum. PSHE is led by Miss Nielsen, the PSHE education subject lead, and delivered by class teachers. PSHE is timetabled for a one thirty minute lesson each week.

The programme, including statutory Relationships and Health education aspects, is taught in a spiral and progressive format so that lessons are age appropriate and topics continually revisited to match the developing maturity of pupils to give them relevant learning experiences to help them navigate their world and form positive relationships. There is a strong emphasis on emotional literacy and we aim to develop resilience and nurture both mental and physical health.

The Relationships and Sex education aspects of PSHE are taught "through the Catholic Lens" with learning objectives taken from 'Journey in Love', the Archdiocesan recommended resource for Catholic primary schools.

It will be delivered according to the values and procedures set out in our Safeguarding, Child Protection and Equality policies. Learning in PSHE lessons will link to and complement the learning covered in other curriculum subjects such as RE, Science, Maths, ICT/Computing.

When answering children's questions, their age, prior learning and readiness should be given careful consideration. It is important that children feel able to ask questions and that their questions are valued. It is important that teachers feel able to give full consideration to answers and even consult with the SLT before giving an answer to a question. We encourage teachers to give responses such as "That is a really interesting question and I need a little time to think because I want to give you a really good answer." But questions should not go unanswered. An appropriate response should be agreed. It is also school practice to have an anonymous question box available in Year 6 to enable pupils who might feel uncomfortable asking questions in an open setting to have their questions addressed.

On occasions, external contributors may be used to provide expertise or personal experience to enhance and enrich learning. The teacher will always manage that learning, ensuring that specific learning objectives and outcomes are planned and agreed in advance with the visitor. Teachers must always be present to manage the learning.

Due to the nature of PSHE education, confidential issues might be raised from time to time. No teacher can offer complete confidentiality, and it is important for everyone's safety that pupils are made aware and kept clear of what can and cannot be kept confidential. It is important that teachers make this clear to external contributors also.

This policy will be reviewed annually.