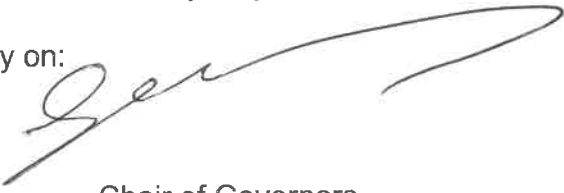


The Federation of St Bernadette's and St. Patrick's Catholic Primary Schools



Personal, Social, Health and Economic Education Policy

Policy Reference:	PSHE 1-F
Responsibility:	Curriculum and Standards Committee
Designation:	Non-Statutory
Reviewed by:	Paula Dix
This Review:	January 2024
Next Review Due:	January 2027
Cycle:	Three yearly
Ratified by Full Governing Body on:	
Signed:	

Chair of Governors

***At our school, with Jesus in
our hearts, we have:***

***The passion to learn;
The courage to fail; The
strength to love.***

***With Christ as our guide and
example we celebrate the
uniqueness of the individual.***

***Together we will try to:
Learn from Jesus;
Love like Jesus;
Live like Jesus.***

This policy supports the distinctive Catholic ethos of the federation of St Bernadette's and St Patrick's primary schools, which is based upon our commitment to the belief that each child and adult is unique and has the right to develop towards their full potential.

Through our curriculum, our environment and our ethos, we promote children's' self-esteem and emotional well-being, helping them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others.

Throughout the federation, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This is achieved through the curriculum, the democratic process in operation, adherence to rules and the rights respecting school agenda.

Both schools in the federation are Rights Respecting schools, based on the articles contained in the UN Convention on the Rights of the Child.

Aims

The aims of PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- Have respect for themselves and others, valuing the differences and similarities between people;
- Develop empathetic relationships with other members of the school and wider community;
- Be independent, resilient, self-disciplined and responsible members of society;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues and manage risk in their own lives.

Curriculum Organisation

In the absence of a national programme of study for PSHE education, the PSHE Association has produced its own for Key Stages 1 to 5.

The programme is based on three core themes:

- Health and wellbeing (Created and loved by God)
- Relationships (Created to love others)
- Living in the wider world (Created to live in community)

These lessons may be taught as cross curricular lessons or independently.

PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold additional circle-time sessions or lessons in response to a particular event or issue.

Whole school, key stage and class assemblies provide a daily opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting the federation's values and celebrating achievement.

The federation is committed to providing settings where the responsible choice becomes the easy choice. The personal and social development of young people is the responsibility of all members of our school communities.

Teaching and Learning Strategies

A range of teaching and learning strategies is used throughout the federation:

- An emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, group-work and problem-solving
- All teachers will endeavour to provide a safe learning environment through the establishment of a class charter which is made explicit to the children and reinforced consistently
- Visiting speakers such as the police and health workers also contribute to the taught curriculum.
- Children are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project

- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; class charters; school council meetings; and by taking on roles of responsibility for themselves, for others and for the school
- Children may be referred to our Emotional Literacy Support Assistant (ELSA) for individual or group support
- External support for children may be engaged as appropriate; e.g. Parent Support Advisor

Healthy Eating

The federation is committed to promoting a culture of healthy eating and teaching children how to make sensible food choices as part of maintaining a healthy lifestyle. This applies to all food served in the schools, including the HC3S School Catering Service, breakfast club, after school club, trips and visits.

Hampshire Caterers (HC3S) meets the nutritional standards for school meals and prepares all meals following the government's nutritional guidelines. They will provide Universal Free School Meals to all children in year R, year 1 and year 2

The importance of healthy eating habits will be addressed through aspects of the curriculum such as science, food technology and PSHE.

Organisational and practical aspects relating to healthy eating are contained within our Procedures to Promote Healthy Eating.

Physical Activity

The federation is committed to maximising children's physical activity levels by developing a supportive environment conducive to the promotion of physical activity as part of a healthy lifestyle.

The importance of regular physical activity for maintaining a healthy lifestyle will be addressed through aspects of the curriculum such as PE, science and PSHE. The PE Co-ordinator has responsibility for monitoring provision and coverage of the curriculum. Class teachers have responsibility for the delivery of the curriculum, in liaison with CM Sports coaches who provide some aspects of the programme.

All children are encouraged to be physically active during break times, and through the variety of extra-curricular activities on offer. The PE Co-ordinators work in liaison with the Hampshire School Games Organiser to facilitate involvement in school support both within and beyond the curriculum.

Mental Health

The federation is committed to promoting positive mental health and emotional wellbeing for all children and their families. Our open culture allows pupils' voices to be heard and we aim to ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

The importance of achieving and maintaining good mental well-being will be addressed through aspects of the curriculum such as PSHE, PE and RE. P4C and growth mind-set approaches are important for building resilience and self-esteem.

The Heads of School will take the lead on mental health issues, working with colleagues to increase understanding and awareness of common mental health problems and enable staff to identify and respond to early warning signs of mental ill health in children.

ELSA support is available for children identified as being vulnerable to mental health issues. Children who are going through difficulties such as family illness, separation, bereavement, or other stressful situations are supported by their class teacher and through ELSA provision as appropriate.

We recognise that some children are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

The federation works with external agencies to provide further support and signposting for children's mental health (eg CAMHS, PSA, GP.)

Drug Education

The federation is committed to educating and enabling children to resist the use of drugs in the context of a healthy lifestyle and as responsible citizens.

Through PSHE, children will learn to value both themselves and others and will develop their personal and social skills so that they can communicate, make decisions and access help where necessary.

All children will be encouraged to understand that tobacco, alcohol and other drugs can have harmful effects. All children will have an opportunity to explore their own and others' attitudes and values towards drugs and drug users.

Managing Drug Related Incidents

All staff and visitors are aware of the school policy regarding smoking and alcohol on the premises during the school day:

The school does not allow smoking within the school building or grounds at any time.

The school does not allow the consumption of alcohol on the premises during the school day.

Drug related incidents in schools may not be common, but despite its unlikelihood, they can arise and require immediate attention.

If incidents occur, advice will be sought from Hampshire constabulary in the first instance and all incidents will be recorded and parents will be informed.

Children's services will be informed of any drugs related incident in relation to a child.

Relationships and Sex Education

Across the federation we recognise the importance of the family in all its many different forms. Each school is an integral part of the threefold partnership which is responsible for a child's education and personal development, alongside parents and carers and the parish community. The role of each school is one influence among many and is an important one.

The federation has a separate policy for Relationships and Sex Education. Provision is based on the government and CES approved resources 'Life to the Full' produced by Ten Ten.

Equal Opportunities

All children have an entitlement to access the PSHE curriculum. All children will have access to appropriate resources within the school. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

Assessment, Reporting and Recording

Assessment is an integral part of teaching and learning, used to highlight success and achievement, as well as identify areas that need further support. This information is used to inform future planning.

Teachers assess children's progress in PSHE:

- by making informal judgements as they observe them during lessons and at other times around school
- by making more formal assessments of their work, performance and attitude to learning using our Leuven scale analysis and regular pupil progress meetings..
- Regular pupil conferencing and questionnaires by staff and governors.

The assessments that we make do not imply that a pupil has 'passed' or 'failed'. The assessments that we make of pupil achievement are positive, and we report on these to parents in annual school reports and at parent evenings.

Subject Review and Monitoring

The PSHE Coordinator in each school is responsible for monitoring provision and progress in PSHE. The subject leader supports colleagues in the teaching of PSHE, by passing on information and ideas, and delivering staff training as appropriate.

