



St Augustine's Catholic Primary School

Be the Best You Can Be

PSHE Policy

September 2021- September 2023

Single Equality Entitlement.

This Policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.

St. Augustine's endeavours to advance equality of opportunity and foster good relations for all.

Intent

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education is also statutory in all schools.

This policy should therefore be read in conjunction with The Plymouth CAST Relationships and Sex Education Policy which can be found in the Policies Section of our Website.

At St. Augustine's Catholic Primary School, we are passionate about children's learning. The Cognitive Load research theory and Rosenshine's Principles of Instruction highlights that children learn through remembering and recalling and this theory is embedded this within the knowledge of our PSHE curriculum.

'Learning is Remembering and Recalling...'

Our PSHE education, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Policy Aims

Through our Personal, Social and Health Education provision, the social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school uses a planned thematic PSHE program, built around a spiral curriculum of recurring themes that aims to:

- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

Implementation

To fulfil the statutory requirements for the teaching of Relationships and Health Education, we follow the Ten Ten 'Life to the Full' RSE programme as recommended by the Diocese of Plymouth and approved by the Bishops of

England and Wales. To complement our PSHE provision, at our school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units which we have adapted to use throughout the academic year on a bi-weekly cycle alongside our RHE programme.

Our PSHE subject lead, works in conjunction with teaching staff to ensure that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including 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. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

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. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Impact

In providing a comprehensive PSHE Policy, we will gauge impact by seeing children who:

- develop their self-esteem, confidence and self-awareness to make informed choices and decisions;
- demonstrate the development of their social skills and social awareness;
- are able to make sense of their own personal and social experiences;
- show responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- demonstrate effective interpersonal relationships and develop a caring attitude towards others;
- show a caring attitude towards and responsibility for the environment;
- understand and manage their feelings, show resilience, are independent and are curious problem solvers;
- understand how society works and the laws, rights and responsibilities involved.

The impact of PSHE teaching is measured by the use of formative assessments of the children's learning.

Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

These assessments are then used to inform future planning and supports the cohesion of our PSHE provision. This triangulates evidence, which enables teachers to track children's progress, to ensure that every child achieves their full potential.

This method of recording also enables the teacher to make an 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 each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

This policy should be read in conjunction with the following:

- Plymouth CAST Relationships and Sex Education Policy
- St. Augustine's School Safeguarding Policy
- St. Augustine's School Anti-bullying policy