



PSHE Policy

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Our Mission Statement

At St Joseph's we pride ourselves on our mission statement: 'Growing in Love, in the Spirit of Christ, for the benefit of all'.

We feel our Mission statement 'Growing in Love, in the Spirit of Christ, for the benefit of all' reflects all we stand for as a community. We put the example of Christ at the centre of all we do to help us grow socially, academically, spiritually, morally and physically in our learning and our friendships. We do this for ourselves as well as for the members of the school, parish, local, national and international communities in which we live.

Our Vision

At St Joseph's, our mission is to nurture a compassionate Catholic community inspired by the life and teachings of Jesus Christ, embracing every individual and all aspects of our school life. Guided by His message of love and forgiveness, our pupils, staff, parents, and governors work together to uphold and strengthen the school's Catholic ethos.

We are committed to offering a stimulating and well-balanced curriculum that reflects our values, while supporting each child in reaching their fullest potential. At St Joseph's, every person is valued, and we encourage mutual respect for one another and for the world around us.

Statement of Intent

At St Joseph's, the PSHE (Personal, Social, Health and Economic well-being) programme of study brings together key strands; RSE (Relationships and Sex Education), Keeping safe and managing risk, Mental Health and Emotional well-being, Physical Health and Well-being, Financial well-being and economic well-being, Careers and Identity and Society and equality.

It is intended to support the school in developing a coherent whole-school approach to PSHE. Through this approach we will build the essential foundations of health and wellbeing – this is crucial to enable children to achieve their best, academically and socially. It provides all the building blocks needed to deliver a planned, progressive PSHE and Wellbeing programme throughout the primary years. Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE helps pupils think about and reflect on their learning so they become resilient learners, looking for ways to overcome barriers for themselves. Our engaging curriculum has strong links with the community and Church, and the emphasis on personal faith and beliefs make excellent contributions to the spiritual, moral, social and cultural development of pupils. Although direct reference to British Values is not continuously made, this policy has been written with full awareness of our responsibility and commitment to these values. PSHE is interwoven with the fundamentals of British Values.

Equal Opportunity Statement

The Governors and Staff at St Joseph's believe that all people are entitled to equal opportunities, respect, and consideration regardless of race, colour, creed, gender, disability, or personal circumstances. Therefore, we are opposed to any form of prejudice or discrimination which denies people this equality. This principle applies to both adults and children in our school.

Teaching and Learning Strategies

A range of teaching strategies is needed to provide the breadth of effective learning opportunities for all pupils.

Curriculum Organisation

Our PSHE curriculum has been created alongside our RSE curriculum and themes are taught in terms across the whole school:

- Physical
- Social
- Emotional
- Spiritual
- Economic well being
- E-Safety

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems.

The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. This whole school approach aims:

- to give pupils knowledge and develop their self-esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and 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 the environment;
- to help our pupils understand and manage their feelings; to build resilience to be independent, curious problem solvers;
- to understand how society works and the laws, rights and responsibilities involved.

As there is a large overlap between the PSHE programme, the RSE Programme and Religious Education (RE), we deliver a considerable amount of PSHE through RSE, Collective Worship and RE lessons. We use a range of teaching and learning styles to meet the PSHE requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school

events (such as an assembly), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour and resolve any conflicts.

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 learning through 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 occasionally during whole school activities. The children also experience PSHE through Collective Worship both as a whole school and with KS1.

Key Stage 1 and Key Stage 2

Our PSHE programme exposes children to the key strands addressed above in each year group which helps to show progression throughout their time at St Joseph's. 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. 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 both KS1 and KS2 will participate in sessions with outside agencies including: Childline, Bikeability, DART, NSPCC and Road Safety.

PSHE curriculum planning

The long term plan for PSHE fits alongside our RSE long term plan to ensure progression of skills and coverage. Our plans define what we will teach and ensure an appropriate balance and deliverance. Each class teacher is responsible for developing and using the medium term and long term plans. Activities are planned in PSHE so that they build upon the prior learning of the children and are relevant and sensitive to the needs of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. These skills are then assessed by the class teacher to ensure progression for all children.

PSHE and E-Safety

Children develop a sense of global citizenship by using the internet and e-mail. The children in Key Stage 2 have termly internet safety sessions, we also include parental e-safety workshops and guidance. This aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Teaching PHSE to children with special needs

We teach and deliver PSHE opportunities to all children, whatever their ability. PSHE forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties or barriers to learning. Work in PSHE takes into account the targets set for individual children in their provision document.

Assessment and Monitoring

Assessments are made through observations during lessons, discussions, activities and events. Teachers record the progress made by children against the learning objectives for a series of lessons. Attainment information is used by teachers to plan future work. This system also enables teachers to make an annual assessment of progress and attainment for each child, which is passed on to the next teacher at the end of each year. Within each class, there is a PSHE/RSE book which evidences a sample of the work completed. Many of the events will also be celebrated on the school website, social media and on the school newsletter. These demonstrate what the expected level of achievement is in PSHE in each year of the school. Teachers meet regularly to review individual evidence of children's work against the National Curriculum expectations.

Appendix

Other policies to refer to:

Relationship and Sex Education policy

Online Safety Policy

Equal Opportunities

Child Protection

Home School Agreement

Religious Education Policy