

SAINT CHRISTINA'S SCHOOL: PSHE POLICY

<i>Review Initiated by</i>	<i>Headteacher</i>
<i>Last Review</i>	<i>Summer 2020</i>
<i>Next Review</i>	<i>Summer 2021</i>

This Policy is publicly available on the School website and on request a copy may be obtained from the School Office.

Applies to all:

- the whole school including the Early Years Foundation Stage (EYFS), out of school care, the after/before school clubs, the holiday club and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), students on placement, the Trustees, Governors and volunteers working in the school.

Legal Status:

- Complies with Part 1, Paragraph 2 (2) (d) ISI Commentary on the Regulatory Requirements (2019)
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE: 2019)
- Prevent Duty Guidance: for England and Wales (HM Government: 2019)

Related Policies / Documents:

- Child Protection & Safeguarding
- RSE Policy
- Schemes of Work: PSHE; Science; PE; RE and as appropriate
- Acceptable Use / Online-Safety Policy
- SMSC Policy
- Visiting Speaker Protocols

Mission Statement:

Ad finem fidelis*
We share and care and forgive
For that is how Christ teaches us to live

At Saint Christina's we're a part of God's family,
Where we live and learn and play in harmony.
Everybody here strives to follow Christ's way,
In all that they think and do and say.

At Saint Christina's we're a part of God's family,
We respect diversity and individuality.
We seek to excel in all that we do,
Grow in God's love and embrace Christ's teaching, too!

At Saint Christina's we pray and grow together,
Treating everybody like a sister or a brother.
We learn tolerance and co-operation,
Embracing people from every nation

**Faithful to the end*

1. Introduction

1.1. PSHE education and citizenship in our school encompasses all areas designed to promote children's personal, social and health development. It allows children to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility, make the most of their own abilities and those of others. It has strong links with Spiritual, Moral, Social, Cultural Values, and the National Healthy Schools programme. This policy addresses the risks and importance of acting on, identifying and referring the signs of radicalisation. Saint Christina's will refer pupils identified as being at risk of radicalisation to either Channel or Children's Social Care. We will normally consult parents but consent is not required for a referral.

2. Aims of the PSHE Programme of Study

- To promote an understanding and application of the School's Mission Statement and by doing so, develop a truly Catholic community based on the life and teachings of Christ and the Catholic Church;
- To offer the children opportunities to achieve their physical, psychological and social potential;
- To help the children to develop healthy friendships and relationships with peers and adults;
- To develop personal qualities such as honesty and consideration, while always showing respect for the views of others;
- To encourage personal responsibility to enable the children to make positive informed choices about their health and general welfare. Understand what constitutes to a healthy lifestyle;
- To cultivate in the children a realisation that the development of skills and accumulation of knowledge requires effort and perseverance;
- To help the children to know themselves better and to think well of themselves and to develop self-confidence, self-esteem and self-worth;
- To develop social skills so that they are better able to resist pressures from their peers and from advertising to behave in way which may undermine their physical or mental health; and
- To **actively promote** the fundamental British values, understand democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; to be a constructive member of society and understand that they have a right to speak up about issues or events, and to respect other's right to do the same;
- To promote positive attitudes towards equal opportunities by dealing sensitively with values and cultural beliefs.
- To encourage respect for other people, paying particular regard to the protected characteristics as detailed in the Equality Act 2010¹.
- Understand safety issues both in 'real life' and 'online';
- Develop responsibility and independence within school which they will take forward in society in their working lives.

3. Personal

3.1. The personal aspects of PSHE education look to develop the whole individual. It supports the progression of qualities and skills children already have. Through becoming aware of their own emotions and how to

¹ The nine protected characteristics as detailed in the Equality Act are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

manage them, children can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

4. Social

- 4.1. The social element focuses on cohesion in both the school and wider community. It aims for children to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Children learn to value each other's individuality and explore issues such as bullying including racist, homophobic and cyber-bullying. Our response to Government initiatives on Sex and Relationships Education must be positive and prudent, guided by our Catholic vision of what it means to be fully human and our desire to educate the whole person, and the need to address the issues raised by the actual experience of pupils today.
- 4.2. We address the issue of Education for Relationships and Citizenship by the guidelines endorsed by the DfE that the PSHE framework incorporating Social and Emotional Aspects of Learning (SEAL) and relationship education must:

'...help pupils develop the skills and understanding they need to live confident, healthy and independent lives.' It will play an 'important role, alongside other aspects of the curriculum and school life in helping pupils deal with difficult moral and social questions. Sex and Relationships education is about lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.'

5. Health

- 5.1 Through the Life Bus educational programme and cross-curricular links made between PSCHE and Science: (maintaining a healthy body and safe use of medicines) and RE: (respecting that we are created as unique individuals and giving thanks and respect for Creation) we strive:
 - To promote the need for bodily health and the importance of healthy eating habits and exercise;
 - To promote high standards of cleanliness and hygiene and
 - To enable the children to learn about keeping safe and to take responsibility for their own safety.

6. Economic

- 6.1. Economic education aims to teach children about the economy and how to manage their personal finance. It aims to provide children with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.
- 6.2. At Saint Christina's we believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who are able to make a positive contribution to their community. We help the pupils to develop their sense of self-worth. We teach them how society is organised and governed and we ensure that pupils recognise and understand the Fundamental British Values through different aspects of School life.

7. Equality Statement

- 7.1. At Saint Christina's School, we are committed to ensure equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion

or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life.

8. Fundamental British Values

- 8.1 At Saint Christina's School, we promote the Five Key Fundamental British Values in many areas of the school.
- a) **Democracy** – School Council, pupil voice.
 - b) **The rule of the law** – class rules, School rules
 - c) **Individual Liberty** – Safe Environment, Anti-Bullying, Friendship Week, Cyber Bullying
 - d) **Mutual Respect** – respecting each other, Caught being Kind
 - e) **Tolerance of different faiths** – we actively encourage pupils to share about faiths/ beliefs – linked with RE curriculum. (Evidenced in the SOW for RE and is a requirement of the Diocese of Westminster. Material for this is included in The Way, The Truth and The Life as well as being available from the Diocese.
- 8.2 Forgiveness is covered in the RE Scheme the Way, Truth and Life through for example Sacramental Teaching Reconciliation/parables/examples of forgiveness stories in The Bible throughout the year according to the work covered for each year group. Forgiveness is also taught on an ongoing basis when there are issues between children that need resolving
- 8.3 We deliver our assemblies around these themes as well as inviting different guest speakers and visitors to speak to the pupils to promote the importance of the values.
- 8.4 Children at Saint Christina's lead assemblies and Mass with their class.

9. Building Children's Resilience to Radicalisation through the Promotion of British Values

- 9.1 Saint Christina's builds resilience to radicalisation of its pupils by promoting fundamental British values. We provide a safe space in which our pupils can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine.
- 9.2 We offer a general education about the nature of modern society and laws in England and positively promote respect for other people and their lifestyles, which is upheld by English law. This includes an understanding of democratic values and the electoral system in Britain as well as the promotion of democratic values, including the rule of law, both within and outside of Saint Christina's. All staff are aware that the promotion of partisan² political views or religious prejudice are prohibited and that we and are accepting of pupils and staff of all faiths and those of none. However, colleagues should understand that it is appropriate to express a view or an opinion; however, this should take regard of the law and the duty to actively promote fundamental British values, and should always be within a context and balance that allows pupils to form their own view or opinion on a matter.

10. Citizenship

- 10.1 We promote active citizenship through charitable giving, pupil-initiated fundraising and the democratic election of School Councillors at Saint Christina's School, in order to realise the following aims:
- To encourage children to develop a sense of social justice and moral responsibility;

²In a case relating to the alleged promotion of 'partisan' political views the judge considered that the best synonym for 'partisan' was one-sided. Political views were judged to be 'views expressed for a political purpose' where a 'political purpose' is directly or indirectly to further the interests of a political party or to procure changes to the laws of this or another country or to procure the reversal of government policy or of political decisions of governmental authorities in this or another country.

- To help them understand how personal choices and behaviour affect local, national and global issues;
- To enable them to make confident and informed choices about their health and environment;
- To enable them to take responsibility for their learning;
- To encourage them to participate in school and community activities; and
- To help them learn how to develop good relationships and respect the differences between people.

11. Drugs

11.1 Similarly, through the Life Bus programme and visits by community role-models. We strive:

- To develop perception of self-worth and self-esteem in all children;
- To promote positive attitudes towards healthy lifestyles;
- To educate the children so that they understand the effects of a variety of substances including tobacco, alcohol and other drugs, and that abuse of these drugs also affects other people;
- To teach the children that medicines are also drugs, and they must be used responsibly and with care;
- To teach the children that all substances can be potentially harmful if used in an inappropriate manner; and
- To enable staff to deal sensitively with and to follow correct procedures for any case of substance misuse (outlined later in this policy).

12. Relationships and Sex Education (See Separate RSE Policy)

- To help children appreciate the wonder of creation, and the wonder of the human person in particular, and to discover the God of love who reveals Himself through all He has made;
- To develop awareness in the children of their responsibility to care for the gift of creation, including their own bodies;
- To help and support young people through their physical, emotional and moral development;
- To encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions;
- To generate an atmosphere where questions and discussion on sexual matters can take place respectfully while maintaining confidentiality;
- To counteract false assumptions about sexual matters;
- To enable children to accept variations in growth and development when puberty commences;
- To provide constant reassurance that change is a part of the life cycle and to give help in adjusting to change;
- To understand the value of family life, the implications of parenthood and the needs of the very young, with particular reference to the teachings of the Catholic Church as regards responsibility, chastity and fidelity;
- To assist pupils to understand their personal responsibility for their own bodies;
- To develop skills in personal relationships, e.g. communication, assertiveness;
- To help children affirm their own rights, to be able to resist unwanted touching or advances and to communicate about such matters;
- To develop awareness of sexual identity, to challenge sexism and to promote equal opportunities; and
- To develop a growing understanding of risk and safety and the skills to keep themselves safe.

13. PSHE Scheme (overview) – We use the Jigsaw PSHE Scheme

Being Me in My World:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Who?...Me?	Special and Safe	Hope and Fears for the Year	Getting to know each other	Becoming a Class 'Team'	My Year Ahead	My Year Ahead
How am I feeling today?	My Class	Rights and Responsibilities	Our Nightmare School	Being a School Citizen	Being a Citizen of my Country	Being a Global Citizen 1
Being at School	Rights and Responsibilities	Rewards and Consequences	Our Dream School	Rights, Responsibilities and Democracy	Year 5 Responsibilities	Being a Global Citizen 2
Gentle Hands	Rewards and Feeling Proud	Rewards and Consequences	Rewards and Consequences	Rewards and Consequences	Rewards and Consequences	The Learning Charter
Our Rights	Consequences	Our Learning Charter	Our Learning Charter	Our Learning Charter	Our Learning Charter	Our Learning Charter
Our Responsibilities	Owning our Learning Charter	Owning our Learning Charter	Owning our Learning Charter			

Celebrating Difference:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What am I good at?	The same as...	Boys and girls	Families	Judging by Appearances	Different Cultures	Am I Normal?
I'm Special...I'm Me	Different from...	Boys and girls	Family conflict	Understanding Influences	Racism	Understanding Difference
Families	What is 'bullying'	Why does bullying happen?	Witness and feelings	Understanding Bullying	Rumours and Name-Calling	Power Struggles
Houses and Homes	What do I do about bullying?	Standing up for myself and others	Witness and solutions	Problem-solving	Types of Bullying	Why Bully?
Making Friends	Making new friends	Gender Diversity	Words that harm	Special Me	Does Money Matter?	Celebrating Difference
Standing up for Yourself	Celebrating difference; celebrating me	Celebrating difference and still being friends	Celebrating difference; compliments	Celebrating Difference: how we look	Celebrating Difference across the World	Celebrating Difference

Dreams and Goals

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Challenge	My Treasure Chest	Goals to Success	Dreams and Goals	Hopes and Dreams	When I Grow Up (My	Personal Learning Goals

					Dreams Lifestyle)	
Never Giving Up	Steps to Goals	My Learning Strengths	My Dreams and Ambitions	Broken Dreams	Investigate Jobs and Careers	Steps to Success
Setting a Goal	Achieving Together	Learning with Others	A New Challenge	Overcoming Disappointment	My Dream Job. Why I want it and steps to get there	My Dream for the World
Obstacles and support	Stretchy Learning	A Group Challenge	Our New Challenge	Creating New Dreams	Dreams and Goals of Young people in other Cultures	Helping to Make a Difference
Flight to the Future	Overcoming Obstacles	Continuing our Group	Our New Challenge	Achieving Goals	How Can we Support Each other?	Helping to Make a Difference
Footprint awards	Celebrating my Success	Celebrating our Achievement	Celebrating my Learning	We Did it!	Rallying Support	Recognising our Achievements

Healthy Me:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Everybody's Body	Being Healthy	Being Healthy	Being Fit and Healthy 1	My Friends and Me	Smoking	Food
We like to move it, move it!	Healthy Choices	Being Relaxed	Being Fit and Healthy 2	Group Dynamics	Alcohol	Drugs
Food, Glorious Food	Clean and Healthy	Medicine Safety	What do I know about Drugs?	Smoking	Emergency Aid	Alcohol
Sweet Dreams	Medicine Safety	Healthy Eating 1	Being Safe	Alcohol	Body Image	Emergency Aid
Keeping Clean	Road Safety	Healthy Eating 2	Being safe at Home	Healthy Friendships	My relationship with food	Emotional and Mental Health
Stranger Danger	Happy, Healthy Me	The Healthy Me Cafe	My Amazing Body	Celebrating my inner strength and assertiveness	Healthy Me	Managing Stress

Relationships:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My Family and Me	Families	Families	Family Roles and Responsibilities	Relationship web	Recognising Me	My Relationship Web

Make friends, make friends, never ever break friends! Part 1	Making Friends	Keeping Safe- exploring physical contact	Friendship	Love and Loss	Getting on and Falling Out	Love and Loss 1
Make friends, make friends, never ever break friends! Part 2	Greetings	Friends and Conflict	Keeping myself safe	Memories	Girlfriends and Boyfriends 1	Love and Loss 2
Falling Out and Bullying Part 1	People who Help us	Secrets	Being a Global Citizen 1	Are Animals special?	Girlfriends and Boyfriends 2	Power and Control
Falling Out and Bullying Part 2	Being my own Best Friend	Trust and Appreciation	Being a Global Citizen 2	Special pets	Relationship and Technology 1	Being Safe with Technology 1
Being the best friends we can be	Celebrating my special relationships	Celebrating my special relationships	Celebrating my web of relationships	Celebrating my relationships with people and animals	Relationship and Technology 2	Being Safe with Technology 2

Changing Me:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My Body	Life Cycles	Life Cycles in Nature	How babies grow	Unique Me	Self and Body Image	Self and Body Image
Respecting My Body	Changing Me	Growing from Young to Old	Babies	Having a Baby	Puberty for Girls	Puberty
Growing Up	My Changing Body	The Changing Me	Outside body changes	Girls and puberty	Understanding puberty for boys	Girl Talk – a chance to ask the questions about puberty
Fun and Fear Part 1	Boys' and Girls' Bodies	Boys' and Girls' bodies	Inside body changes	Circles of change	Conception	Babies – conception to birth
Fun and Fear Part 2	Learning and growing	Assertiveness	Family stereotypes	Accepting change	Looking ahead	Attraction

Celebration	Coping with changes	Looking ahead	Looking ahead	Looking ahead	Looking ahead to Year 6	Transition to Secondary School
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14. Teaching Methods and timetabling and Cross-Curricular Involvement

- 14.1 At Saint Christina’s School a variety of teaching methods are used to deliver PSHE lessons both formally and informally depending on the nature of the objective. Methods might include class-work, group work, reading, discussion and negotiation, assemblies which link to the school theme, circle time and reflections.
- 14.2 PSHE is timetabled once a week per class for a 45-minute session. However, PSHE can also be taught in a cross-curricular way in order to achieve the desired objectives (e.g. Science, RE, PE etc).
- 14.3 PSHE will also be reinforced informally any time due to different contexts throughout the school day if it is appropriate.
- 14.4 The role of the PSHE teacher is to provide information and to stimulate a balanced discussion of opinions and ideas. Preparation must be thorough and is supported by the very detailed material provided within the Jigsaw Scheme that we have adopted to deliver PSHE. When necessary, in-house “specialists” or outside experts will be used to deal with “difficult” topics, though teachers who are happy to deal with difficult topics are free to do so, with suitable guidance and materials.
- 14.5 Examples of teaching strategies might include:
- a) **Discussion work:** both in pairs or small groups as well as larger groups. The key thing is that all are able to express their own opinions, listen to opinions of other students and formulate balanced judgements. (History and English, for instance, might lend themselves to empathy work).
 - b) **Debate:** where a speech in favour of, or against, a particular issue can be prepared in advance.
 - c) **Brainstorming:** where ideas can be identified and then worked upon and discussed.
 - d) **Role-play:** which can be used to examine controversial issues from the perspectives of others. Drama can provide a useful vehicle for tackling some PSHE issues. Analysis of the roles/situations, following the role-play, is usually desirable.
 - e) **Videos / Visual Resources:** which can be used to stimulate discussion and to provide information. Some follow-up discussion is likely to be necessary.
 - f) **Interactive websites / digital material:** which can be used for independent research on topics as well as stimulating discussion. These may also help the learner to understand the implications or consequences of certain choices.
 - g) **Practical activities:** which can be used to create empathy in certain topics and so aid overall understanding. These are likely to act as a stimulus for discussion.
- 14.6 The teacher should try to be an “enabler” who provides an interesting range of learning opportunities for pupils. The challenge to the teacher is to foster in a classroom situation, an atmosphere in which students feel confident enough to explore and discuss PSHE issues.

15. How is PSHE Evidenced?

- 15.1 At Saint Christina’s School PSHE is evidenced through photographs of a particular activity with a brief explanation about what was discussed or achieved. Evidence can also be collected through Post-it notes of children’s comments from discussion, display boards, class assemblies, photographs and evidence from visitors and pupil voice surveys. Each class from Yr. 1-6 has a class PSHE book.

16. Circle Time

16.1 Circle Time can be useful for finding out about the ideas and values each pupil possesses. Questions are posed which the children can discuss; looking at pictures or books can also aid the understanding of the chosen topic. Circle time can involve whole class or smaller table groups depending on the subject and the children's abilities.

17. Assemblies

17.1 Assemblies are also effective when introducing themes, which will later be used as a tool for discussion, enabling children to consider their argument's validity.

18. Cross Curricular Links

18.1 PSHE education permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects. There are particularly strong links with the science curriculum as well as literacy, geography, history and art. Regular communication takes place between the staff who deliver these areas of the curriculum to ensure a balanced approach is followed and to enhance and identify the development of existing links.

19. Displays

19.1 We have a number of displays in school with a PSHE focus which enhance the environment for pupils and adults alike. Members of staff are encouraged to produce displays in classrooms and public spaces showing evidence of PSHE education work as well as pupil work throughout the wider curriculum.

20. Curriculum enrichment - Links with the Wider Community

20.1 We undertake a variety of field trips and excursions, including residential trips. Furthermore, we have outside speakers on a variety of topics and special workshops. Visitors are welcomed into our school to speak to the pupils, e.g. authors, religious figures, charity representatives.

20.2 Visits to places of worship, cultural venues such as theatres and libraries are actively encouraged. Children are taught to appreciate and take responsibility for the environment. We liaise with local community and support groups on issues which affect our local area.

21. Assessment

21.1 As with any learning process, assessment of pupils' personal social and emotional development is important. It provides information that indicates pupils' progress and achievement and informs the development of the programme. However, it is inappropriate to assess pupils' values, and therefore pupils do not pass or fail within this area but are given opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies that will work for them.

22. Record Keeping

22.1 Evidence of the achieved objectives are in the class PSHE books. Any observation notes or proposed next steps are stored in the teacher's file.

23. Role of the Subject Leader

- Create the programme of study
- Liaise with the Senior Leadership Team with how the programme of study is being taught and any action that is required.
- Purchase, organise and maintain teaching resources.

- Keep up to date with the latest developments by attending courses and disseminating information.
- Provide guidance and support in implementing the PSHE programme to other staff.
- Be a good role-model and take a leading role for supporting charitable events, citizenship education and organise visitors and oversee assemblies on PSHE focused events.
- Be willing and able to address parent's concerns.
- Lead INSET in accordance with the needs of the staff
- Support class teachers to implement and monitor PSHE curriculum.
- Organise any additional enrichment which may be particular to the PSHE curriculum.
- Take photographic evidence of class assemblies and masses.