



SAINT CHRISTINA'S SCHOOL
Personal, Social, Health & Economic Education (PSHEE) POLICY

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) (vi) and Part 2, paragraph 5 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE: June 2015)
- Prevent Duty Guidance: for England and Wales (HM Government: 2015)

Related Policies / Documents

- Child Protection & Safeguarding
- scheme of work
- RE scheme of work
- Science department scheme of work
- Acceptable Use / Online-Safety Policy
- SRE 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.

Saint Christina's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

We learn tolerance and co-operation,
Embracing people from every nation.

**Faithful to the end*

INTRODUCTION

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.

Aims of the PSHEE 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 promote positive attitudes towards equal opportunities by dealing sensitively with values and cultural beliefs.
- To promote the Fundamental British values, understand democracy, 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;
- Understand safety issues for both in the real life and online;
- Develop responsibility and independence within school which they will take forward in society in their working lives.

Personal

The personal aspects of PSHEE 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 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.

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Social

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.

We address the issue of Education for Relationships and Citizenship by the guidelines endorsed by the DfE that the PSHEE 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.'

Health

Through the Life Bus educational programme and cross-curricular links made between PSHE 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.

Economic

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.

At Saint Christina's we believe that a strong PSHEE 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.

Equality Statement

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.

We strongly follow the 1988 Education Reform Act that a school should provide... *a balanced and broad curriculum which promotes the spiritual, mental and physical development of pupils at the school and of society.*

Fundamental British Values

At Saint Christina's School, we promote the Five Key Fundamental British Values in many areas of the school.

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1. **Democracy** – School Council, pupil voice.
2. **The rule of the law** – class rules, School rules
3. **Individual Liberty** – Safe Environment, Anti-Bullying, Friendship Week, Cyber Bullying
4. **Mutual Respect** – respecting each other, Pupil of the Week
5. **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.

We promote the Fundamental British Values through our school themes for each term.

- **Autumn 1** – Responsibility / Citizenship
- **Autumn 2** – Staying Safe
- **Spring 1** – Respect
- **Spring 2** - Courage
- **Summer 1** – Well-being
- **Summer 2** – Change and Transition

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

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.

Children at Saint Christina’s lead assemblies and Mass with their class.

Building Children’s Resilience to Racialisation through the Promotion of British Values

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. 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 partisan political views or religious prejudice are prohibited at we and are accepting of pupils and staff of all faiths and those of none.

Citizenship

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;
- 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.

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Drugs

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).

Sex and Relationships

The Sex and Relationships Education programme is carried out in upper KS2 classes through the SRE scheme, following annual parent information evenings about the scheme. As general approaches to SRE at Saint Christina's School we engender:

- 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.

Programme of Study

The Programme of study incorporates concepts from SEAL and from the PSHE Association. Each term has a theme and key objectives to be covered. To view full programme of study, see Appendix 1.

Autumn 1: New beginnings

Autumn 2: Going for Goals

Spring 1: Getting on and Falling Out

Spring 2: Relationships

Summer 1: Health and Well-being

Summer 2: Changes

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Work at Key Stage One focuses on the children's growing awareness of themselves as developing individuals and as members of society. The emphasis is on developing the attitudes and skills required to understand and develop positive relationships with those around them.

During Key Stage Two pupils become more aware of themselves as developing individuals and members of their community. Physical changes and growing maturity and self-confidence provide opportunities for greater freedom and independence. There are opportunities for the pupils to make more informed choices, provide a greater responsibility and develop a further sense of what is right and wrong.

Teaching Methods and timetabling and Cross-Curricular Involvement

At Saint Christina's School a variety of teaching methods are used to deliver PSHEE 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.

PSHEE is timetabled once a week per class for a 45-minute session. However, PSHEE can also be taught cross-curricular in order to achieve the desired objectives. PSHEE will also be reinforced informally any time due to different contexts throughout the school day if it is appropriate.

How is Evidenced?

At Saint Christina's School PSHEE 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 PSHEE book.

Circle Time

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.

Assemblies

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.

Cross Curricular Links

PSHEE 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.

Displays

We have a number of displays in school with a PSHEE 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 PSHEE education work as well as pupil work throughout the wider curriculum.

Curriculum enrichment - Links with the Wider Community

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,

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e.g. authors, religious figures, charity representatives. 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.

Assessment

As with any learning process, assessment of pupils' personal social and emotional development is important. It provides information that indicated 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.

Record Keeping

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

Role of the Subject Leader

The subject leader should:

- Create the programme of study
- Liaise with the Head and the Deputy Head with how the programme of study is being taught and any action that is required.
- Purchase, organise and maintain teaching resources within the delegated budget.
- Keep up to date with the latest developments by attending courses and disseminating information.
- Provide guidance and support in implementing the PSHEE 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 PSHEE 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 PSHEE curriculum.
- Organise any additional enrichment which may be particular to the PSHEE curriculum.
- Take photographic evidence of class assemblies and masses.

Development

- To build up a strong programme of outside speakers.
- To involve more classes in charity and community projects
- To visit places of worship
- To increase training opportunities for staff in the field of delivering PSHE education activities.