

ST JAMES' PSHE POLICY

This policy has the School's values at its heart:

Faith in action,

Working together,

Walking in the footsteps of Christ

Our vision is to:

Share our love of God every day in all that we learn, do and say

Rationale

At St James' RC Primary School Personal, Social, Health and Economic Education (PSHE) empowers our pupils to become healthy, independent and responsible members of society. The subject endeavours to foster a keen understanding as to how children are developing personally and socially, whilst addressing key moral, social and cultural issues. We offer all pupils valuable learning opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our pupils are taught to develop their sense of self-worth by playing a positive role in contributing to school life as well as applying their learning.

The Aims of PSHE

PSHE is vital in supporting pupils' wider development. Through PSHE, we seek to help the pupils to:

- Understand what makes good relationships with others;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem and to make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and wider community.

The Curriculum

PSHE is a non-statutory subject that allows teachers the flexibility to deliver high-quality PSHE. The DfE considers it unnecessary to provide new standardised frameworks or programmes of study as PSHE can encompass many areas of study and they believe that teachers are best placed to understand the needs of their pupils. St James' pupils are taught Key Objectives taken from the PSHE Association Programmes of Study Guidance Document. These key objectives are taken from three overlapping and linked core themes which include:

Health and Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Demonstrate awareness of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.

- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and to ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

PSHE at St James' incorporates the DfE guidance for teaching Relationship and Health Education in primary schools. It covers a wide range of topics such as bullying, healthy eating, relationships, drugs, alcohol and tobacco, staying safe, mental health and emotional wellbeing. These are delivered in an integrated way to pupils so that they have the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

When delivering PSHE at St James', we provide a curriculum which is accessible to all. All staff deliver learning opportunities matched to the individual needs of pupils through high-quality, age-appropriate teaching and materials. A range of teaching strategies will be used as appropriate and include circle time, role-play, discussion, visitors, stories, creative activities and pupil-initiated activities. Teachers will endeavour to select the most appropriate method for their whole class to meet the objectives of the lesson.

PSHE is timetabled to be taught weekly in the classroom in 30-minute lessons. However, PSHE is continually re-enforced on a day to day basis by making cross curricular links in various subjects such as Science, Computing, PE, Religious Education, Relationship and Health Education, assemblies and whole school events such as Prayer, Science and E-Safety and Career Days.

PSHE is also enhanced by the Ten Ten scheme 'Life to the Full'. This fully resourced scheme of work in RHE for primary schools embraces and fulfils the new statutory curriculum. The teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created and chosen and loved by God. 'Life to the Full' is intended to be partnership between home, school and parish. The programme is intended to fit in with and support those partnerships. (Please see Relationship Education Policy.)

Assessment

We do not assess pupils formally in the PSHE curriculum. We do however assess the outcomes of our input through the attitudes and responses of and made by the children. Our end of year questionnaires and responses from pupils and parents also give clear indications of success. There are opportunities for pupils to reflect on their progress. Teachers use observation and discussion as a means to evaluate pupils' knowledge and understanding and how well they use these to develop skills and attitudes. Good participation and progress are rewarded throughout school by all staff. Children who have been identified as needing extra support are included in small group work or individualised support programmes.

Safeguarding

PSHE learning naturally gives rise to sensitive issues that staff are routinely trained to handle so as to protect the best interests of pupils and the teaching workforce. Pupils may forward unexpected disclosures to staff with the latter needing to be supported by another trusted colleague. All teachers are familiar with the Safeguarding Policy and are aware of who is the Designated and Deputy Safeguard Leads. If a disclosure is revealed, then staff members present will consult with the designated member of staff at the earliest possible opportunity.

British Values

The Government sets out its definition of British Values in the 2011 'Prevent' strategy. The Department for Education has reinforced the need to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values, through the teaching of SMSC (Spiritual, Moral, Social and Cultural development).

The Government's definition of 'British Values' includes the following: -

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those of Different Faiths and Beliefs

At St. James' we believe that our values, as illustrated in our Mission Statement, fully encompass what the Government defines as 'British Values'. In addition, St James' uses strategies within the National Curriculum and beyond to embed these British Values, which are promoted in long term subject planning.

British Values	Aims and Examples of How it is Applied
Democracy	<p>Pupils are encouraged to make decisions and express their views through the democratic process. This helps pupils develop an understanding of the importance of democracy in securing a fair society where everyone has a voice.</p> <ul style="list-style-type: none">• The School Council is democratically elected by pupils.• Children vote on their class rules and the winner of the Year 6 Sport Award.• Pupils vote on the class representatives for Garden Council and the RE Ambassadors.• Pupils and parents complete questionnaires to share their views.• St James' promotes fairness by ensuring that all pupils can share their viewpoints without fear.

Rule of Law	<p>From an early age, pupils are taught the rules of the school. They are taught that rules and laws are there to govern and protect us and the consequences when laws are broken.</p> <ul style="list-style-type: none"> • Children create 'Rights and Responsibilities' for their class at the beginning of each year. • The Golden Promises are promoted throughout the school with a Golden Promise Award presented every week in assembly. • Awareness and reasons behind Playground and E Safety rules are enforced regularly. • Children focus on road safety rules to ensure they stay safe.
Individual Liberty	<p>Pupils are encouraged to make choices within a safe and supportive environment. They are taught how to minimise risk, particularly when using the internet. Children learn how to make the right choices in different situations. They understand that the choices they make have an impact on others; their liberty must not be at the expense of someone else's well-being.</p> <ul style="list-style-type: none"> • Pupils have the freedom of choice of their school dinner. • Freedom to participate in extra-curricular activities. • Freedom to choose games and equipment at playtimes.
Mutual Respect	<p>We teach children that mutual respect is at the heart of our ethos. We believe that when adults and pupils treat each other with respect, this value is taken out to the wider community. It is the right of everyone to be treated with respect regardless of gender, faith, culture, belief or difference. We believe that God made each one of us as a unique being and that difference is to be celebrated. It is not for us to judge others but to love.</p> <ul style="list-style-type: none"> • All members of the school community reflect on how to treat each other with respect. • Take turns to speak. • Reading Buddies. • Playground Buddies. • The Protected Characteristics are promoted in our Philosophy for Children sessions through the school year.
Tolerance of Different Faiths and Beliefs	<p>Through the curriculum, our assemblies and our own faith, we teach the children to tolerate those of different faiths and beliefs.</p> <ul style="list-style-type: none"> • We invite other faith leaders to visit the school and talk to our pupils about their faith experience • Pupils study a different faith every academic year • We aim to visit other places of worship • We actively encourage pupils to challenge those who express opinions that are contrary to our ethos and the 'British Values'.

Parental Involvement

Parents are informed of the PSHE curriculum through the website and additional communications such as newsletters. Positive parental contributions to learning are always welcomed. Parents are welcome to approach the school for further assistance in matters related to the PSHE programme and their child. Parents are invited to join in events that are staged within school time, including

class and award assemblies and workshops on relevant themes. Collaborating with parents is an essential element of the whole school approach to high quality PSHE provision. The Ten Ten Resources that support the teaching of Relationships and Health Education within school are also shared. Access is given to the parental portal of the website.

Community and Agency Involvement

Where appropriate the curriculum encourages interaction with key community workers who have the expertise and means to enhance PSHE learning such as the school nurse, police liaison officer, fire brigade or the local MP. Their input will be planned and delivered in conjunction with the class teacher and subject leader. Our learning environment is a living one that extends beyond the classroom to prepare children for everyday life beyond primary education. For the curriculum to be at its most effective, PSHE delivery will reflect and be responsive to the interests and needs of the wider community. There are guidelines in school for how the services of visitors are employed and these are adhered to at all times.

Guidance on Visitors and External Speakers Working with Pupils in Catholic Schools.

Visitors and speakers are welcome as they make positive contributions to the work of the school. Preparatory work must be carried out before a visit is agreed. It is the school's duty to ensure the wellbeing and safeguarding of all pupils and robust preparatory work will ensure there is no risk to pupils in regards to them being given unsuitable resources and materials or being exposed to discriminating and extreme views that could be put forward by a visitor. The Headteacher should be informed of a proposed visit with clear explanations outlining the purpose of the visit and who will be visiting. The member of staff preparing the visit should ensure:

- The work and values of the organisation represented by the visitor are compatible with the aims and ethos of our school
- The focus of the work and presentation complements the curriculum or educational experience of the pupils involved
- The visitor has the necessary skills, experience and knowledge and that the delivery and outcomes are age appropriate to the pupils attending
- The aims and outcomes are clear, achievable and agreed between the member of staff and the visitor
- The visitor shares with the member of staff any materials or resources to be used.

The decision to invite the visitor into the school should be agreed between the member of staff preparing the visit, the Head Teacher and other senior members of staff in accordance with the school's procedures. Once the visit has been agreed, the school should provide the visitor with information about the school, its aims and values. They should ensure that the visitor is signed in, in accordance with school procedures and is given a name badge to wear and relevant documentation, e.g. prevent strategy leaflet and safeguarding leaflet. A checklist must be completed in preparation for a visit by an external visitor or speaker by a designated member of staff.

Management of PSHE

There is a designated subject leader for PSHE. The subject leader will be responsible for:

- Ensuring that PSHE is delivered to a high standard by the school community;
- Informing the staff of new developments and training;
- Advising staff on resources;
- Liaising with external agencies/support staff to enhance delivery of the curriculum;
- Monitoring implementation of the PSHE curriculum.

Policies

This policy links closely with school policies on:

- Relationships Education
- Health Education
- Science
- Transition
- Anti-Bullying
- Behaviour
- Equal Opportunities and Inclusion
- Mental Health
- Safeguarding

Monitoring and Evaluation

The subject leader will monitor the planning, teaching and learning and will deliver training and share information during staff meeting on a regular basis.

By monitoring and evaluating this policy we aim to ensure that PSHE experienced within the school is a relevant, meaningful and positive contribution to the religious, spiritual and moral development of all members of the school community.

This policy was written in consultation with staff, pupils and governors. It was adopted by the Governing Body in the autumn of 2023 and will be reviewed again in the autumn of 2026

Date: _____

Signed: _____(Chairperson)

_____ (Head teacher)