



PSHE POLICY

Intent

The PSHE (Physical, Social, Health, and Economic Education) curriculum at St Clare's embraces each child, offering them a safe opportunity to explore themselves, relationships and the wider-world around them. We provide plentiful opportunities to voice opinions and clarify understanding, encouraging openness within discussion which contributes to the personal development of each individual. In addition, our aims help children to appreciate the diverse communities in which we live contributing to their spiritual, moral, social and cultural development.

Our children will gain the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. They are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Implementation

The PSHE curriculum delivered at St Clare's aims to cover all statutory requirements outlined in Statutory Government Guidance. We have created our PSHE curriculum to suit our diverse school community and the needs of our children taking into account many factors such as;

We aim to ensure that all our children:

- Grow in self-respect, aim high and celebrate who they are.
- Understand the rights of the child and laws / rules in place to enjoy a happy, healthy and safe childhood.
- Acquire the skills necessary to develop and sustain positive relationships, focusing on family and friends, including online.
- Appreciate and respect differences, valuing the contributions others make to our society.
- Develop resilience when faced with challenging situations knowing how / where to seek help

Impact

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We believe our children will:

- Voice their opinions with confidence, appreciating other points of view.
- Value the importance of a healthy, active lifestyle to both their physical and mental wellbeing.
- Mature into respectable citizens of their local and global community.
- Embrace the challenges of creating a happy and successful adult life.

Curriculum Planning of PSHE

EYFS

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum. PSHE is about making connections and is developed through high quality play. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. PSHE is taught through topic based activities, as well as a bespoke individual basis to develop personal skills such as dressing, feeding and toileting. A range of teaching strategies will be used as appropriate. These will include: Circle time, role play, discussion – whole class, small group, 1:1, workshops, visitors e.g. Police, Fire Brigade, stories e.g. exploring behaviour of characters, creative activities, and pupil-initiated activities.

The children will be given the opportunity to engage in social activities, as members of a small group or during whole school activities including celebration assemblies which reward children in terms of their consideration and citizenship towards others.

Key Stage 1 & 2

KS1 and KS2 weekly timetabled lessons are delivered.

The main body of our curriculum is taught progressively in each year group through the following 6 themes:

- Drug, Drug, alcohol and tobacco education
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Physical health and wellbeing
- Careers, financial capability & economic wellbeing
- Identity, society and equality

We have created a PSHE Curriculum that is bespoke to needs of the children in St Clare's.

To do this we use a combination of materials from;

- You Me PSHE scheme (2020)
- The PSHE Association
- SIL (Strengthening the Curriculum) resources to address issues gathered from Liverpool Children through the Oxwell survey.
- 'No Outsiders' (promoting equality)

In addition, we dedicate one lesson per half term to national focuses such as Children's Mental Health Week and Anti Bullying week etc.

***As a Catholic school, our Sex Education Curriculum (EYFS-Y6) is delivered separately (1 lesson per half term) through the Archdiocese programme 'Journey to Love' (2020) in accordance with the Church's moral teaching.**

Teaching and Learning Styles

We use a range of teaching and learning styles to meet the PSHE requirements of the National Curriculum. Active learning is encouraged through, discussions, debates, role plays and P4C (Philosophy for Children) sessions. In addition, all children are encouraged to take part in a range of tasks that promote active Citizenship e.g. charity fundraising, involvement in PSHE themed focus days/weeks, or involvement in helping other individuals or groups less fortunate than themselves (e.g. food bank collections etc.)

We offer children the opportunity to hear visiting speakers, such as health workers, police and fire officers, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE is taught as a discrete subject using the statutory NC guidelines supported by the You Me PSHE Scheme, the PSHE Association, No Outsiders and Journey in Love materials. In addition, there are many cross curricular links in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of the local area. As a school, we embed PSHE through a wide variety of additional SMSC themes and whole-school focus events. These are promoted by the school council, Eco Council and Rights Respecting schools representatives (R-Y6) who meet weekly to discuss current events and deliver half termly whole school assemblies on such themes.

At St Clare's we understand the importance of establishing a safe, open and positive environment for all children. During all PSHE lessons children are expected to adhere to the following ground rules:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We respect each other's privacy (confidentiality)

Cross Curricular Links

The PSHE (Personal, Social, Health and Economic) Education we provide is linked in many ways with the RE Archdiocesan Programme, Come and See. This policy links closely with the following school policies:

- RSHE
- SMSC
- Mental health
- Behaviour for learning
- Anti-Bullying

Resources

PSHE resources and books have been purchased for each year group to complement each topic taught. In addition, visitors are invited in such as NSPCC, Police, Health Care Professionals (at least 1 per year group per year) to enrich the topics taught.

Health and Safety

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. At St Clare's we ensure that we meet the legal requirements for safeguarding and promoting children's welfare, health and safety.

Teachers need to be aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding and/or confidentiality policy is followed.

As a whole school staff we take part in annual Safeguarding training and ensure all staff and volunteers are aware of policy and procedure. At St Clare's we:

- promote the welfare of our children
- promote good health, preventing the spread of infection and taking appropriate action if children are ill
- manage behaviour effectively
- ensure all adults who look after children or who have unsupervised access to them are suitable to do so
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Assessment and Recording

Children do not 'pass' or 'fail' in PSHE as it is inappropriate to assess children's values. However, they do have the opportunity to reflect on their own learning and personal experiences.

Children will complete a self-assessment activity during each topic through their pre and post topic mind map activity. These will be monitored by the PSHE lead during termly book monitoring. In addition, the PSHE Co-ordinator will carry out pupil voice questionnaires to assess knowledge, skills and understanding across the whole school.

Individual children's achievements are celebrated in a variety of ways e.g. Dojo points, stickers, certificates and praise and recognition in celebration assemblies. Formative evaluation of progress is commented on in each child's end of year report.

Extra-Curricular Activities

The following extra-curricular events/foci take place in school each year:

- Anti-Bullying Week

- Road Safety Week
- Fire Safety week
- Internet safety week
- Mental health week
- Healthy lifestyles week
- Fair Trade week

In addition, we offer residential visits in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership skills and positive group work.

Our Statement of SMSC

All staff appreciate that the spiritual, moral, intellectual and physical welfare of each child is their primary concern. The love of Christ is apparent in the school community through mutual respect and support.

All staff enable pupils to develop a compassionate, supportive and respectful attitude towards each other.