

# St Joseph's Catholic Primary School

St Joseph's school is a Christian community in which individuals are valued and respected, and encouraged to reach their full potential and be

**'The Best They Can Be'**

Faith, Hope, Love.



## Policy for PSHE

Our ethos is one that nurtures education through recognition and celebration of all children's experiences and achievements, whatever the context. Each child is unique and made in the likeness of God. Every child should succeed at their own level and be praised for this success

Author: Natalie Jones

Link Governor:

Approved by FGB: 22<sup>nd</sup> January 2020

Review Date: July 2023

## **Rationale**

At St. Joseph's we believe that PSHE is an essential part of the curriculum and teachers ensure that the children develop their personal, social and economic development as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to be Resilient, Empathetic, Aspirational, Confident citizens and to have High expectations of themselves.

At St Joseph's, children's wellbeing, happiness and safety is our first priority and PSHE is the key vehicle through which we share this with children.

## **Aims and Objectives**

Through the teaching of PSHE we aim to:

- Build and develop *resilience* in all children so that they are able to thrive across the curriculum.
- Encourage *empathy* for others so that they are able to recognise and manage relationships and friendships with others.
- Develop and maintain a variety of healthy relationships with a range of social and cultural contexts.
- Develop self-confidence and self-esteems and make informed choices regarding personal and social issues.
- For all children to consistently have high expectations of themselves and others so that they are *always* the best they can be!
- To be positive and active members of the school community.
- To ensure that all children have their own personal aspirations and that the school provides a broad and balanced curriculum to support the children's interests.

## **Implementation**

Elements of PSHE are delivered to the Reception children, through the Foundation Stage Curriculum (Managing feelings & behaviour). In Key Stage 1 and Key Stage 2, PSHE is taught through planning linked to the National Curriculum. The units covered in each year can be found on the curriculum overviews for each year group. Most elements of PSHE are taught through cross-curricular links which has been particularly evident throughout the Friday REACH curriculum. In the Early Years Foundation Stage (EYFS), the children are taught to take turns, develop empathy and build positive relationships with their peers and familiar adults. All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school. In order to achieve this, Teachers within each Key Stage plan an 'overview' of topics and learning objectives so that there is clear progression throughout the Key Stage.

We develop the following skills, always building on earlier experiences through:

- Offering a range of activities, which are linked to developing our key skills using our REACH vision throughout the school.

- Recognising when to intervene and using professional knowledge and understanding to resolve pupil conflicts when they should arise.
- Observations of children
- Educational school trips
- Whole school collective worship led by teachers to develop the children understanding of our REACH curriculum
- PSHE skills developed and embedded throughout the Friday Curriculum.

### **Assessment and Recording**

Children are informally assessed throughout their work and their engagements throughout all areas of the curriculum. Recording of work is presented in Topic books, as well as the black Friday books which illustrate the key skills and learning objectives which are being focused on. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgement in this.

### **Subject Development**

The PSHE Co-ordinator is responsible for support colleagues in the teaching of PSHE by informing them of current developments in the subject and providing a strategic lead and direction of the subject in school. The coordinator is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development. Co-ordinator release time enables the co-ordinator to fulfil their role by reviewing medium term plans, monitoring children's work and displays and identifying next steps for the subject.

### **Resources**

The resources for PSHE are provided by Gloucestershire Healthy Living & Learning (GHLL) website, as well as using other charities and companies such as 'Dementia Friends' and 'SAS Plastic Free Schools'.

### **Equal Opportunities and SEN**

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. Please refer to appropriate policy for more information. Through the delivery of the PSHE curriculum, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

### **Advancing Equality of Opportunity**

This involves:

- Removing or minimizing disadvantages
- Taking steps to meet people's needs
- Encouraging participation in any activity in which participation by such people is disproportionately low.

## Expectations for each year group

Below is an overview of all year groups throughout the academic year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	All About Me	New Relationships	Keeping Myself Safe	People Who Help Us	Healthy Me	Look How I've Grown
<b>Year 1</b>	Hopes & Aspirations	Feelings & Friendship	Keeping Myself Safe	Self-regulation/Coping Strategies	Healthy Me	I'm a Big Kid/Independence
<b>Year 2</b>	Hopes & Aspirations	Friendship	Keeping Myself Safe	What Makes Me Unique & Special	Healthy Me	How I've Changed
<b>Year 3</b>	Rights & Responsibilities, Hopes & Aspirations	Friendship	Keeping Myself Safe	Emotional Changes & Self esteem	Healthy Me	Sun Safety
<b>Year 4</b>	Responsibility	Friendship	Keeping Myself Safe	Family & Community	Healthy Me	Resilience
<b>Year 5</b>	Rights & Responsibilities, Hopes & Aspirations	Friendship	Keeping Myself Safe/Managing Risk	My Place in the World	Healthy Me	Growing Up

<b>Year 6</b>	Self belief & Resilience	Friendship	Keeping Myself Safe	Managing Feelings/Coping Strategies	Healthy Me	Me and the Media
---------------	-----------------------------	------------	------------------------	---	------------	------------------

However, staff must use this as a guide only and respond to needs within the classroom when appropriate.