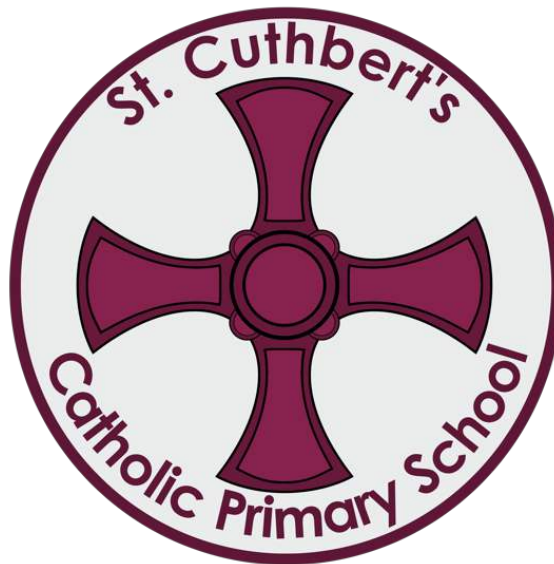


PSHE Policy

St Cuthbert's Catholic Primary



Approved by: Governing Body

Date:

Last reviewed on: May 2024

Next review due by: July 2026

Contents

1. Introduction	2
2. Vision	3
3. Purpose of study	3
4. School Curriculum Intent	4
5. Implementation	6
6. Impact	7
7. Review	8

1. Introduction

You are unique, talented and loved by God

Every child has the right to an education. (Article 28 UNCRC)

**Education must develop every child's personality, talents & abilities to the full.
(Article 29 UNCRC)**

This policy is written with consideration for the Gospel values of our Catholic school and for our ongoing commitment to the Rights of the Child which underpins our day-to-day practice and ethos. Although direct reference to these considerations are not continuously made, the policy has been written with full awareness of our responsibility and commitment to the faith and rights of our pupils.

As part of the Bishop Chadwick Catholic Education Trust (BCCET), we are committed to upholding the key values of our family of schools in the teaching of PSHE and RSE:

- **Excellence:** RSE and PSHE is planned, taught and monitored to enable staff and pupils to achieve excellence.
- **Respect:** all of our school family are created in the image of Christ and are treated with equity and fairness. PSHE and RSE enable us to explore issues and teach children how to respect themselves, others in school, in their community and the wider world.
- **Community:** we teach our pupils about their immediate and wider communities, about democracy in society and the importance of tolerance.
- **Gifts:** we support all staff and pupils to enable them to fulfil their potential.
- **Aspiration:** staff and pupils are supported to be the best they can be and we ensure the needs of every individual are met.
- **Celebration:** we recognise and celebrate success, resilience and positivity in our curriculum.

Our pupils are all unique individuals with their own strengths, aptitudes, interests and dreams. As a Catholic school community, we support each child to make the most of every opportunity we offer.

2. Vision

At St. Cuthbert's our PSHE curriculum has been developed alongside our Relationships and Health Education curriculum to ensure we more than meet statutory requirements and that we align teaching with our faith and local context. Our well sequenced curriculum is based on the Ten:Ten curriculum which supports our catholic faith and also incorporates some non-statutory elements from the PSHE Association about economics, citizenship, personal safety and mental wellbeing. Our curriculum is cyclical and key themes are repeated either annually or biannually to ensure a deeper understanding. Staff are ambitious for all children and responsive and sensitive to their learning. We link PSHE to the world around us – locally, nationally and globally - so our pupils develop a curiosity about the world and can apply their knowledge and skills purposefully.

3. Purpose of study

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.

(PSHE Association)

4. School Curriculum Intent

4.1 Intent

Our intent is to deliver a curriculum that more than covers the statutory requirements of Relationships and Health Education, makes links to our catholic faith and the Rights of the Child and enables our pupils to become positive and confident members of their local, national and global communities.

Our school enables children to act on their learning through a range of Pupil Voice groups including School Council, Rights Respecting Ambassadors, Mini Vinnies, Eco Council, Sports Leaders, Anti-bullying and wellbeing ambassadors as well as Junior Road Safety Officers.

We make links with our wider parish and local community to work together to learn about and make a difference in our local community.

We support many charities and learn about our wider world through weekly Picture News assemblies which make direct links to UNCRC and British Values.

4.2 Core Themes

The PSHE Association bases the curriculum around three Core Themes:

- *Health & Wellbeing*
- *Relationships*
- *Living in the Wider World*

In Core Theme 1: Health & Wellbeing, pupils learn about being physically healthy, mentally healthy and about their own growth and change. They learn about keeping safe and harmful substances including drugs, alcohol and tobacco.

In Core Theme 2: Relationships, pupils learn about families and close positive relationships, explore friendships and manage hurtful behaviour and bullying, know about safe relationships and respecting self and others.

In Core Theme 3: Living In The Wider World, pupils learn about shared responsibilities and law, communities and diversity, media literacy and digital resilience, economic wellbeing and money and career aspirations.

4.3 Programmes of Study

We follow the programmes of study as laid out by the Ten:Ten 'Life to the Full' curriculum which covers the statutory RSE curriculum and aligns with our RE curriculum and catholic faith. In addition, we supplement our curriculum by using resources from the PSHE Association and Twinkl PSHE programme.

4.4 Inclusion

All pupils are entitled to a broad and balanced curriculum and this includes RSE and PSHE. There is no differentiation in content taught, but the questioning and scaffolding individual pupils receive in class as they work through the curriculum will differ. Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with in class support through discussion.

Where children make less than expected progress efforts are made to ensure relevant support is put in place to help support the child. No child will be denied a full curriculum and concepts will be revisited if necessary to secure understanding. The cyclical nature of the curriculum enables pupils to revisit themes and further their understanding as they journey through school.

We recognise that some SEND pupils may have an identified need linked to social, mental health and physical health. Where this is the case, individual SEND Support Plans will detail necessary support and where necessary a bespoke curriculum created for those children. Staff are sensitive to and mindful of individual needs. The PSHE Association guidance for pupils with SEND can be referenced by teachers to support this.

We recognise that some issues covered in RSE and PSHE are sensitive and that pupils have different life experiences. Teachers are mindful of the needs of pupils and their families when designing and delivering lessons, seeking advice from Designated Safeguarding Leads and SENDCO where necessary.

5. Implementation

5.1 Sequences of Learning

Modules are set out in the Ten:Ten Life to the full curriculum and sequences of learning for supplementary units of economic wellbeing and raising aspirations are taught using a range of wider resources.

- Long Term Planning ensures themes are taught at appropriate times e.g. being safe online is taught in the same term as Internet Safety Day; work on our bodies, health and change links in with the science curriculum and RE curriculum.
- Medium term plans break down subjects into lessons with defined learning objectives and outcomes. These make reference to prior learning, specific SEND for the cohort, British Values, Children's Rights, other areas of the curriculum and local context.
- Short Term Planning may be completed as a written plan or as a series of slides. There is no expectation for detailed planning but staff are expected to make adaptations to meet the needs of their cohort.

5.2 Timetabling

- A minimum of 28 hours of PSHE is taught each year
- Classes teach PSHE every half term
- Timetabling includes additional time beyond the PSHE/RSE lesson to support personal development e.g. there is a termly house group focus on Rights Respecting, British Values and Catholic Social Teaching principles.
- There are weekly Picture News assemblies where RR, BV, CST and Protected Characteristics are linked to the news story of the week.
- Pupils are given opportunities to reflect on and use their learning in RSE/PSHE across the curriculum

5.3 Classroom Environment

- Classes display positive and negative behaviours and Feelings Trees to enable pupils to communicate their feelings and to aid adults in supporting them.
- Class charters relating to children's rights are displayed
- Classes may have other resources displayed e.g. Articles on the Convention on the Rights of the Child, linked stories and reading materials, Picture News response sheets.

5.4 PSHE Lessons

- Each lesson focuses on one clear objective which all children are scaffolded to achieve.
- Lessons allow pupils opportunity for reflection and discussion. It is not always relevant or purposeful to record work in books.
- Work recorded in books may be looked at by staff without being 'marked' – this is intentional to give pupils the opportunity to reflect and wonder without the perception of being judged.
- Additional learning can be documented in an e-book rather than PSHE exercise book.

5.5 Staff Development

We are committed to the ongoing development of PSHE.

- Each year, we identify a focus area for improvement which is included in our School Improvement Plan.
- We invest in high quality teaching resources which support staff understanding and pedagogy
- As of September 2022, a member of SLT with responsibility for Personal Development oversees the RSE, RE and PSHE curriculums as well as the Pupil Voice groups. This enables our school to develop these areas more strategically.
- As of 2024, we are part of the Start Small; Dream Big Careers pilot working alongside North East Ambition to raise aspirations across our school.

6. Impact

Senior Leaders, curriculum lead, teachers & teaching assistants are all responsible for monitoring the impact of the RSE and PSHE curriculum to ensure pupils have a positive experience, retain knowledge & apply their learning in their work, attitudes and behaviour.

- Teachers and Teaching Assistants use questioning, support and challenge effectively to gauge understanding in lessons and ensure the vast majority of pupils keep up
- Timetabling includes additional time beyond the PSHE lesson to support consolidation, practise and challenge informed by identified needs in lessons
- Teaching & Learning is monitored through the Four or Five Strand approach in line with BCCET which includes:
 - a. Checking of planning by subject lead / SLT to ensure thorough and timely coverage
 - b. Lesson observations – only in Five Strand

- c. Shared monitoring of books with opportunities for discussion and shared practice to monitor impact collectively
- d. Monitoring of assessment data
- e. Pupil Voice

7. Review

This policy links to

- RSE Policy
- Marking & Feedback Policy
- SEND Policy
- Curriculum Policy
- Rights Respecting
- Safeguarding Policy
- Computing Policy
- Catholic life and mission

This policy will be reviewed annually by:

- Curriculum Lead
- SLT
- Link governor or whole governing body