

Personal, Social, Health and Economic (PSHE) Education Policy

Our Mission

St Oswald's is proud to be a Roman Catholic school where every person is helped to do their best to succeed in a place of love, peace and safety, following the teachings of Jesus. In our school family, we are enthusiastic learners and teachers.

'Nihil Satis Nisi Optimum - Only the best will do'

Aims

In order that we might have life in all its fullness, our school will:

Welcome - Be warm and welcoming towards all visitors to our school, just as Jesus welcomes us to the family of God.

Welfare - Be ready to forgive as Jesus taught us. To always say sorry with honesty, courage and meaning. Show love and kindness by trying to think of the needs of others before our own. Thank God for our talents and celebrate achievements earned through working hard, aiming high, and always believing we can reach our goals. To make God's world a better place.

Word - Follow the teachings of Jesus by loving, respecting and accepting one another. Give children as well as adults the chance to have a voice in the future development of our school. To place the Word of God at the centre of all that we do.

Worship - To say our prayers meaningfully and worship the Lord our God joyfully with all our hearts.

Witness - Find love and kindness here and when we leave take lasting friendships and happy memories with us. To be witnesses of a Loving God who is at the heart of all we do.

Aims and objectives

Personal, Social, Health and Economic (PSHE) Education enables children to become healthy, independent and responsible members of society. The umbrella of our curriculum for PSHE encompasses Relationships Education, Health Education, Mental Health and Online safety.

We encourage our pupils to play a positive role in contributing to the life of St Oswald's School and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of PSHE are to enable the children to:

- ✓ know and understand what constitutes a healthy lifestyle
- ✓ develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- ✓ have respect for others; understand what makes for good healthy relationships with others; be aware of safety issues;
- ✓ know how to keep themselves safe including online
- ✓ develop a positive mind-set that builds resilience and allows children to deal with difficult situations
- ✓ be independent and responsible members of the school
- ✓ community;
- ✓ be positive and active members of a democratic society;
- ✓ develop good relationships with other members of the school and the wider community.

British Values

Our school actively promotes British values throughout Nursery to Year 6, inside and outside of the curriculum in the following ways:

Democracy - Pupils are taught how they can influence decision making through the democratic process and have the opportunity to have their voices heard within the school. The pupil elected school council works with staff to improve the school and influence school policy. Pupil questionnaires and interviews are further opportunities to promote the pupil voice within the school and to prioritise actions and evaluate the success and impact of change. Class teachers often use class votes to decide upon class activities.

The Rule of Law - We actively promote and teach the pupils about the rules of law that governs the class, school or country. Policies and procedures are in place to address behaviour and attitudes which are contrary to the school's expectations. Pupils are taught the difference between right and wrong as well as the importance of honesty, forgiveness and reparation through our class and school rules. Pupils are taught the value and reasons

behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; the Fire Service and Road Safety teams are regular parts of our calendar and help reinforce this message.

Individual Liberty - Pupils are encouraged to be independent learners, constantly making choices, within a safe and supportive environment. Developing their self-esteem and self-confidence is very important and this is done in an atmosphere of tolerance and acceptance within the school. Pupils are encouraged to understand their personal freedoms and are taught how to use these rights to best effect, alongside the responsibilities that go with these rights. Pupils are given the freedom to make choices within the school, ranging from the participation of extra-curricular activities to the choice of their school lunch.

Mutual Respect - As a faith community, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. Pupils are regularly involved in activities in assemblies and class acts of worship, where they are helped to understand why mutual respect is a vital value and where they can reflect on the ways in which we can show respect to one another.

Tolerance of those of Different Faiths and Beliefs - As a Catholic worshipping community, pupils are reminded of their place in a culturally diverse society. This is achieved through our Religious Education curriculum and the spiritual life of the school. Assemblies and class work promote the diversity of society and the right for each person to be respected and valued equally regardless of ability, gender, faith, heritage or race. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class. Active support of charities, both in Britain and overseas, develops the children's appreciation of and respect for the differences and inequalities in the world and of all the things that we share as human beings, for example the need for food, shelter, security and love

Teaching and learning style

All PSHE lessons are taught by members of staff that the children know well and are comfortable with - we believe this allows the children to place trust in what the adults are saying and offers opportunity for follow-up work in small groups or one-to-one as needed.

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. fundraising, or involvement in an activity to help other individuals or groups less fortunate than themselves (for example CAFOD, Children in Need, St Joseph's Penny and Maundy Grange). We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into school to talk about their role in creating a positive and supportive local community.

PSHE curriculum planning

Our Key Stage 1 and 2 PSHE planning comes from the PSHE Association and Ten Ten - We use a thematic approach throughout school which enables us to teach the three core themes over the course of the year. All objectives are covered by a 2 year cycle, A and B. In the Autumn term we focus on 'Living in the Wider World' which looks at 'Belonging to a community' 'Media Literacy and Digital Resilience' and 'Money and Work'. In the Spring term we focus on 'Health and Well Being' which looks at 'Physical Health and Mental Well-being' 'Growing and Changing' and 'Keeping Safe'. In Summer term we focus on our Relationships Programme 'Life to the Full'. 'Life to the Full' is a programme for teaching Relationship Education across the whole school following the Ten Ten guidance. The programme is endorsed by the Salford Diocese as following the teachings of the Catholic faith and age appropriate for our children.

Some of the time, we introduce PSHE through other subjects. As there is an overlap between the programme of study for Religious Education and the aims of PSHE, we teach a considerable amount of the PSHE through our Religious Education lessons. The PSHE curriculum is also covered through schemes of work taught across school, including Science, and ICT.

We develop PSHE through activities and whole-school events, e.g. class assemblies. We offer a residential visit to children in Year 6, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop independence, leadership and co-operative skills.

Foundation Stage

We teach PSHE in Nursery and Reception classes as an integral part of the Foundation Stage through Personal, social and emotional development (PSED) and Understanding the World (UW). The prime area of PSED is on-going through all activities in the Foundation Stage and meets the statements set out in Development Matters developing the child's personal, emotional and social skills in all that we do. Nursery practise daily group time and eat together each day. EYFS follow the children's individual interests to steer learning opportunities. Specific sessions / experiences are planned for to ensure that the content for PSHE, PSED and UW is covered appropriately and to meet the needs of the cohort and Development Matters.

Teaching PSHE to children with special needs

We teach PSHE to all children, regardless of ability, as we believe that it is their right to be included and access the curriculum at their level of understanding. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties, this may mean pre-teaching or additional sessions with a teaching assistant/Family Support Worker to reinforce what has been taught. When teaching PSHE we take into account the targets set for individual children and individual learning styles that may need to be catered for.

Assessment and recording

Teachers assess children's work in PSHE by making informal judgements as they observe them during lessons, noting the things they say and by how they present themselves in their behaviour with peers and adults. Key Stage 1 and 2 Teachers use the 'Foundation Subject Data Recording' spreadsheet to make judgements for each child in Autumn and Summer terms. These judgements are made using KLIPs and recorded as Entering (E), Developing (D) or Secure (S) for each year group. EYFS staff observe, monitor and record progress and next steps through children's individual 'Learning Journey' folders that include the baseline and check point statements for each term. If a teacher has a concern about a child or group of children, they log this on CPOMS and the DSL will decide on a course of action to put further support in place. This could be: additional sessions for the whole class on a specific objective, discussing issues through class assemblies, individual programmes of work with the Family Support Worker, support at lunchtime guided by lunchtime TAs, outside agencies as

necessary. CPOMS is monitored daily by our DSLs and actions are put in place swiftly to resolve issues in the shortest time frame possible.

Resources

Each class use the PSHE Association Scheme of work for PSHE. We supplement this with additional materials prepared by individual teachers as necessary. We also have a bank of books linked to each topic and Key Stage that staff and pupils can access.

Monitoring and review

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader monitors the subject through: observing lessons, book looks of the children's work, discussions with pupils, attending CPD and sharing the latest updates with other staff. The subject leader also works closely with the RE lead as this subject is closely linked to PSHE.

The subject leader supports colleagues in the teaching and assessment of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the head teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement (Report to governors and School Development Plan).

This policy will be reviewed every two years.

Reviewed on: January 2023

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