



**ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL ALDERSHOT
A VOLUNTARY ACADEMY IN THE DIOCESE OF PORTSMOUTH
POLICY FOR PERSONAL, SOCIAL AND HEALTH EDUCATION
(PSHE)
(September 2019 - 2020)**

The school aims to provide for the spiritual welfare, academic progress, physical development, aesthetic awareness and pastoral care of every child, within a secure, stable and stimulating atmosphere conducive to effective learning that reflects St Joseph's strong Catholic ethos.

Teaching and Learning at St Joseph's

Structure and the belief that all children can achieve is key to all learning at St Joseph's. In all subjects, **recalling pre-knowledge and skills** is fundamental to our rationale for all curriculum areas. This means that essential linked knowledge/ skills are **revised** and links made with children's current learning in all subjects. Key concepts/ end points for each topic are highlighted and **over-learning** of these areas occurs through **repetition, modelling and scaffolding of learning**. Through our subject-specific Schemes of Work, we make sure that learning for all is progressive and sequential. In addition, reading and vocabulary are emphasised in all subjects. Thus, key concepts become embedded in the **long-term memory**.

Vision Statement

As a Catholic family we welcome all and value Christ in everyone, whilst seeking the highest possible achievements.

As such, we plan and resource pupils' learning, in line with the school curriculum policy. The School's Vision and Mission Statements underpin all aspects of our planning, our chosen pedagogy and our delivery to enable all pupils to make good and sustained progress in PSHE. We believe that all have the ability to achieve their best and our curriculum and varied choice of pedagogy enables all children to do this. This includes those with special educational needs and disability and those identified as most able.

Intent of the PSHE Curriculum

Our personal, social and health education (PSHE) programme promotes children's 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 lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At St Joseph's, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

COMMITTEE - CURRICULUM

The PSHE curriculum is designed by the curriculum co-ordinator, management team and governors to allow pupils to transfer key knowledge to their long-term memory. The school aims to help children understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up within a secure, stable and stimulating atmosphere conducive to effective learning that reflects St. Joseph's strong Catholic ethos. We also aim to offer learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, relevant school projects and other activities that enrich children's experiences to ensure breadth, balance, continuity and progression. This results in building new skills and knowledge based upon what has been taught before, allowing all pupils to work towards **clearly defined end points**. It is intended to provide pupils with the knowledge, understanding, skills and attitudes to make informed decisions about their lives by giving challenging and differentiated tasks and activities, being ambitious whilst meeting the needs of all. By taking into consideration every child's **cultural capital**, our overall aim is to provide children with essential life skills so that they leave us as well-rounded and confident individuals

We therefore intend that all pupils will:

- Develop the essential skills required for self-understanding and an awareness of spirituality.
- Give children opportunities to develop their speaking and listening skills during all PSHE.
- Promote a healthy lifestyle, including physically, emotionally and socially. Identifying and supporting children with mental health issues, promoting emotional health and wellbeing through programmes such as ELSA.
- Promote diversity and equality in all forms. To respond to pupils' diverse learning needs to include religious and cultural diversity and differing gender needs (Equality Act 2010n Protected Characteristics)
- Ensure that British values are promoted throughout the school.
- Develop an awareness of e-safety including the dangers of sexting and online grooming.
- Understand sex and relationships in line with St. Joseph's vision statement.
- Know preventative education (PREVENT) by having a whole-school approach to a safeguarding programme about safeguarding people and communities from threat of terrorism.
- Enable children to explore their feelings and relationships with others throughout the curriculum through PSHE and other subjects. We have a well-established SEN department and all staff are expected to adapt their teaching to different learning styles e.g. Emotional Literacy and mindfulness.
- Know where to go to have support when they have problem or grievance.
- Focus, build-upon and learn key vocabulary to develop understanding of concepts and values.
- Read a variety of different books to promote over-learning, the development of pre-skills and fluency.
- Build in memorable experiences to promote deep learning.

We use a range of **pedagogical practices** in the teaching of PSHE to ensure that we are successful with our Intent. This can range from small group tasks, individual tasks, whole class, knowledge quizzes and tests, simulations and role play, puppetry, drama, films and videos, reflection and circle time, computing and inter-school links which will give all children the opportunity to develop their speaking and listening skills. We focus a lot on teacher modelling, expert questioning, giving children memorable experiences and over-learning to ensure that key knowledge is transferred to children's **long-term memory**.

COMMITTEE - CURRICULUM

Implementation of PSHE Curriculum

Subject Leadership:

PHSE has a **progressive and sequential Scheme of Work** which ensures coverage and layering overtime which relates to the teachings of the Catholic Church in modern day life and the DfE guidance for PSHE. This has been written by the subject leader to meet the needs of all pupils at St Joseph's.

The subject leader is responsible for:

- The design, review and implementation of the Scheme of Work (overseen by Phase Leaders, the Headteacher and the Governors.)
- The budget in their subject they are accountable to governors in relation to this.
- Observing and giving feedback to teachers on lessons across the key stages.
- Conducting pupil interviews to gain an idea of the pupil's thoughts and feelings about the PHSE topics they have studied and feed these into PHSE moderation, ensuring that all children make at least good progress.
- Offering a support system for children and staff when they have a problem or grievance.
- Involving the School Committee in decisions which affect children's emotional health and well-being. These bodies are also a channel for voicing pupils' opinions and views.

The implementation of this PHSE policy is the responsibility of all staff engaged in the learning and teaching of PHSE.

Subject Knowledge (breadth and depth of history Scheme of Work):

- The subject leaders ensure that teachers have good subject knowledge and the subject leader is appropriately trained to provide support, sharing and informing knowledge.
- The Scheme of Work provides a **focused learning environment and clear learning objectives to embed learning in the long-term memory through encompassing memorable learning experiences.**
- Our PSHE curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring topics. A topic-based approach is used to deliver the content within a **meaningful context and wherever possible cross-curricular links are exploited** particularly links with computing, geography, British Values, School Values, computing, English and maths.
- **Pre-knowledge and skills are retrieved and built upon** at the beginning of each topic as outline on the Scheme of Work.
- At a classroom level, **key concepts are presented clearly so that they are embedded in the long-term memory and over-learning is prevalent**, this is also monitored by the subject leader.
- Individual lessons are planned to inspire, engage and challenge pupils in response to their needs.
- Children are given a wide variety of experiences both in the classroom and out. Pupils to undertake **memorable learning opportunities** by attending school visits and having visitors into school to enable the children to gain first-hand experiences to support their learning and influence further learning.
- Reading and PSHE vocabulary are emphasised and taught to embed these skills in the pupils long-term memory.
- Set books are borrowed on a termly basis from the school library to support topic work. Children are able to borrow books to enrich their learning and understanding at home as well as at school. **This develops home school links, cultural capital and reading.**

COMMITTEE - CURRICULUM

At Key Stage 1: Children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe both in the 'real world' and on line, and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

At Key Stage 2: Children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They develop their understanding and skills for keeping themselves healthy and safe both in the 'real world' and on line, and for demonstrating positive behaviours and attitudes. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with the support and encouragement from St Joseph's staff, head teacher and governors.

The development of Catholic beliefs and moral values underpins the curriculum. We believe this improves the quality of life for the whole school community. A community where everyone will be treated with care, sympathy, understanding, respect and equality, and all our children can be happy and confidently develop their potential.

The DfE have recently reinforced the need 'to create and enforce a clear rigorous expectation on all schools to promote the fundamental British values'. As a result we have revised our PSHE scheme to include Promoting British Values.

Equitable Delivery

- PSHE is taught through a variety of individual, group and whole class activities.
- Active participation is encouraged through knowledge quizzes and tests, simulations and role play, puppetry, drama, films and videos, reflection and circle time, computing and inter-school links.
- Children are encouraged to read around a topic to develop a deeper knowledge and understanding.
- Children are encouraged to communicate their findings in a variety of ways e.g. written or verbal reports, use of graphs and pictures, displays and drama.
- The subject leader is accountable for their own annual budget to purchase a variety of resources, training and school visits/visitors to improve outcomes for pupils.
- Enrichment days are organised in relation to particular topics covered across the key stages.

Assessment

- It will comply with the school's assessment policy. PSHE will be assessed through summative and formative methods at the end topic. The class teacher will assess the child's achievement

COMMITTEE - CURRICULUM

against the overall main learning outcome and end points and comment in the pupil's book. The teacher will assess every child as working below, developing, working securely, working above or at mastery level. This description indicates the child's performance against the learning expectations being recorded.

- Each child will be given the opportunity to appraise his / her work and progress through discussion with the teacher, either individually, or in small groups in the context of a practical task being investigated.
- Collect examples of children's work for evidence of progress throughout the school year.

Impact of PSHE Curriculum

- Our thorough tracking and assessment system enables teachers to check children's progress in relation to the curriculum and provide targeted intervention if needed.
- PSHE is monitored by the subject leader and phase leaders in all year groups after each topic, through work scrutiny, review of assessment, pupil interviews and lesson observation to discuss learning and look at the impact. This is reported to the Headteacher and appropriate changes made.
- At St Joseph's, pupils achieve highly across the curriculum in English and Maths, the sciences, humanities, art, language and physical education and the use of transferrable skills is promoted.
- Pupils use the knowledge and skills learnt to meet the challenges of the next part of their educational journey and to do so with confidence and concentration.

Safeguarding and Child Protection

PSHE plays a very important part in fulfilling the statutory duties that the school has to meet and the PSHE policy is closely aligned to the school's safeguarding policy. PSHE helps pupils to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, pupils may give cause for concern, and staff would report this using the school's safeguarding systems and inform a Designated Safeguarding Officer immediately. All adults involved in PSHE delivery need are aware of the pastoral system and the safeguarding arrangements that are in place.

Confidentiality

The nature of PSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

COMMITTEE - CURRICULUM

Health and Safety

- All out of school activities comply with the guidelines in the school health and safety and educational visit guidelines.
- In 2015 'The Counter-Terrorism and Security Act' was update. The 'Prevent Duty' is an aspect relevant to education providers and young people. The Prevent Duty is not about preventing students from having political and religious views and concerns but about supporting them to use those concerns or act on them in non-extremist ways.
- 'Keeping Children safe in education' was revised in September 2019. This document runs in conjunction with 'Working together to safeguard children'. This documents how to safeguard and protect the welfare of all children and stipulates it is everyone's responsibility.

Equal Opportunities

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities in line with the school vision statement. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

Pupils with special educational needs and disability (SEND) are given support with reading and writing in the classroom and work is differentiated appropriately with a varied choice of pedagogy enabling all children to access the learning.

Background Documentation

This document is a statement of the aims and strategies of children's personal, social and health education at St. Joseph's Catholic School, Aldershot. It was developed by Mrs Anita Morten in consultation with the staff, headteacher and Directors/Governors.

DATE OF APPROVAL:
September 2019

DATE OF REVIEW:
September 2020

Signed: Mrs D. McNeill
Headteacher

Dr. Campbell McCafferty CBE
Chair of Directors/Governors