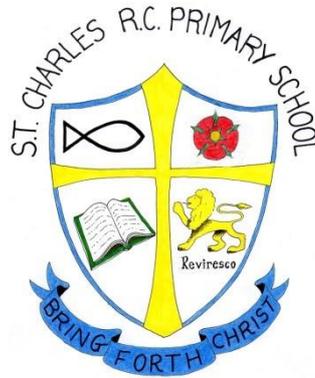


ST CHARLES' RC PRIMARY SCHOOL

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



“Bring Forth Christ”

Updated:	September 2015
By:	Miss Annamaria Madera
Approved by Governors:	
Annamaria Madera is responsible for monitoring this policy.	
Signature of Chair of Governors	
	Date:
Signature of Head teacher	
	Date:
Date of next review: September 2018	

PSHE

Personal, Social, Health and Economic (PSHE) education is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Section 2.5 of the National Curriculum framework document states that ‘all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

Aims

At Saint Charles’ Primary School our PSHE programme of study aims to:

- Provide pupils with accurate and relevant knowledge.
- Provide opportunities for pupils to turn that knowledge into personal understanding.
- Allow pupils the opportunity to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities.
- Provide pupils with the skills, language and strategies needed in order to live a safe, healthy, fulfilling, responsible and balanced life.
- Support pupils’ spiritual, moral, social and cultural understandings, in line with our school ethos and catholic teachings.

Programme Content

At Saint Charles we use the ‘Caritas in Action’ scheme of work as our primary method of delivering the PSHE curriculum. The ‘Caritas in Action’ programme covers key PSHE learning outcomes for the Foundation Stage and Key Stages 1 and 2 through a series of seven core themes, which are underpinned by the social teachings of Catholic Church. In this way the teaching and learning in PSHE is in accordance with our catholic ethos and has close links with our Religious Education Programmes.

The seven themes of Caritas in Action are as follows -

1. Dignity of the human person.
2. Family and community.
3. Solidarity and the common good.
4. Dignity of work.
5. Rights and responsibilities.
6. Option for the poor and vulnerable.
7. Stewardship.

The themes are designed as building blocks and progress from the Early Years/Foundation stage through to the end of Key Stage 2 (and beyond).

Foundation Stage

In the foundation stage (Reception Class) PSHE underpins learning in all 7 curriculum areas, particularly the Prime area of Personal, Social and Emotional Development. Pupils learn about making relationships, managing feelings and behaviours and becoming self-confident and self-aware. PSHE teaching and learning in the foundation stage is based on a combination of the ‘Development Matters’ guidance materials as well as the ‘Caritas in Action’ programme.

Overview of the Caritas in Action Programme for the Foundation Stage	
Core Theme	Focus Areas
Dignity of the human person	<ul style="list-style-type: none"> • How God made me and loves me very much. • How God made me and all my friends beautiful • We show our love for each other • We thank God for loving us and our love for each other
Family and Community	<ul style="list-style-type: none"> • My family at home • My school family • We are all different and we love and care for each other • We love and look after each other because we are all brothers and sisters in God's family
Solidarity and the common good	<ul style="list-style-type: none"> • We are friends • We play together in love and peace • We help each other • We thank God for each other
Dignity of work	<ul style="list-style-type: none"> • We are helping to do God's work • We use our gifts for each other • Everybody's gifts are needed to build God's world • When we build together we can do much more
Rights and responsibilities	<ul style="list-style-type: none"> • God wants everyone to be happy • God gives us all we need to be happy • Making the right choices • We share all God's gifts
Option for the poor and vulnerable	<ul style="list-style-type: none"> • God's gifts are for everyone • Learning to share our toys and food with friends so everyone has enough • Helping everybody to be happy by playing, sharing and learning together • Using our gifts to help others
Stewardship	<ul style="list-style-type: none"> • Discovering God's beautiful creation • Playing in and caring for creation • Helping God's creation grow • Celebrating God's creation

Key Stages 1 and 2

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage.

Our Key Stage 1 and 2 programme of study is based on the three core areas of PSHE with links across all seven Caritas themes:

PSHE Overview for Key Stages 1 and 2		
Core PSHE Area 1: Health and Wellbeing	Core PSHE Area 2: Relationships	Core PSHE Area 3: Living in the Wider World
<p>Topic areas: Healthy lifestyles Keeping safe Growing and changing</p> <p>This aspect of PSHE is covered in Science lessons and as 'stand alone' sessions e.g. Puberty and SRE.</p>	<p>Topic areas: Healthy Relationships Feelings and emotions Valuing difference</p> <p>Links to Caritas Themes:</p> <p>Dignity of the human person, Family and community and Solidarity and the common good.</p>	<p>Topic areas: Rights and responsibilities Taking care of the environment Money matters</p> <p>Links to Caritas Themes:</p> <p>The dignity of work, rights and responsibly, option for the poor an vulnerable and Stewardship.</p>

1. Health and Wellbeing:

Pupils are taught:

- *What is meant by a healthy lifestyle*
- *How to maintain physical, mental and emotional health and wellbeing*
- *how to manage risks to physical and emotional health and wellbeing*
- *ways of keeping physically and emotionally safe*
- *about managing change, including puberty, transition and loss*
- *how to make informed choices about health and wellbeing and to recognise sources of help with this*
- *how to respond in an emergency*
- *to identify different influences on health and wellbeing*

2. Relationships

Pupils are taught:

- *How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.*
- *How to recognise and manage emotions within a range of relationships.*
- *How to recognise risky or negative relationships including all forms of bullying and abuse.*
- *How to respond to risky or negative relationships and ask for help.*
- *How to respect equality and diversity in relationships.*

3. Living in the Wider World.

Pupils are taught:

- *About respect for self and others and the importance of responsible behaviours and actions.*
- *About rights and responsibilities as members of families, other groups and ultimately as citizens.*
- *About different groups and communities.*
- *To respect equality and to be a productive member of a diverse community.*
- *About the importance of respecting and protecting the environment.*
- *About where money comes from, keeping it safe and the importance of managing it effectively.*
- *How money plays an important part in people's lives.*
- *A basic understanding of enterprise.*

Overview of the Caritas in Action Programme for Key Stage 1	
Core Theme	Focus Areas
Dignity of the human person	<ul style="list-style-type: none"> • God loves us equally as his children • We are all different an amazing • We love and look after one another because we are brothers and sisters • Loving each other makes us strong.
Family and Community	<ul style="list-style-type: none"> • We are all part of a community • We look after and care for each other • I belong to my family and my community • My community needs me
Solidarity and the common good	<ul style="list-style-type: none"> • We are brothers and sisters - one family, one world • We learn together • We build a community of peace • We celebrate together
Dignity of work	<ul style="list-style-type: none"> • Everybody's work is valuable and important for the community • Working together to build up our school family • Finding my special job - my gift to the world • Working hard to be the best you can be for others
Rights and responsibilities	<ul style="list-style-type: none"> • Happiness - exploring what makes us happy. • Finding happiness with each other • Helping each other to make the right choices • Fair shares for all
Option for the poor and vulnerable	<ul style="list-style-type: none"> • Some of God's family have plenty and some don't • Exploring the feelings of those who have plenty and those who have little • Working together to make our family happy, exploring fairness and justice • Who needs our help and how can we help?
Stewardship	<ul style="list-style-type: none"> • Learning from God's creation • Making good choices • God's gardeners • Celebrating the harvest

Overview of the Caritas in Action Programme for Key Stage 2	
Core Theme	Focus Areas
Dignity of the human person	<ul style="list-style-type: none"> • We are all equal in God's eyes and loved • I have been given a special gift for the world

	<ul style="list-style-type: none"> • Each person is unique and irreplaceable - everyone matters • People matter more than possessions
Family and Community	<ul style="list-style-type: none"> • What makes a community? • Who is in my community? • Building up the community • Building up the kingdom of God
Solidarity and the common good	<ul style="list-style-type: none"> • I listen to you with my ears, eyes, heart and mind • We walk together as people of peace • We face challenges together • Building our mission team
Dignity of work	<ul style="list-style-type: none"> • Exploring our understanding of work - how does it build us up? • The many sides of working to build up a community • Recognizing and helping others to find their gift and share it • Enabling each other to aim high
Rights and responsibilities	<ul style="list-style-type: none"> • Barriers to happiness • Exploring our responsibilities for each other • Recognising the difference between rights and responsibilities • Happiness comes in sharing and giving
Option for the poor and vulnerable	<ul style="list-style-type: none"> • Why are some parts of our area richer or poorer than others? • What are the needs of those in poor areas compared with those in rich areas? • Helping each other to see brothers and sisters not stranger in need - raising awareness locally and nationally • Being Christ's voice in our area for those who need us the most
Stewardship	<ul style="list-style-type: none"> • All things are connected • Enough for everybody's need, but not everybody's greed • Stewards of God's world • Seeing God in creation

These 'core' areas and Caritas themes are taught as a 'spiral programme', which ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts.

Whole School Approach

Although discrete PSHE/Caritas curriculum time is timetabled, the majority of PSHE provision will take place within other wider school and curriculum contexts (for example in assemblies, in science and RE lessons). Links are made with other relevant subjects to ensure consistency and continuity for pupils.

Planning

Foundation Stage and Key Stages 1 and 2 follow annual whole school Caritas long and medium term plans. These plans link the core PSHE/Caritas themes with our Religious Education Programme.

Short Term Plans are produced using the 'Caritas in Action Booklet' using Caritas focus points and activities as a basis for each session.

Cross-curricular links to PSHE are stated on plans where appropriate, for other curriculum areas.

Assessment and Monitoring

A mixture of both summative and formative assessment is used to assess pupils learning in PSHE.

Assessment for learning is used in PSHE education to promote learning. It:

- actively involves learners in their own assessment;
- involves sharing learning objectives with learners;
- helps learners know and recognise what they are aiming for;
- uses effective questioning techniques;
- involves both teacher and learner reviewing and reflecting on collected assessment information;
- provides feedback, which leads to learners recognising their next steps and how to take them;
- promotes confidence so that everyone can improve

Teacher observations are used in the Foundation stage as the main form of summative assessment, the attainment of each pupil in the Reception class is assessed against the Early Learning goals and age related statements for Personal, Social and Emotional development.

Pupils in Key Stages 1 and 2 will record their learning and reflections during PSHE lessons in a PSHE 'Journal'. These records will be used as evidence to support summative assessments. All pupils are assessed on a termly basis against year group, progression statements and their attainment will be judged as either 'emerging (1), secure (2) or confident (3)' against these age related expectations.

Assembly books will be monitored and used as evidence of whole school PSHE learning.

British Values

At Saint Charles Primary we celebrate and promote the values of Jesus Christ in all that we say and do. Our Catholic values permeate all areas of our curriculum and underpins our approach in embedding 'British Values' at the core of our curriculum, particularly in PSHE. Here at Saint Charles we value the diversity of backgrounds in our school family and wider community and recognise the importance of providing our pupils with the opportunity to flourish spiritually, morally, culturally as well as academically, within a framework of Catholic Christian values, to ensure each pupil leaves with the strongest foundation of values to enable them to positively contribute towards our British society.

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

At Saint Charles, British Values are intertwined with our core catholic values. We encourage our children to be caring, independent, open-minded and respectful

citizens. We actively promote these values in the teaching and learning in PSHE in the following ways:

Democracy

- All children are encouraged to express their views and make a meaningful contribution to our school on matters that are important to them. Children have the opportunity to have their voices heard via our school council and pupil questionnaires.
- The principle of democracy is explored in the curriculum as well as during assemblies and special days, such as School Council elections.

The Rule of Law

- All pupils are given opportunities to contribute towards shared and agreed class rules, these are integral to our learning and sense of community.
- We have clear, fair behaviour expectations that are actively promoted and rewarded. All pupils are informed of these school codes of conducts, as outlined in our school behaviour policy.
- Ongoing educational visits from our Local Police force help to reinforce the importance of law.
- Pupils are encouraged to reflect upon their actions and make right choices.
- All pupils are given the opportunity to say 'sorry' and understand importance of forgiveness.
- Our behaviour and anti-bullying policy demonstrates our unacceptance of violent and aggressive behaviour for all members of our school family.

Individual Liberty

- We give all our children the opportunity to make their own choices in a safe, supportive and environment regardless of their backgrounds.
- Pupils' self-confidence, independence and self-belief are nurtured in all areas of the curriculum.
- Pupils are encouraged to exercise their freedom and are given guidance through PSHE, E-Safety and religious lessons on how to do this safely.
- A strong anti-bullying culture exists at Saint Charles.
- Pupils are given responsibilities across the school and are supported to become positive role models, e.g. buddy system, dinnertime monitors.

Mutual respect and tolerance of those with different faiths and beliefs

- Respect is a core value promoted in everything we do. Pupils understand what respect is and the need to show respect to everyone, regardless of faith and background.
- Pupils are given opportunities to acquire knowledge, respect and understanding of other faiths.
- Links with local faith communities and visits are celebrated in school.
- Discriminatory behaviour is always challenged.
- We offer a culturally rich curriculum that explores a range of faiths, cultures and traditions.
- Pupils are encouraged to learn about and respect those from other faiths, cultural and racial backgrounds; this is supported across the curriculum, particularly in assemblies, PSHE and religious lessons.

Tackling Radicalism and Extremism

Our PSHE curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their

own different beliefs that should not be used to influence others. Our PSHE provision is embedded across the curriculum; it directs our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Sex and Relationship Education (SRE)

Sex Education is delivered at Saint Charles using the 'In the Beginning' scheme. The scheme is delivered over the Summer Term and is conducted in conjunction with parents. The scheme takes a Catholic approach to SRE and encompasses key themes and issues related to PSHE.

Review

This policy will be reviewed every three years.