

Our Lady of Lourdes Catholic Primary School

Policy for Personal, Social, Health and Economic Education and Education for Personal Relationships

March 2018

Live
Love
Learn



Our Lady of Lourdes Catholic Primary School Policy for Personal Social, Health, Economic Education and Education for Personal Relationships

School Mission Statement

Our purpose is to live, love
and learn
as a school community
in partnership with home,
parishes and the wider world.

We place our faith in God,
And the Gospel Values of His Son,
Jesus Christ,
At the centre of all we do.

We come together
as witnesses to His example;
to serve, to challenge
and to encourage growth
into all that we are created to be.

Each individual shares
in the role of teacher and learner.

We rejoice in, and celebrate
all our achievements and uniqueness,
as a family.

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Aims and objectives

In our School, PSHE and Citizenship are part of our wider focus on the Gospel Values and our ethos as a Catholic Primary School. Much of the PSHE content is taught through our RE and worship.

Definition - PSHE (Personal, Social, Health, Economic Education)

PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It helps to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. PSHE also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short, PSHE makes a significant contribution to children and young people's personal, spiritual, moral, Social and cultural development and the ability to understand and reflect upon British values, such as inclusion, acceptance and honesty.

National PSHE CPD Programme, 2015, Babcock 4S & University of Roehampton

Citizenship

Citizenship education helps to enable children and young people to make their own informed decisions and take responsibility for their own lives and their communities. It aims to raise awareness of their own, and other people's, rights and responsibilities as citizens including both the social and political world. Citizenship education highlights issues such as the welfare of others, and enables children and young people to be knowledgeable and articulate in reflecting upon their opinions and arguments, assisting them to become increasingly active and responsible in their communities, supporting them in realising their capability of having an influence on the world.

Citizenship education assists schools in promoting the fundamental British values of democracy, the rule of law, individual liberty; furthering mutual respect, appreciation and harmony between people with different faiths, beliefs, cultures and traditions.

Adapted from Citizenship Foundation, 2015:

<http://www.citizenshipfoundation.org.uk/main/page.php?286>

and SMSC and British Values, DfE, 2014:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Aim

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form the effective, fulfilling relationships that are an essential part of life and learning.

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Objectives

The PSHE/Citizenship programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have a sense of purpose
- Develop the ability to reflect upon situations and circumstances
- Assess risk and possible consequences
- Value and respect themselves and others
- Form and maintain positive healthy relationships
- Make and act on informed decisions
- Communicate effectively
- Apply a restorative approach to conflict resolution
- Work with others effectively
- Respond positively to challenge and appropriately manage feelings of anxiety
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Pupil consultation

The PSHE Lead and teachers of PSHE will have specific expertise which will help to inform areas of key learning through the PSHE curriculum; however the PSHE curriculum can benefit, and increasingly address pupil need, when pupils are consulted about their own personal, social and citizenship development. Pupil consultation can take place across the whole school, within particular classes, via the school council or through the use of focus groups. Pupils should consider questions such as:

- What sort of person they would like to be by the time they leave this school?
- What qualities, skills, attitudes and values are important to them as people?
- What key issues they would like to address through their PSHE curriculum?
- Are there any behaviours/issues/circumstances specific to their school and community that they would like to examine?
- How confident are they at doing and saying the things they want to say and do?

This can be developed further by asking pupils how they feel the school could support their learning in relation to these issues and what wider initiatives the school could implement to support them e.g. friendship benches, peer mentoring systems, peer mediation, school council/active citizenship, transition projects.

The organisation of PSHE within the school

PSHE takes a whole school approach and is proactively led to prioritise and address mental health and wellbeing. PSHE as a subject helps to embed the school aims, values, SMSC, behaviour to engage successfully, and safeguarding principles.

EPR will be taught in one whole day at the start of each half term. These blocks of discrete teaching time will be coordinated across the whole school wherever possible to ensure a high profile for the

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subject and celebration of learning involved. Additionally, it will allow for assemblies to be delivered which support the work being done in class.

The principle document to support the delivery of EPR is the EPR scheme of work. From this, year groups will be given the learning objectives that they must cover in each EPR topic. However, because of the nature of the subject, there will be opportunities for EPR objectives to be covered by making cross curricular links.

It is also taught through cross-curricular opportunities, for example Relationships and Sex Education and Drug Education within Science, online-safety within Computing, Healthy Living within PE and Healthy Eating within Design Technology.

We use a range of resources to deliver our EPR curriculum including the SEAL resource (Social and Emotional Aspects of Learning) and a range of schemes and resources recommended by Arundel and Brighton Diocese and the local authority.

British/Gospel Values

Our Lady of Lourdes Catholic Primary School is a Catholic School which seeks to live out the values of Jesus Christ.

As a Catholic school we are fully committed to the values contained within the Gospels. As modern British values have evolved from a time when we were historically Christian, our Gospel values and British values are fundamentally linked and interwoven. In 2011, the government defined British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

We proudly promote these same values through our EPR curriculum as a Catholic school as represented in our mission statement. This recognises every pupil is unique and created in the image of God. (Genesis 1:27) Our framework for understanding British Values draws on the example of Jesus and his welcome and inclusion of all, which is the basis of Catholic Social Teaching.

The Spiritual, Moral, Social and Cultural Development (SMSC) as advocated by the Department for Education seeks to:

- Enable children to develop self-knowledge
- Enable children to distinguish between right and wrong
- Encourage children to accept responsibility for their behaviour, and understand how they can contribute positively to the lives of those in their locality and to society more widely
- Further tolerance and harmony between different cultural traditions
- Encourage respect for other people.

At Our Lady of Lourdes we demonstrate this in our teaching and learning. Our EPR curriculum is designed to enable every pupil to be the best that they can be, to be able to discern their vocation and to be well-equipped to follow it as active citizens in service to the world.

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Restorative Justice (RJ)

Restorative Justice is a schoolwide code of behaviour aimed at dealing with the management and fair resolution of conflict. It involves the children in talking through their conflicts and associated feelings with the use of a mediator.

RJ is taught and revisited explicitly in class. Children are encouraged to develop their calming down strategies, recognising and managing their feelings and empathising with others. Our classrooms display the PPS steps. RJ is also taught and explored further in assemblies.

RJ is applied around the school and in the playground. Midday Supervisors are taught the steps involved in RJ and apply them when managing conflicts. They carry cards which remind children of the steps.

Circle Time

Circle time provides the ideal group listening system for enhancing children's self-esteem, promoting moral values, building a sense of team, providing children a safe climate to voice their thoughts, ideas and feelings and develop social skills.

Circle time provides a context for the class to tackle issues that may have arisen throughout the week, address recurring problems within the class and deliver aspects of the EPR programme. During circle time, children are expected to respect all contributions and are expected to keep disclosures confidential and anonymous. Teachers use their discretion to continue to discuss a disclosure or if a private conversation is more appropriate. Children's concerns may form the focus for the next circle time, therefore planning needs to be flexible, so that EPR learning objectives are achieved, but also that the personal, social and emotional development of the class can be tailored to their needs. Disclosures of a serious nature are referred to the Child Protection Teacher for the school and are recorded in the Child Protection incident book.

SEAL

Part of how Our Lady of Lourdes School delivers their EPR programme is through the SEAL (Social and Emotional Aspects of Learning) initiative. SEAL provides year groups with activities and scenarios to provoke discussion about children's social and emotional knowledge and understanding. It does not provide support for all aspects of our EPR programme and is therefore used as a resource to support EPR teaching and learning.

In addition to circle time, Our Lady of Lourdes School provides children with the opportunities to develop their group work skills through games that build trust and communication between children alongside problem solving skills. Teachers then provide opportunities to work within various sized groups within the curriculum, which enables children to practice and further develop their ability to work within a group.

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School Golden Rules

In support of our EPR programme we have also embedded the school Golden Rules at Our Lady of Lourdes. Golden Rules are the moral rules agreed by adults and children that inform and develop the 'culture' of the classroom and support the ethos of the school. The Golden Rules are revisited every September alongside the school's mission statement and each child has a copy of both at the front of their RE book. Golden Rules are displayed in classrooms and within the school hall and are referred to daily when praising positive behaviour and reflecting on negative behaviour.

Self-Esteem

Boosting children's self-esteem is central to all of the initiatives in place at Our Lady of Lourdes school. Children's successes and efforts are celebrated through Star Award Certificates. The children within Our Lady of Lourdes school also take an active role in building each other's self-esteem and confidence in the opportunities they are given to take on positions of responsibility. Examples of such opportunities are: Playground Buddies, Corridor Monitors, Assembly Monitors and Parents Evening Monitors.

Citizenship

Citizenship aims to promote pupil's personal and social development, including health and well-being. Children need self-awareness, positive self-esteem and confidence to:

- Stay healthy
- Keep safe
- Have worthwhile and fulfilling relationships
- Respect differences between people
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Make the most of their own and other peoples' abilities

Citizenship gives children the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages children to play a helpful part in the life of their school, neighbourhoods, communities and the wider world.

School Council

At Our Lady of Lourdes's children's independence and responsibilities are developed in a variety of ways. We have our own School Council that meets regularly. The school council provides children

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with a voice to actively contribute to school life. Our school council has been actively involved in making several decisions about the school and the school environment, e.g. introduction and training of playground buddies, choosing equipment for break times, participating in the formation of the Missions

Every child in Years 1-6 is given the opportunity to apply to be a school councillor annually. Each class has a selected representative that has been elected by their peers, who attend regular meetings to discuss issues and areas of development for the school. Members of our school council can easily be recognised by their badges and photographs displayed in the main corridor.

Protective Behaviours, feeling safe

In addition to the PSHE curriculum we also teach about Protective Behaviours. Protective Behaviours is a safety awareness and resilience building programme which the school adopted. We believe that this programme is an essential part of our school curriculum. It helps the children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened, and explores practical ways to keep safe. Protective Behaviours also looks at identifying support networks for times when we need someone to listen and help.

Protective Behaviours is based on two key messages:

- We all have the right to feel safe all of the time
- We can talk with someone about anything, even if it feels awful or small

PSHE is taught by the class teacher.

Questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will generally be used during PSHE lessons, in line with all other curriculum subjects. Often questions will be addressed to the whole class, but should the need arise questions may be answered on an individual or small group basis. Professional judgement will be applied here; this should support the school safeguarding policy. On occasions it may be considered that the people/person best placed to answer a pupil's question is their family/carer/s, and the school will liaise with the pupil's family appropriately.

In addition to the taught PSHE curriculum we provide enrichment activities to support the curriculum such as a careers talks involving parents and local companies, mock Parliamentary debates, we elect our School Council Chairs and follow major public elections and events with our own in-school events.

The residential experiences make an important contribution to the pupils' personal, social, emotional and citizenship development. Worship is used to support the delivery of PSHE and Citizenship through planned themes and are used to focus upon specific values, activities and topics; for example respect, care, compassion, inclusion and equality.

The content of the school's PSHE curriculum – scheme of work

The specialist areas of:

- Relationships and Sex Education
- Drug Education
- Economic Wellbeing and Financial Capability
- Emotional Health and Wellbeing
- Safety Education, and
- Healthy Eating/Healthy Lifestyles

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are covered on an annual basis through a developmentally progressive curriculum. The school publishes its curriculum (including PSHE) online and the PSHE Curriculum/Scheme of Work is available on the school website.

Parent/carer involvement

The school believes that it is important to have the support of parents/carers and the wider community for the PSHE/Citizenship curriculum. Parents/carers are provided with opportunities to find out about and discuss the schools' programme through

- parent/carer curriculum subject events
- parent/carer evenings
- information leaflets/displays
- the school website
- homework activities
- the school newsletter
- career days and activities

The use of external contributors

External Contributors, e.g. school nurses, community police, fire officers, local experts, parents, local and/or national charities, and PSHE based production groups can make a valuable contribution to the PSHE/Citizenship programme. Their input is carefully planned and monitored so as to fit into and complement the programme. External contributors are used where this adds 'additional' value to that of a school member of teaching staff.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the PSHE/Citizenship programme, safeguarding and ensuring that PSHE ground rules are in place.

Effective PSHE pedagogy

A variety of teaching and learning strategies which take into account pupils' age, development, understanding and needs are used to deliver PSHE/Citizenship. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Teachers and staff should be sensitive to pupil and family situations and backgrounds and give consideration to these issues when planning the lessons.

Effective PSHE/Citizenship lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- the effective use of agreed class rules for talking, listening and respect
- the development of a trusting relationship between the teacher and the pupils enabling the
- consideration of sensitive issues to take place
- collaborative work
- opportunities for reflection
- challenge within a safe environment
- respect for each genuinely made contribution
- negotiation
- accommodating new information and skills
- building on current experience and using first-hand learning to achieve positive ends.
- A range of active teaching and learning strategies can be applied.

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PSHE - Monitoring, Evaluation, Assessment, Recording and Reporting

Responsibilities within EPR

The EPR subject leader is responsible for ensuring the effective delivery of the EPR programme, which is well planned and appropriately matched to age and levels of understanding and in keeping with the Catholic ethos of the school. For example, we ask teachers to include a religious element to their EPR lessons.

Roles and Responsibilities

- Formulating a written policy for Education for Personal Relationships (EPR)
- Ensuring that there is an action plan for EPR which may at times form part of the school development plan
- Ensuring that EPR is appropriate to the age, aptitudes and family backgrounds of pupils
- Ensuring that EPR takes account of the religious and educational needs of all who share in it and is rooted in the principles of the Catholic Church's teaching. For example, when we teach RSE, we do so in the context of the Church's teaching regarding marriage.
- Assisting the governors and headteacher to carry out their legal responsibilities with regard to EPR

Monitoring:

The PSHE Leader will monitor the delivery of PSHE through observation, work sampling, learning walks, and discussions with teaching staff and pupils to ensure consistent and coherent provision.

Evaluation:

Evaluation of the PSHE curriculum will be conducted on the basis of:

- pupil and teacher evaluation of the content, activities and learning processes
- staff meetings to review and share experience

Assessment:

Where possible assessment should be carried out in line with other curriculum subjects and follow the school Assessment Policy.

Assessment is a planned part of teaching and learning which helps to set clear expectations for standards and achievement. It ensures progression in teaching and learning and motivates pupils because they become partners in the assessment process. Assessment in PSHE allows pupils to be clear about strengths and weaknesses in their learning, and enables teachers to be clear about the achievements of their pupils and how their learning might be improved.

Links with other policies

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate

- Relationships and Sex Education Policy
- Assessment Policy
- Equalities Policy

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- Equalities Information and Objectives Statement
- Safeguarding and Child Protection Policy (including child sexual exploitation and Prevent)
- Behaviour Policy
- Anti-bullying Policy
- Physical Education Policy
- Online-safety Policy
- Administration of Medicines Policy
- Support for children with medical conditions Policy

Training and support for staff

All staff benefit from specific training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET and staff meeting programme, drawing on staff expertise and/or a range of external agencies.

All staff have access to the following websites:

- PSHE Association www.pshe-association.org.uk
- Sex Education Forum www.sexeducationforum.org.uk
- Mentor ADEPIS (alcohol and drug education and prevention information service)
- <http://mentor-adepis.org/>
- PfEG (personal finance education group) <http://www.pfeg.org/>
- RoSPA (royal society for the prevention of accidents) <http://www.rospa.com/>
- Young Minds <http://www.youngminds.org.uk/>
- Children's Food Trust <http://www.childrensfoodtrust.org.uk/>
- Healthy Surrey <http://www.healthysurrey.org.uk/>

There are also a wealth of resources available to staff through books and additional schemes of work that have been purchased to support planning for example the Christopher Winters Programme.

Communication

- Communicating to members of the school community the significance and content of EPR
- Reporting to and consulting with the governors and headteacher regarding matters of concern and development
- Acting as consultant to colleagues
- Encouraging positive attitudes towards EPR
- Informing newly appointed colleagues of school policy regarding EPR and in particular Sex and Relationship Education (SRE)
- Supporting newly appointed colleagues with the schools EPR Framework
- Communicating with parents, governors and the parish community
- Liaison with the school priests

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- Liaison with the Diocesan RE Centre
- Working in partnership with local agencies eg School Nurse, Schools Liaison Police Officer

The governors, and especially the Foundation Governors, are responsible for ensuring that the EPR programme follows Diocesan guidelines and is in keeping with the Church's teachings. In all matters related to EPR and especially Relationship and Sex Education, Governors will ensure that parents are consulted on the contents of the programme and given an opportunity to view resources.

We have a governor with responsibility for EPR, who meets annually with the subject leader to ensure this happens.