



# Holy Rood Catholic Primary School, Swindon



## PSHE Policy



**School Vision:**

**Belong**

At Holy Rood Catholic Primary School we will provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others.

A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavour to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

**Learn**

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

**Achieve**

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will go on to accomplish as ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world.

Children's Mission Statement:

**Holy Rood Catholic Primary School**  
**Mission Statement**

We try to follow Jesus by praising and giving  
 thanks to God,  
 enjoying and caring for his world,  
 loving and forgiving others and always trying  
 our best!



## PSHE Curriculum

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. However, the Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in primary schools from September 2020 and that content guidance will be published prior to that.

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools. The department engaged with a wide range of interested organisations and conducted a call for evidence on the content of the subjects, and the status of PSHE. The findings gathered from the process have informed the drafting of the regulations, statutory guidance and regulatory impact assessment, on which the department is now consulting. This includes the department's decision to make Health Education compulsory, not all of PSHE.

The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers can be seen in our Relationships Education Policy.

The DfE specified as part of its National Curriculum guidance that *'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'*.

The review also detailed:

*"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum"* (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).



## PSHE Policy

Children grow up in a complex and ever faster changing world and are exposed to an increasing range of influences. The school and its curriculum aim to build on and complement the learning that has already started at home, in relation to moral values and attitudes, and awareness of society. Parents or adults who care for the children we teach are the 'first-time educators' of their children. Our school works in partnership with them in developing children personally and emotionally and as young citizens.

At Holy Rood Catholic Primary School, Personal, Social and Health Education (PSHE) is rooted in our faith, our awareness of and joy in God's love for each of us and our responsibility for others. Therefore, the PSHE Scheme, along with everything we do at our school, is linked closely to our learning in Religious Education.

### **1. Intent**

Our aim is to equip every child with: a sense of worth; a strong sense of identity; the ability to make purposeful and appropriate decisions; a growth mind-set; good social and communication skills and a sense of fulfilment in their lives at primary school and beyond.

We aim to allow every child the opportunity to grow and to live out our school values. The intention of Holy Rood's PSHE policy is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the wider 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 regularly 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. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **2. Implementation**

Holy Rood brings together PSHE Education, Religious Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning which is based around the 'Jigsaw' PSHE scheme of work. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. We have a whole school approach, with all year groups working on the same theme (puzzle) at the same time. This enables children to have a common focus and to have interesting conversations with their peers about their PSHE learning. There are six puzzles in Holy Rood that are designed to progress in sequence from September to July and each puzzle has six 'pieces' (lessons). Each piece has two learning intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education, but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions).

## PSHE Lessons

PSHE is taught weekly across the school. Each class displays their 'puzzle piece' in their classrooms to both celebrate and show consistency in the children's learning. In addition to this, PSHE is also taught within other subjects, through assemblies and as part of the creative curriculum through 'enquiry' lessons.

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

Below are the areas of PSHE which are covered within each year group:



### Autumn 1:

#### ***Being Me in My World***

In the first unit of PSHE for each year group, children will take part in devising a class charter which will be used throughout the year. Includes understanding my place in the class, school and global community.

### Autumn 2:

#### ***Celebrating Differences***

Includes anti-bullying (cyber and homophobic bullying included) and diversity work.

### Spring 3:

#### ***Dreams and Goals***

Includes goal-setting, aspirations, working together to achieve a common goal.

### Spring 4:

#### ***Healthy Me***

This unit includes drugs and alcohol education, self-esteem, confidence and healthy life style choices.

### Summer 5:

#### ***Relationships***

Includes understanding friendship, family and other relationships, conflict resolution and communication skills.

### Summer 6:

#### ***Sex and Relationships Education – Following 'Life to the Full'***

This will be taught from academic year 2020-2021 following statutory guidance. Please see separate Relationships Sex Education policy.

Each PSHE lesson follows a school-wide approach to ensure consistency throughout the school. All lessons will include the following sections:

- Sharing of the learning objectives
- Jigsaw Charter – this is created by the children and shared with them during each lesson to refresh expectations



- Vocabulary – the teacher will share the key vocabulary that will be used throughout this lesson
- 'Calm Me' – this part of the lesson involves a short meditation in order for children to ready themselves for the lesson
- Reflection and Self-Assessment – children will be asked to reflect on the learning objectives

Please see Appendix 1 for an example of this lesson structure.

### **The Wider Curriculum**

In addition to our taught PSHE lessons, at Holy Rood, we celebrate and deliver PSHE in various other ways.

#### a) School Values

Each term, we celebrate two of our whole school values:

Autumn 1 - Love and Prayer

Autumn 2 - Courage and Compassion

Spring 3 - Confidence and Respect

Spring 4 - Honesty and Responsibility

Summer 5 - Fairness and Loyalty

Summer 6 - Perseverance and Resilience

These values are introduced each half term in an assembly for all children, often discussed in connection to our gospel of the week or current affairs. One child from each class is awarded with the 'Values Champion' certificate every Friday for displaying the values throughout the week. We celebrate this achievement alongside our 'Achievement Award' in our weekly celebration assemblies.

Whilst there are restrictions in place regarding children gathering in large groups, these certificates will be handed out within each class and assemblies will be celebrated using virtual methods (for example – Zoom or Loom assemblies).

### **School Council**

At Holy Rood, we elect one representative from each class to be a member of our School Council from Years 1 - 6. This is done at the beginning of the academic year - after children have delivered short speeches, their class mates will vote for their chosen representative. These children are awarded with a certificate and a School Council badge.

Our School Council's roles will vary each year, depending on pupil voice. However, each year, the representatives will be involved with presenting assemblies, attending meetings and organising charity events across the school.



## **British Values**

The DfE states that pupils should be taught “how democracy and the law work in Britain, in contrast to other forms of government in other countries”, and advises teachers to “consider the role of extracurricular activity, including any run directly by pupils, in promoting fundamental British values”.

At Holy Rood we uphold and teach pupils about the core British Values which are:

- Democracy,
- Rule of Law,
- Individual Liberty,
- Mutual Respect
- Tolerance of those of different faiths and beliefs

These values are taught explicitly through our planned PSHE lessons (see Appendix 2 for specific lesson coverage throughout our Jigsaw programme). However, we also aim to integrate British values into school life through planning and delivering a broad and balanced curriculum. The school takes opportunities to actively promote British values through whole school assemblies and whole school systems and structures. We also actively promote British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. See below for examples of how each British value is integrated into our curriculum.

### Democracy

At the beginning of each year, all children contribute to creating a collective ‘Class Charter’. These are displayed in each classroom and used to reinforce the class and school rules throughout the year. Every child on the school council is voted in by their class. We encourage pupils to take ownership of their own learning and progress through the use of self-assessment. This is evident in the children’s exercise books (daily in Maths lessons and for all extended writing in English). Children’s opinions are formally collated through our annual safeguarding questionnaire which allows the children to give their opinions anonymously.

### The Rule of Law

The Rule of Law is embedded within our school from EYFS up to Year 6. From the moment children join Holy Rood, the importance of rules are consistently reinforced by all staff. We have a clear and progressive behaviour policy that is followed throughout the school. Visits from authorities such as the Police, Traffic Police and Fire Service help reinforce this message.

### Individual Liberty

Children are continually encouraged to make positive behavioural and social choices. By providing a safe and caring environment for children, we aim to allow them to feel supported in their choices. All members of staff provide boundaries for the children to make informed choices in a safe environment.



Through our enquiry-based learning, children help to lead their learning by asking questions before a new topic begins. This helps teachers to plan broad and balanced learning that the children have contributed to. Pupils are encouraged to know and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our regular eSafety and PSHE lessons.

## Mutual Respect

Mutual respect is at the heart of our values, beliefs and community at Holy Rood. All members of the school community treat each other with respect. Respect is one of our whole school values and is discussed in detail through our launch assembly at the beginning of Term 3. Respect is encouraged and praised using house points and certificates throughout the school year.

## Tolerance of those of Different Faiths and Beliefs

We are proud to have a culturally diverse school and we celebrate the different backgrounds and beliefs of both our children, staff and community. Tolerance is at the heart of our Catholic and moral ethos and we explicitly promote diversity through our PSHE and RE lessons. As part of our RE curriculum, the children are regularly taught about other faiths.

## **Community**

At Holy Rood, we are committed to developing strong Church and Community links.

### Church Community

Children from EYFS (after Term 3) to Year 6 regularly attend services at our local Parish Church. KS1 children attend mass weekly and KS2 children attend mass termly, as well as for special events in the Liturgical Calendar. Members of the local community also attend these services, allowing children and the school to worship with both the school and local community on a regular basis. We also have services in our school halls where the Parish Priest will come to deliver a mass. Our Parish Priest is also encouraged to visit our school as much as possible and is often involved with assemblies and worship.

### Local Community

As a school, we aim to contribute to and be active members of our local community whenever the opportunity arises. We also encourage our pupils' families to be involved with our school community frequently, for example by inviting parents to class assemblies and sports days each year and various events organised by the PTA throughout the year.

See separate *Community Cohesion* policy for more information on our community links.



## External Visitors

On occasion, we may invite external contributors and visitors into the school to provide the children with a broad range of experiences and discussion.

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the PSHE programme. Their input will always be carefully planned and monitored so as to fit into and complement the programme. Teachers will always be present during these sessions and remain responsible for the delivery of the PSHE programme.

### 3. Impact

Following the implementation of the broad and balanced PSHE curriculum, children will be respectful, independent, responsible and confident members of society. They will be equipped with tools to maintain a healthy and positive lifestyle with regards to relationships, healthy diet, their faith and their own personal identity. The most significant impact that we want for our children is the development of respect for themselves and others in accordance with our Catholic ethos and beliefs.

The PSHE co-ordinator will monitor delivery of the Jigsaw programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

All classes will be provided with a PSHE folder in which they will keep a copy of the planning for each unit of the Jigsaw scheme. Activities and work completed in each lesson will then be filed under the relevant unit. This will support informal assessment of pupils' progress throughout the year.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Staff questionnaires to review effectiveness of the learning (last conducted March 2021)
- Regular Link Governor meetings

### **Assessment of PSHE**

Children are not assessed using formal summative assessment. Instead, teachers undertake ongoing assessment for learning in order to identify those children who require extra support in this subject and those who demonstrate that they are more able.

We identify additional opportunities for more able pupils to develop their skills further, such as applying for leadership roles within the school (i.e. school council, sports leaders, eco warriors, chaplaincy, digital leaders etc.), having the opportunity to present assemblies to the rest of the school and taking part in external educational visits.

We provide additional support for those who require it, including:

- Liaison with the SENDCO to ensure children's emotional needs are supported through individual education plans, where necessary
- Referral to the Pastoral Lead for 1:1 sessions/emotional support/social groups



- Use of CPOMs to record and monitor any concerns around children's emotional wellbeing
- Focused assemblies and class discussions to address specific issues.
- Access to lunchtime club run by our Pastoral Lead
- Encouraging children to use the worry box
- Open dialogue with parents to communicate concerns about individual children's responses during PSHE
- Focusing on understanding and expressing opinions in lessons, therefore less focus on reading and writing
- Use of partner/group activities to enable less confident learners to express themselves