

OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL



School **Curriculum Policy and Subject Guidance** for

PSHE

(2021/22)

Curriculum Leader: Mrs Alison Townley

Our School Vision:

"We want our school to be a safe, secure and exciting place to learn and grow in Christ. A place where children, staff, families and governors work closely together to answer Christ's call."

Our Catholic School community works with a Christian purpose:

- To promote an enthusiasm for enjoyment of learning
- To provide a broad and well balanced curriculum
- To challenge children to reach their full potential
- To learn about God and his creation
- To answer Christ's call through our love for each other
- To foster in children independence and a sense of responsibility



"For you are precious in my eyes"

(Isaiah 43)

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INTRODUCTION

This policy covers our schools approach to the statutory guidance on Relationships Education, Health Education (HRE) and all non-statutory elements of PSHE. Our programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others, form, and sustain healthy relationships.

CURRICULUM AIMS – OUR INTENTION:

Through PSHE at Our Lady of Lourdes, we aim for all children to learn 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;
- understand appropriate behaviour within a relationship and what to do if there are issues that give them 'yukky' feelings
- be aware of safety issues;
- know how to keep themselves safe online
- build a learning power, 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.

We regard PSHE as an important subject because:

- PSHE can prepare pupils for opportunities, responsibilities and experiences they may encounter in their future lives
- PSHE gives pupils skills needed to lead confident and healthy independent lifestyles
- PSHE develops informed, active and responsible citizens.

EARLY YEARS FOUNDATION STAGE:

We teach PSHE and Citizenship in Nursery and Reception classes as an integral part of the Foundation Stage.

The prime area of PSED is on going through all activities in the Foundation Stage and meets the objectives set out in Development Matters, developing the child's personal, emotional and social skills in all that we do.

We also support citizenship education in the Foundation Stage when we teach Understanding of the World. We enhance our teaching with the SCARF scheme of work where appropriate or necessary, integrating this into our daily teaching and termly topics

E.g. Autumn term – Who lives in my house?

If needed, specific sessions are planned for, to ensure that the content for PSHE and Citizenship is covered appropriately to meet the needs of the cohort.

British Values are also explored using 'Picture News'. These resources are designed to expose children to current affairs, discover their interests and bring the world closer to their everyday lives.

ROLES & RESPONSIBILITIES:

<p style="text-align: center;">THE GOVERNING BODY</p>	<p><i>The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.</i></p> <p><i>The governing board will also ensure that:</i></p> <ul style="list-style-type: none"> ○ A robust framework is in place for setting curriculum priorities and aspirational targets ○ Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements ○ Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
<p style="text-align: center;">THE HEADTEACHER</p>	<p><i>The headteacher is responsible for ensuring that this policy is adhered to, and that:</i></p> <ul style="list-style-type: none"> ○ All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met ○ The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board ○ Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum ○ They manage requests to withdraw children from curriculum subjects, where appropriate ○ The school's procedures for assessment meet all legal requirements ○ The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
	<p><i>The curriculum leader is responsible for:</i></p> <ul style="list-style-type: none"> ○ Overseeing the continuity of the subject and the progression of teaching and learning within annual and medium-term plans.

CURRICULUM SUBJECT LEADER	<ul style="list-style-type: none"> ○ Monitoring the quality of teaching and the standard of work produced. ○ Keeping evidence from year to year. ○ Supporting colleagues and sharing their expertise and experience. ○ Encouraging staff and pupils to be creative and advise teachers on teaching methods they may wish to explore. ○ Supporting staff in catering for the needs of all the children in their class, ensuring all children access the curriculum at an appropriate level. ○ Ensuring proper provision is in place for pupils with different abilities and needs, including children with SEN ○ Reporting to the governing board and ensuring it is advised on any changes to the PSHE curriculum and making them aware of what is happening in school.
CLASS TEACHERS	<p><i>Other staff will ensure that the school curriculum is implemented in accordance with this policy. They will:</i></p> <ul style="list-style-type: none"> ○ Ensure they are aware of the previous knowledge of the children and build on this within lessons. ○ Ensure children are given concrete experiences, planning trips, inviting visitors in to school or trained professionals where necessary. ○ Ensure all of our intentions are being taught.

CURRICULUM PLANNING & ORGANISATION (IMPLEMENTATION)

While promoting the aims and values above, we will ensure that pupils are offered a broad and balanced PSHE programme.

By using relevant local data and school information, such as CPOMS and attendance, this will allow us to plan and address the identified needs of the whole school community. Looking at the Health Needs Assessment and Health LSIP, which includes: Public Health data on road traffic accidents; attendance at A&E; alcohol and drug use; social deprivation; family life; career and life chances, we will offer a curriculum that caters for the needs of our children and families.

PSHE is delivered and experienced in a safe and supportive environment, 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.

Encouragement and guidance is given to children of all abilities, in order for them to build on previously acquired skills and be motivated to develop further as individuals. We use a range of teaching and learning styles. We place an emphasis on active learning by including 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 helping others less fortunate than

themselves like CAFOD projects, Children in Need, supporting the local foodbank , Macmillan Cancer appeal etc.

Group agreements are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for learning and discussions for staff and pupils.

Our PSHE planning follows a thematic long-term plan, which has been devised by the PSHE association in line with the statutory changes for 2020. The Medium Term plans provide links to resources and lessons deemed suitable by the PSHE association, which are then supplemented using SCARF (Safety, Caring, Achievement, Resilience and Friendship) lessons that provide a whole-school approach to building these essential foundations.

PSHE is taught as a discrete subject in all classes and is timetabled weekly. However, some of the time we introduce PSHE and citizenship through other subjects, as there are clear overlaps between the programmes of study for Science, Computing, Religious Education and HRSE.

We also develop PSHE through whole school events, e.g. assemblies, the building learning power whole school initiative, fundraising, e-safety weeks and visits from the SCARF Life Van. In Year 5/6 the children are also offered a Residential Visit, where there is a particular focus on developing pupil's self-esteem and giving them opportunities to develop independence, leadership and cooperative skills.

RELATIONSHIPS EDUCATION

Relationships Education is embedded within PSHE. The statutory guidance covers five KS1 & 2 topics including:

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online relationships
- Being safe

Staff will use the 'This is me' scheme or 'Journey in Love', for teaching Relationship and Sex Education across school. This is taught during Health Week, in the summer term, and parents will be notified as to what is taught and when it will be taught (via the newsletter, text message and the school website). Parents are able to withdraw their child from these sessions should they see fit, in this instance parents are invited to discuss their reasons with the SLT prior to the delivery of the sessions. For further information, see the HRSE policy.

DISPLAY:

The school promotes the displaying of PSHE around school, the displays are used to celebrate achievement and to support teaching and learning of themes being taught.

Displays reflect Our Lady of Lourdes commitment to providing a high-quality learning environment. Corridor displays are changed at least termly, weekly for the 'In the news' board, which exposes children to current affairs, discovery of their interests

and bringing the world closer to their everyday lives. Classroom displays are changed as and when appropriate.

ASSESSMENT:

At the beginning of a theme teachers activate children's prior knowledge drawing upon any information they can recall. They should record what children already know and any questions children would like to find out. This prior knowledge should be used as a baseline for planning lessons.

Assessment and feedback to pupils is carried out by observation and oral feedback during lessons.

At the end of each year teachers make a judgement of each child's attainment and record this on iTrack primary.

INCLUSION:

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every aspect of PSHE, wherever possible, and ensure that there are no barriers to every pupil achieving.

We recognise and promote social learning and expect our pupils to show a high regard for the needs of others by being respectful of all responses and allowing each child to offer suggestions and ideas in a safe and secure environment valuing all responses.

MONITORING & TRAINING:

Senior Leaders and Curriculum leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Book scrutiny
- Child discussions
- Teacher discussions
- CPD for the Curriculum leader as required (Ofsted - Sandylands Hub)
- Staff Meeting Focus on PSHE and the curriculum
- INSET training on using resources and good practise

LINKS WITH OTHER POLICIES:

This policy links to the following policies and procedures:

- EYFS policy
- Religious Education Policy
- HRSE policy
- Science policy
- Computing policy
- Safeguarding policy

Policy Date:	1 st March 2020
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Policy Review Date:	September 2021
Signed & Dated:	 Chair of Governors
Signed & Dated:	 Headteacher Curriculum Leader