

OUR LADY OF LOURDES CATHOLIC PRIMARY & NURSERY SCHOOL



School Subject Guidance for **Personal, Social, Health & Economic Education** (2021/22)

Subject Leader: Mrs Alison Townley

Vision and Mission

"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)

The overarching aim for PSHE Education in school as defined by the PSHE association for 2020 states that:

"pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential."

Curriculum

The delivery of PSHE follows a two-year rolling programme, which is taught as a discrete subject in all classes and is timetabled weekly. We use a thematic long-term plan, which has been devised by the PSHE association in line with the statutory changes for 2020. This rolling programme has been altered as a result of COVID 19 to meet the needs of the children in school after prolonged absences.

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.



Group agreements **MUST** be 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.

Planning Statement

All teachers should plan **sequences of learning** using the PSHE planning format. Teachers should use PSHE association lessons or Scarf lessons, with an understanding of the strands that they are working towards. At the beginning of a theme, teachers activate children's prior knowledge by drawing upon any information they can recall. They should record what children already know and any questions they would like to find out. This prior knowledge should be used as a baseline for planning lessons.



HRSE

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.

Timetable

Teachers plan for one weekly PSHE Education lesson of **30 minutes** but there will also be many cross-curricular links with other subjects adding extra study time.

Resources

A variety of resource documents are available to support teachers in their planning of PSHE. Many resources can be found on the PSHE Medium term plan or teachers can access SCARF.



Assessment for Learning & Record Keeping

Teachers should refer to the 'Effective Assessment Policy' for further information.

What the children will learn should be clearly communicated to the class during each lesson as identified on teacher's plans.

Teachers **must** use floor books to evidence lessons and discussions and individual jotters in KS2. At the end of a lesson, children should self-assess their work with the school traffic light system.

It is essential that teachers maintain a record of attainment against Key Learning, which is on-going throughout all lessons.

Termly assessments are to be completed and any gaps considered and worked upon during the following term to ensure that the children are reaching the end of year statements. This information is tracked by the Senior Leadership Team.



Written by: Mrs Alison Townley
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