

# Personal, Social, Health and Emotional and British Values Policy

## St Francis' Catholic Primary School



Approved by LGC on: Sept 2022

Approved by Committee: n/a

Next review due by: Sept 2024

## **PSHE and British Values**

### **Rationale**

At St Francis' school, high quality PSHE teaching helps children to thrive when they reach adulthood through gaining a better understanding of the world, economically and socially. It celebrates each child as an individual, helping them to achieve their maximum potential and enabling them to make a full contribution to society. PSHE can allow pupils to understand how their bodies change and how to live a healthy and safe lifestyle. Our Catholic ethos promotes the spiritual, moral, cultural, mental and physical development of the children in our care.

### **Aims**

- prepare children to be global citizens now and in their future roles within a global community
- give children regular opportunities to learn about, recognise and apply the British Values of democracy, tolerance, mutual respect, rule of law and liberty
- teach children how to be safe, and to understand and develop healthy relationships both now and in their future lives
- allow children the opportunity to learn about difficulties and emotions that might arise, and signpost them to support available
- learn to take responsibility and make good decisions
- recognise their rights and responsibilities, while becoming healthy, independent members of the school community and of a diverse society
- gain an understanding of themselves personally and socially, developing their sense of self-worth and tackling the social and physical issues of growing up.

### **Guidelines**

- the planning and teaching of PSHE at St. Francis' follows the PSHE Association programmes of study
- our scheme of work will include opportunities to make links with British Values; spiritual, moral, social and cultural development; Catholic Values; RSE and E-Safety
- a spiral curriculum, which aims to revisit and build on children's knowledge, starts in Reception and follows children through to Year 6
- the timing of lessons will complement key campaigns throughout the year e.g. Anti-bullying Week
- PSHE in the Early Years Foundation Stage is on-going through all activities and meets the objectives set out in Development Matters. Reception also have stand-alone PSHE lessons and take part in Key Stage 1 PSHE assemblies
- the PSHE coordinator is responsible for mapping out the PSHE curriculum overview based on the 2020 PSHE Association's curriculum. We deliver the programme supported by the following schemes: 'Life to the Full', which covers Relationships and RSE, The Linking Network lessons cover British Values and 'Twinkl' and BBC Clips support our delivery of the remaining PSHE curriculum objectives.
- PSHE will be taught as a discrete subject for one lesson per week but opportunities to teach through a cross-curricular approach will also be taken
- PSHE will be developed through activities and whole-school events e.g. whole school assemblies, residential trips, speakers and whole-class day visits e.g. visiting the Life-skills Centre lessons are taught by members of staff that the children know well and are

comfortable with – this allows children to place trust in what the adults are saying and offers the opportunity for follow-up work as required.

- Themed learning for the term will be embedded in weekly key stage assemblies, visiting speakers (such as health workers, police, and representatives from the local church) will be invited into school to talk about their role in creating a positive and supportive local community an emphasis is placed on active learning by including the children in discussions, investigations and problem-solving activities
- Children are encouraged to take part in a range of practical activities that promote active citizenship (e.g. fundraising), or help others less fortunate than themselves (e.g. CAFOD, Children in Need)
- We teach PSHE to all children, providing learning opportunities matched to individual needs
- The class year will start with a class acceptance of a charter of rules which will be displayed on every class noticeboard. The class charter aims to create the correct environment for class discussion.
- Sensitive questions posed by children will be answered by drawing on the curriculum and responding in an age appropriate way

### **Safeguarding**

- Any response that raises a safeguarding concern should be logged on CPOMS and brought to the attention of the safeguarding team
- If a question raises potential safeguarding concerns, staff should respond in a way that will allow them to follow school safeguarding procedures e.g. 'That is a really interesting question and I need time to think because I want to give you a proper answer'
- Disclosures that aren't safeguarding issues may provide opportunities to offer support for a child. Staff may refer or suggest local/national support services or information for pupils and/or their families.

### **Responsibilities**

**PSHE coordinator**, reporting to the Head Teacher, is responsible for monitoring teaching practice to ensure that the school PSHE policy is being implemented. This includes:

- overseeing the development and review of schemes for learning in English, mapping out and monitoring curriculum planning, lesson observations, oversight of assessment materials/procedures, and moderation of work and teacher feedback.
- monitoring through learning walks, class floor-books, staff questionnaires, pupil discussions and questionnaires
- identifying training needs and relevant CPD and leading on this whole school

The PSHE coordinator will:

- support colleagues in the teaching of PSHE by providing information about current developments in the subject
- evaluate strengths and weaknesses in the subject and indicating areas for further improvement (subject audit and action plan)

The link governor will:

- liaise with the coordinator three times a year to ensure high standards are maintained. This will involve one focus each visit: the planned curriculum, the impact of teaching

and learning based on evidence and the third visit will focus on the impact of teaching and learning through pupil conferencing and questionnaires.

### **Assessment**

Teachers assess children's work against end of year expectations by making informal observations and judgments during lessons.

### **Conclusion**

St. Francis' School is committed to providing an environment of positive health and well-being, and PSHE is a key aspect to achieving this aim. It will help to prepare them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. Our children will feel safe and secure in transferring their knowledge, understanding and skills to practical real-life situations to ensure the best possible choices and outcomes.