

St. Joseph & St. Bede R.C. Primary School

PSHE policy



With **Christ** at the
centre, our *Dream*
is for **greatness** in our
learning, to
Believe in our
unique talents, to be
Guardians of
life & creation
and to *Achieve*
a better world, by
living life to the **full**.

Approved by: Mrs J. Myerscough

Date: March 2021 – Mrs N
McDonald

Last reviewed on: 2019

Next review due by: March 2022

Aims

- To promote God, Gospel values, spirituality and faith in Jesus Christ.
- To promote the development of each individual to have respect for themselves and for one another.
- To provide a rich, broad and balanced curriculum, allowing all to achieve their best by meeting the needs of all and promoting high expectations.
- To provide a warm, welcoming, caring environment which is safe and stimulating.
- To promote a strong partnership between school, family, parish and community.

Rationale

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem, critical thinking and confidence.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

Aims

This policy outlines our school's practice and procedures relating to the delivery of our PSHE whole-school approach, which is implemented from nursery through to year 6. This covers nine themes throughout the year, which underpin the fundamental aspects of emotional wellbeing: Healthy Lifestyles, Keeping Safe, Growing and Changing, Healthy Relationships, Feelings and Emotions, Valuing Difference, Rules, Rights and Responsibilities, Caring for the Environment and Money.

Planning, teaching and learning

Each half-term is dedicated to following a specific theme and within that theme specific skills are taught and covered. This approach has been devised in such a way that the learning skills for each year group are progressive and age appropriate. It is a spiral curriculum which ensures issues are revisited throughout the children's development to ensure that the skills and ethos become embedded.

Promoting fundamental British values

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life.



Promoting a healthy lifestyle

We strongly believe that 'a healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals everyday
- Organising annual sports day
- Promoting Change 4 Life.
- All classes take part in the Daily Mile.
- Offering a range of after-school clubs, such as netball, football, dance, athletics and Farm club.
- Providing fresh fruit daily and free milk for children under five
- Running a lunch club in the nursery to promote healthy eating
- Organising out and about' days in the Early Years Foundation Stage (EYFS)

Assessment, recording and reporting

There are clear outcomes laid down for each lesson, with an understanding of the areas of curriculum that these cover. The children learn by interactive, active learning and development of critical communication skills. Their ideas and cognitive development is recorded via photographs and pupil voice collection and recorded in the class floor books. We also have the ability to record children and their developing views and understanding via twitter and SeeSaw in order to engage parents in their learning

Monitoring and evaluation

The head teacher, deputy head teacher/inclusion leader and PSHE co-ordinator are responsible for monitoring the standards of children's progress and achievement, and quality of teaching.