

GUARDIAN ANGELS' RCPS PSHE POLICY

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Mission Statement

We follow in the footsteps of Jesus to love, learn and grow.

Our Own Grown Curriculum

Our own grown curriculum provides every child with a Catholic education based on the life and teachings of Jesus Christ in which our schools Mission Statement and the Gospel Values underpin all aspects of school life.

We recognise and celebrate that every child is made in the image and likeness of God. Our curriculum is inclusive and meets the needs of every child in our school.

We have grown a curriculum that is progressive and sequential, creative, challenging, fun and enriching. The curriculum provides every child with the knowledge, skills and experiences to become excellent lifelong learners and equip them to embrace the diverse and ever-changing world that we live in.

Purpose of this policy

This policy reflects the aims and values of Guardian Angels' RCPS. It ensures all stakeholders, including staff, governors, parents and children, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum

Our Vision

At Guardian Angels' we are committed to the education of the whole child. Pupils' spiritual, physical, moral, social, cultural and emotional development is at the heart of our catholic school ethos. We intend to deliver a PSHE curriculum which is accessible to all and will maximise outcomes for every child, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. We aim to raise pupils' self-esteem and enable them to become independent, responsible, healthy and confident members of society.

Our teaching of PSHE is underpinned by our Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God. Through our discreet

lessons and wider cross curricular activities children will be able to develop their ability to tackle the moral, social and cultural issues that are part of growing up. Children will be taught how to keep themselves healthy and safe, physically and emotionally, learn about rights and responsibilities and encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

In partnership with parents, we teach PSHE and RSE according to the National Curriculum guidance, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year to maximise learning for all children.

Aims and outcomes

By the end of Year 6, children should:

- Have acquired the knowledge, skills and experiences which will equip them for secondary school. These include, but are not limited to, the following:
 - Understanding of self and the importance of health and well-being.
 - Understanding of relationships.
 - Understanding of living in the wider world and how to contribute to living in a happy society.
- Be confident, independent learners ready for their next steps in their educational journey.
- Understand themselves better and the lives and cultures of the world around them.
- Be able to voice their own opinions and to learn to listen and respect the opinions of others.
- Have developed a positive sense of themselves and others; to form positive relationships and develop respect for others.
- Have developed social skills and learn how to manage their feelings; to understand appropriate behaviour and to have confidence in their own abilities.
- Have grown in confidence; to be curious, concentrate, show resilience, co-operate and to improve.

At Guardian Angel's, we provide opportunities for pupils to take on roles of responsibility and represent others through a range of leadership roles, including head pupil, Pupil Voice and the Gift team.

Teaching and learning of PSHE

At Guardian Angel's, we follow the guidelines from the Department of Education for PSHE

and facilitate this through the use of the 'Ten:Ten Life to the Full Plus' scheme. This spiral programme allows for effective teaching and progression across the school. It supports the PSHE and RHE curriculum whilst staying true to our Catholic ethos and values that we hold as a school. In line with our Catholic ethos and commitment to the dignity of every person, our PSHE curriculum supports our Rights Respecting School commitment. We teach children about the UNCRC, helping them to understand their rights and responsibilities and to put respect for the rights of others into practice every day. This combination of content helps to enable children to understand and respect who they are, empowers them with a voice, and develops their resilience, thereby equipping them for life and learning.

Early Years and Foundation Stage

PSHE is taught as focused lessons within the strand of 'Personal Development'. This is to prepare the children for their PSHE journey throughout Our Lady Of Lourdes. Continuous provision opportunities are used to enhance teaching and for the children to apply their learning with independence. Teachers use their professional judgement to complete EYFS profile assessments to document what a child knows, understands and can do.

Key Stages 1 and 2

During key stages 1 and 2, our PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation Stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Our Key Stage 1 and 2 programme of study is based on the three core areas of PSHE.

- Health and Wellbeing
- Relationships
- Living in the Wider World

See Progression Statements and Long Term Plans for each Key stage for more detailed information.

PSHE is taught through a range of planned lessons which will be taught for one 60-minute session over our two-week timetable. We have created a PSHE long term plan, which follows Ten Ten Life to the Full programme of work. We have focus assemblies and workshops such as Mental health and Wellbeing, NSPCC, Road Safety etc which Our Pupil voice, inclusion lead or external providers lead across school.

Teaching strategies will include:

- establishing ground rules

- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- collaboration
- film & video
- group work
- role-play
- trigger drawings
- values clarification

At times children will produce group and individual work, this will be collated in a class topic file. Photos of activities and learning will be uploaded onto the class webpage. The class teacher will also record where evidence can be found and the intention, implementation and impact of each lesson.

PSHE Curriculum overview

	Learning Journey 1	Learning Journey 2	Learning Journey 3
Nursery / Reception	<u>New Beginnings</u> Wellbeing and Readiness to Learn <u>Created and Loved by God</u> Religious Understanding <u>Created and Loved by God</u> Me, My Body, My health <u>Created and Loved by God</u> Emotional Wellbeing	<u>Created and Loved by God</u> Life cycles <u>Created to Love Others</u> Religious Understanding <u>Created to Love Others</u> Personal Relationships <u>Created to Love Others</u> Life Online	<u>Created to Love Others</u> Keeping safe <u>Created to Live in Community</u> Religious Understanding <u>Created to Live in Community</u> Living in the Wider World
Year 1	<u>New Beginnings</u> Wellbeing and Readiness to Learn <u>British Values</u> Democracy	<u>Created to Love Others</u> Personal Relationships <u>Created to Love Others</u> Keeping Safe	<u>Created to Live in Community</u> Religious Understanding <u>Protected Characteristics</u> Diversity, Families, Race,

	<u>Created and Loved by God</u> Religious Understanding <u>Created to Love Others</u> Religious Understanding		
Year 2	<u>New Beginnings</u> Wellbeing and Readiness to Learn <u>British Values</u> Democracy <u>Created and Loved by God</u> Religious Understanding <u>Created and Loved by God</u> Me, My Body, My Health	<u>Created and Loved by God</u> Emotional Well-Being <u>Created and Loved by God</u> Life Cycles <u>Created to Love Others</u> Life Online	<u>Created to Live in Community</u> Living in the Wider World <u>Protected Characteristics</u> Disability, Marriage, Race, Sexual Orientation
Year 3	<u>New Beginnings</u> Wellbeing and Readiness to Learn <u>British Values</u> Democracy <u>Created and Loved by God</u> Religious Understanding <u>Created to Love Others</u> Religious Understanding	<u>Created to Love Others</u> Personal Relationships <u>Created to Love Others</u> Life Online <u>Created to Love Others</u> Keeping Safe	<u>Created to Live in Community</u> Religious Understanding <u>Protected Characteristics</u> Age, Race, Ethnicity, Tolerance, Faith
Year 4	<u>New Beginnings</u> Wellbeing and Readiness to Learn <u>British Values</u> Democracy <u>Created and Loved by God</u> Religious Understanding <u>Created and Loved by God</u> Me, My Body, My Health	<u>Created and Loved by God</u> Emotional Well-Being <u>Created and Loved by God</u> Life Cycles	<u>Created to Live in Community</u> Living in the Wider World <u>Protected Characteristics</u> Disability, Gender

Year 5	<u>New Beginnings</u> Wellbeing and Readiness to Learn	<u>Created to Love Others</u> Personal Relationships	<u>Created to Live in Community</u> Religious Understanding
	<u>British Values</u> Democracy	<u>Created to Love Others</u> Life Online	<u>Protected Characteristics</u> Disability, Faith, Ethnicity, Race
	<u>Created and Loved by God</u> Religious Understanding	<u>Created to Love Others</u> Keeping safe	
	<u>Created to Love Others</u> Religious Understanding		
Year 6	<u>New Beginnings</u> Wellbeing and Readiness to Learn		<u>Created to Love Others</u> Personal Relationships
	<u>British Values</u> Democracy	<u>Created and Loved by God</u> Emotional Well-Being	<u>Created to Live in Community</u> Living in the Wider World
	<u>Created and Loved by God</u> Religious Understanding	<u>Created and Loved by God</u> Life Cycles	<u>Protected Characteristics</u> Gender, Sexual Orientation, Gender Reassignment, Race, Ethnicity
	<u>Created and Loved by God</u> Me, My Body, My Health		

Cross-curricular links

PSHE shares links with the following subjects:

- Science: healthy lifestyles, life cycles and the human body
- PE-healthy lifestyles
- Drama and literacy: using stories to consider issues related to relationships and health, as well as discussions about topical issues
- RE: aspects related to relationships, families and different faiths and beliefs
- Maths :financial capability
- Geography: citizenship work about different communities and looking after the environment
- ICT: e-safety and using databases to collate information about different opinions
- Spiritual, moral, social and cultural: encourages empathy towards the world we live in and respect for looking after it.
- We also use whole school themed weeks, assemblies, Class Collective Worship, Nurture groups, praise and challenges to embed PSHE into the culture of our school.

Assessment

At Guardian Angels', assessment is used to enable staff to understand what children have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative PSHE assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and adaptations.

Summative assessment

Summative assessment is completed termly, based on the PSHE knowledge and skills that the medium-term plan requires as a key focus.

At the end of each school year, children will be assessed within one of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Marking

Children receive regular feedback and marking follows the school's marking policy.

Recording of children's learning

In PSHE, pupils will record their learning in the following ways:

- Individual and group work
- Photographs on the class page
- Videos on the class page
- I-pads/Laptops
- Reception-Individual Learning Journey (this may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent. Use of Seesaw / website)

Roles and responsibilities

Headteacher

The Headteacher will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD

- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Teachers

Class teachers will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CP

Inclusion

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

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with special educational needs (SEN)
- Children with English as an additional language (EAL)

Teachers will plan lessons so children with SEN and/or disabilities can study PSHE, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will adapt and modify their planning and resources to meet the needs of each child.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support them to take part in PSHE.

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- Learning and Living Differences (SEND) policy
- Teaching and Learning policy
- Relationships and Sex Education
- Well-Being and Readiness to Learn Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Anti-bullying Policy
- Equality Policy

- Dyslexia Policy
- Science Policy
- PE Policy
- RE Policy
- Home-School Agreement

Monitoring and review

This policy will be reviewed by staff and governors every two years.