

**St James' R C**  
**Primary School**

**Policy for PSHE**

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## **Policy for PSHE**

### **Mission Statement**

Faith in action  
Working together  
Walking in the footsteps of Christ.

At St James' we:

- Actively demonstrate the Christian Values that are shared by all
- Maintain a safe, welcoming environment which fosters independence and resilience
- Promote positive relationships and respect for self and others
- Inspire children to be excited by learning
- Enable everyone to reach their full potential and embrace the future.

### **Introduction to PSHE**

At St. James' RC Primary School, the staff and Governors are committed to promoting the spiritual, moral, cultural and physical development of our pupils. We believe PSHE to be an essential element in the preparation of our children for adult life.

The P.S.H.E. curriculum provides learning opportunities and experiences which enable pupils to develop the knowledge, skills and understanding necessary for personal and social responsibility. In our school, PSHE must be in accordance with the teachings of the Catholic Church.

### **The Aims of PSHE**

Through PSHE we seek to:

- Help pupils to live and learn in a Catholic Christian environment leading to respect of others in our school community and the wider world;
- Educate and develop each member of the school community by building on pupils strengths and supporting their weaknesses;
- Develop a sense of self-worth and a respect for the dignity of life;
- Encourage children to communicate confidently and express their feelings appropriately;
- To develop healthy, safer lifestyles;

- Prepare the child for the opportunities, responsibilities and experiences of adult life.

## **Introduction**

PSHE is concerned with the total well-being of the child. As a Catholic school it is embedded in the ethos of the school as defined in the Mission Statement and Aims of the school. This policy is therefore linked very closely with the following policies:

Behaviour, Safeguarding, Anti- Bullying, Anti – Radicalisation, Disability Equality Policy, Equal Opportunities Policy, Mental Health Policy, Religious Education, Collective Worship and Relationships and Sex, Equality.

Within PSHE we recognise:

- Health Education - involves children engaging in activities to promote their physical well- being.
- Citizenship – involves encouraging children to take a responsible role in society. It includes developing the children’s awareness of their personal safety and the process by which they can seek help and information, as well as learning the behaviour expected of them as responsible citizens.
- Human Relationships – involves the information by which the child is enabled to become aware of himself/herself as a person and understand the process of development is a natural part of growing up.

## **British Values**

The Government sets out its definition of British Values in the 2011 ‘Prevent’ strategy. The Department for Education has reinforced the need to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values, through the teaching of SMSC (Spiritual, moral, social and cultural development).

The Government’s definition of ‘British Values’ includes the following:-

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those of Different Faiths and Beliefs

At St. James’ we believe that our values, as illustrated in our Mission Statement, fully encompass what the Government defines as ‘British Values’. In addition, St James’ uses strategies within the National Curriculum and beyond to embed these British Values, which are promoted in most long term subject planning.

St. James’ RC Primary School – PSHE Policy – Summer 2017- Review Summer 2020 – Mrs. M Wilson

## Aims of Promoting British Values

<b><u>British Values</u></b>	<b><u>Aims and Examples of How it is Applied</u></b>
Democracy	<p>Pupils are encouraged to make decision and express their views through the democratic process. This helps pupils develop an understanding of the importance of democracy in securing a fair society where everyone has a voice.</p> <ul style="list-style-type: none"> <li>• The School Council is democratically elected by pupils.</li> <li>• Children vote on their class rules and the winner of the Year 6 Sport Award.</li> <li>• Pupils and parents complete questionnaires to share their views.</li> <li>• The Philosophy for Children programme promotes fairness by ensuring that all pupils can share their viewpoints without fear.</li> </ul>
Rule of Law	<p>From an early age, pupils are taught the rules of the school. They are taught that rules and laws are there to govern and protect us and the consequences when laws are broken.</p> <ul style="list-style-type: none"> <li>• Children create 'Rights and Responsibilities' for their class at the beginning of each year.</li> <li>• The Golden Promises are promoted throughout the school with a Golden Promise Award presented every week in assembly.</li> <li>• Awareness and reasons behind Playground and E Safety rules are enforced regularly.</li> </ul>
Individual Liberty	<p>Pupils are encouraged to make choices within a safe and supportive environment. They are taught how to minimise risk, particularly when using the internet. Children learn how to make the right choices in different situations. They understand that the choices they make have an impact on others; their liberty must not be at the expense of someone else's well-being.</p> <ul style="list-style-type: none"> <li>• Pupils have the freedom of choice of their school dinner</li> <li>• Freedom to participate in extra-curricular activities</li> <li>• Freedom to choose games and equipment at playtimes</li> </ul>
Mutual Respect	<p>We teach children that mutual respect is at the heart of our ethos. We believe that when adults and pupils treat each other with respect, this value is taken out to the wider community. It is the right of everyone to be treated with respect regardless of gender, faith, culture, belief or difference. We believe that God</p>

	<p>made each one of us as a unique being and that difference is to be celebrated. It is not for us to judge others but to love.</p> <ul style="list-style-type: none"> <li>• All members of the school community reflect on how to treat each other with respect.</li> <li>• Children participate in P4C activities</li> <li>• Take turns to speak</li> <li>• Reading Buddies</li> <li>• Playground Buddies</li> </ul>
<p>Tolerance of Different Faiths and Beliefs</p>	<p>Through the curriculum, our assemblies and our own faith, we teach the children to tolerate those of different faiths and beliefs.</p> <ul style="list-style-type: none"> <li>• We invite other faith leaders to visit the school and talk to our pupils about their faith experience</li> <li>• Pupils study a different faith every academic year</li> <li>• We aim to visit other places of worship</li> <li>• We actively encourage pupils to challenge those who express opinions that are contrary to our ethos and the 'British Values'.</li> </ul>

### **Guidance on Visitors and External Speakers Working with Pupils in Catholic Schools.**

Visitors and speakers are welcome as they make positive contributions to the work of the school. Preparatory work must be carried out before a visit is agreed. It is the school's duty to ensure the wellbeing and safeguarding of all pupils and robust preparatory work will ensure there is no risk to pupils in regards to them being given unsuitable resources and materials or being exposed to discriminating and extreme views that could be put forward by a visitor.

The Headteacher should be informed of a proposed visit with clear explanations outlining the purpose of the visit and who will be visiting.

The member of staff preparing the visit should ensure:

- The work and values of the organisation represented by the visitor are compatible with the aims and ethos of our school

- The focus of the work and presentation complements the curriculum or educational experience of the pupils involved
- The visitor has the necessary skills, experience and knowledge and that the delivery and outcomes are age appropriate to the pupils attending
- The aims and outcomes are clear, achievable and agreed between the member of staff and the visitor
- The visitor shares with the member of staff any materials or resources to be used.
- The decision to invite the visitor into the school should be agreed between the member of staff preparing the visit, the Head Teacher and other senior members of staff in accordance with the school's procedures.

Once the visit has been agreed, the school should provide the visitor with information about the school, its aims and values. They should ensure that the visitor is signed – in, in accordance with school procedures and is given a name badge to wear and relevant documentation, eg: prevent strategy leaflet and safeguarding leaflet.

A checklist must be completed in preparation for a visit by an external visitor or speaker by a designated member of staff.

### **Management of PSHE**

There is a designated subject leader for PSHE. The subject leader will be responsible for:

- Ensuring that PSHE is delivered to a high standard by the school community;
- Informing the staff of new developments and for training;
- To advise staff on resources;
- To liaise with external agencies/support staff to enhance delivery of the Programme;
- To monitor implementation of the programme.

### **Teaching and learning**

The school follows the SEAL curriculum and supports and enriches it with other objectives from the PSHE curriculum.

Teaching is not be confined to a specific time on the timetable. There is a combination of discrete curriculum time, cross-curricular coverage and delivery through whole school events (e.g. internet safety days.) We encourage the development of SEAL and PSHE through other activities such as healthy dinners and snacks, school council, collective worship and charity events. St James' is an inclusive school and all children are involved in the SEAL and PSHE curriculum.

Activities are planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles are used in delivering this policy. These include:

- Circle time and class discussion;
- Philosophy for Children programme;
- Individual, paired and group tasks;
- Imaginative writing;
- Reflection (as developed in the 'The Way, The Truth and the Life programmes of work);
- Teaching of other faiths;
- Role-play and drama;
- Problem solving;
- Visits and visitors when appropriate;
- Reports from School Council;
- Play and games.

Where identified, small group work will be carried out with children who may have different needs in their social and emotional learning.

### **Assessment**

We do not assess pupils formally in all areas of the SEAL and PSHE curriculum. We do however assess the outcomes of our input through the attitudes and responses of and made by the children. Our end of year questionnaires and responses from pupils and parents also give clear indications of success.

There are opportunities for pupils to reflect on their progress. Teachers use observation and discussion as a means to evaluate pupils' knowledge and understanding and how well they use these to develop skills and attitudes. Good participation and progress is rewarded throughout school by all staff members. Children who have been identified as needing extra support are included in small group work or individualised support programmes.

### **Monitoring and Evaluation**

The co-ordinator will monitor the planning, teaching and learning and will deliver training and share information during staff meeting on a regular basis.

By monitoring and evaluating this policy we aim to ensure that PSHE experienced within the school is a relevant, meaningful and positive contribution to the religious, spiritual and moral development of all members of the school community.

This policy was written in consultation with staff, pupils and governors. It was adopted by the governing body in the Summer of 2017 and will be reviewed again in the Summer of 2020.

M Wilson  
RE Subject Leader