

Bury Catholic Prep
School

PSHEE Policy



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Mission Statement

BCPS is a happy and caring school community. We follow Jesus' example to respect, value and nurture every unique individual to develop their God given talents and potential. We are a school *where faith and future flourish*.

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Introduction

This policy applies to the whole school, including the EYFS

Personal, social, health and economic education helps to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active, responsible citizens. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in class discussions and the School Council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

We are also aware of the way that PSHEE supports many of the principles of Safeguarding. Specific attention is paid to developing pupil's knowledge and ability to adjust their behaviours in order to reduce risks and build resilience, especially to radicalisation. Children are helped to identify and understand the risks from adults or young people, posing to be friends; including those who use the internet and social media to bully, groom, abuse or radicalise other people, especially young people and vulnerable adults. Internet safety is integral to the school's ICT curriculum and is also embedded in PSHEE e.g. Internet Safety Day and Anti Bullying Week. By actively promoting and understanding of democracy and British lifestyle and the respect of all cultures the school encourages pupils to be responsible citizens.

Aims

The aims of PSHEE are to enable the pupils;

- To understand what makes for good relationships with other members of the school and the wider community.
- To have respect and empathy for others.
- To be independent, motivated and responsible members of the school community.
- To develop self-confidence, self-awareness and self-esteem.
- To acquire social independence and confidence.
- To learn to manage their own feelings.
- To develop a healthy life style through management of diet, hygiene and exercise.
- To explore ways of keeping themselves safe in the wider environment.
- To consider environmental issues such as money management and recycling.
- To develop an awareness of their own body including preparing for puberty.
- To think of themselves and their relationships with other people.
- To develop an awareness of the issues surrounding drugs and alcohol.

Implementation

In EYFS we teach PSHEE and citizenship in Nursery and Reception as an integral part of our topic work. As Reception and Nursery are part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early

Learning Goals (ELGs). Our teaching in PSHEE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge

and understanding of the world'. Foundation Stage children take part in the SEAL programme of work.

Key Stage 1 pupils will learn about themselves as developing, changing individuals and as members of their communities, building on their own experiences. They will be taught the basic rules and skills for keeping themselves healthy and safe and for behaving well. The classroom routine will offer opportunities to show that they can take some responsibility for themselves and their environment. The children will be helped to explore their own and other peoples' feelings and become aware of the views, needs and rights of other children and older people. As members of the class and school community, they will be taught social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They will be encouraged to take an active part in the life of our school community.

In Key Stage 2, pupils will learn more about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They will be encouraged to become more mature, independent and self-confident. We offer a residential visit in Key Stage 2 to Robinwood, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work. In addition, we provide enrichment activities to support the curriculum such as: Bikeability, Sports Week, Safer Internet Day, Anti Bullying Week and Healthy Schools Week. Pupils will be encouraged to develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They will be given opportunities to take part more fully in school activities such as nominating and running the school council and eco – schools and raising money for a variety of purposes, justifying their decisions on expenditure. They will be guided in making more confident and informed choices about their health and environment, and will be encouraged to choose a healthy lifestyle. They will be encouraged to develop an awareness of the issues surrounding drugs and alcohol, taking into account the needs of each individual group of children on a yearly basis.

A variety of school activities will take place throughout the year to enhance the spiritual, moral, social and cultural development of the pupils within school. These will take the form of one off visits out of school, arranged by the class teacher as appropriate, or special cultural days which may culminate in classes taking part in a whole school assembly on the given topic. We use a range of teaching and learning styles. The school routine and circle time are seen as major learning opportunities within all key stages. The schemes of work have been developed in line with SEALs (Appendix A) and Salford City Council's Matrix (Appendix B).

Assessment, reporting and recording

Teachers assess the children's work by making informal judgements as they observe them during lessons. Lesson plans will be annotated to inform future planning. The children will be assessed with reference to the programmes of study. It is difficult to give a formal assessment of work undertaken by pupils as it is mostly based upon personal views, attitudes and values. Written work and other material produced will be looked at by the teacher and smiley face given in accordance with the schools marking policy. Information on their progress will be communicated to the parents in the summer report. The monitoring of PSHEE will also take the form of book scrutiny, monitoring of planning, work sampling, photographs, learning walks and monitoring of displays. We also keep records of the contribution to the life of the school and community in photographic form. These books are displayed in the library.

Personal, Social, Moral and Cultural Development

This is an integral part, if not the main point, of the PSHEE and Citizenship programme as highlighted in the aims. Pupils are encouraged to work collaboratively and to share their experiences, thereby developing their interpersonal skills, their knowledge of the world in which they live and an awareness of their role in a multi-cultural society.

Promoting British Values

At Bury Catholic Preparatory School we aim to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and the tolerance of those with different faiths and beliefs. These values will be promoted during PSHEE lessons and activities by:

Pupils being able to offer their opinions within class discussions within lessons.

The School Council, voted for by the pupils, will play an active part in listening to their peers and acting on different initiatives. The Eco-team, chosen by their peers, will look after the school environment and will canvas opinion and investigate action on such issues as sustainability and recycling. Our school code of conduct will focus on respect for ourselves, each other and our environment. Each class will discuss and devise rules at the beginning of the school year.

Visits from people in authority will reinforce the need for rules e.g. PCSOs, firefighters, local councillors, RNIL, etc. PSHEE work will emphasise tolerance and proactively and successfully educate against any form of prejudice or prejudiced-based bullying. Awareness events such as Anti-bullying week will be actively promoted and celebrated.

Equal opportunities

In support of the School's Equal Opportunities Policy, the PSHEE programme is available to all pupils and there is no distinction between race, gender, religion or ability. Children with Special Educational Needs will have full access to the curriculum. Pupils are actively encouraged to share their experiences with others. A large part of most lessons is oral-based, thus allowing more opportunity for pupils who find written work a struggle. There is ample opportunity for pupils to expand and develop their ideas and conduct extension research.

ICT

ICT makes a contribution to the teaching of PSHEE and citizenship as children learn to work together in a collaborative manner. KS1 AND KS2 will also take part in a Digital Literacy lessons. The Digital Literacy units of work for each year group will be taught throughout the year. Teachers will teach one lesson at the beginning of every half term as a constant reminder to the children about how to keep safe when using the internet. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT, including e-safety, and they also gain a knowledge and understanding of the interdependence of people around the world.

Cross-curricular links

Cross-curricular links are embedded in the planning, teaching and learning of PSHEE. Medium term plans are adapted and linked to topics where appropriate.

Health and Safety

All staff should ensure that their working environment is safe for the pupils and themselves. Any areas of concern should be reported directly to the Health and Safety Representative.

PSHEE Programme of Study

PSHEE will be educational and not indoctrination. The promotions of partisan political views are precluded in the teaching of this subject or any other subject at Bury Catholic Preparatory School. Teachers will ensure that the children are offered a balanced presentation of opposing views.

For the Early Years Foundation Stage and KS1 there will be a full week of P.H.S.E.E. during the first week of each half term in topic lessons, based on SEAL (SEAD in the EYFS). They will engage with the same SEAL units and materials each half term. This will achieve maximum impact as all the classes will be thinking about the same ideas and using a shared language over the same period of time.

For KS2 there will be an afternoon of PSHEE during the first week of each half term in a topic lesson. All junior classes will engage with the same SEAL units and materials each half term. This again will achieve maximum impact as all the classes in the department will be thinking about the same ideas and using a shared language over the same period of time.

There will also be a timetabled lesson of 15 minutes for the EYFS children and 45 minutes per week for all classes in KS1 and KS2. The programme of study will be covered on a yearly rotation. Within this topic rotation there are opportunities available for teachers to consider the needs of their year group, extend, enhance or investigate additional areas of study to those covered.

Relationship and Sex Education (RSE)

The emphasis is on teaching children about safe and healthy relationships and staying safe. We will include it from Reception, through to Year 6. At an appropriate age, Year 6, children will also be taught about sexual reproduction, but parents will have the right to withdraw their children from these lessons.

Learning Outcomes for RSE within the School

Reception

Topics:

1. Keeping Clean
2. Parts of the body
3. Keeping safe

The children will engage with the following questions:

- How can I be a good friend?
- What do I feel and how can I tell other people?
- When can I help myself and when should I ask for help?
- What can my body do and what is it good at?
- What does my body look like?
- What do I need to do to keep clean and healthy?
- What are the names of the main parts of the body?
- How can I keep safe?

Year 1 and 2

Topics:

1. Year 1 – My family
2. Year 1 – Friendships
3. Year 1 – Growing and Changing
4. Year 2 – Keeping safe in our local environment
5. Year 2 – Feelings and emotions

The children will engage with the following questions:

- Who is special to me and why?
- What are my friends like and how are we different?
- What are the different emotions I might feel?
- Who can I share my emotions with?
- What can I do to look after my body?
- How is my body special?
- How do babies change and grow?
- What are the names of the main parts of the body?
- What are my responsibilities now I'm older?

Year 3, 4 and 5

Topics

1. Year 3 - Friendships - Appropriate/Inappropriate touches and greetings.
2. Year 3 – Health and Hygiene
3. Year 4 - Keeping safe with a focus on feelings
4. Year 5 - Relationships and their difficulties.

The children will engage with the following questions:

- What can I do when friendships go wrong?

- Why is it important to stay clean?
- What can I do for myself to keep clean and healthy?
- What does it mean to be grown up?
- What am I responsible for now and how will this change?
- How do my actions and emotions affect the way others feel?
- What qualities do I value in people I know and my role models?
- What practical methods can I use to maintain and improve my relationships?
- What sort of relationships do I have and how have they changed?
- What does it mean to respect others, especially other lifestyles and beliefs?

Year 6

Topic

1. Preparing for Puberty and RSE (the nurse will come in and deliver a talk to Year 5 children on puberty in preparation for Year 6 RSE)

The children will engage with the following questions:

- What happens to the bodies of boys and girls when they reach puberty?
- Does everyone change at the same rate?
- How are babies made?
- How can I keep my growing and changing body clean?
- How can I stop germs spreading?
- How can I express my feelings positively as I grow up?
- How can I control my emotions and deal with my mood swings?
- What should adults think about before they have a baby?
- Why are love and trust important?

Delivery of Sex Education Module in Years 5 and 6

Relationship and Sex Education will be taught in the classroom and, as we aim to achieve a balance between the needs of boys and girls, they will be encouraged to work together to build up their confidence in dealing with emotional problems, fears and feelings. Although the programme of Sex Education will be delivered to Year 6, there will be an opportunity in Y5 for the children to discuss puberty and the school nurse will deliver the session. The children will then build on this in Year 6. The class teacher will be involved in the delivery of this programme, with the assistance of other staff as deemed appropriate. Prior to the beginning of the unit of work, parents of the Year 6 children will be sent a letter inviting them to discuss the format of the lessons. We feel a moral, as well as an educational duty, to prepare our children for the physical, mental and social changes which take place as they develop into adulthood. By approaching Sex Education in a sensitive, unthreatening and developmentally appropriate way, it is hoped that we can build upon our pupils' existing knowledge and understanding of their bodies, relationships and the world in which they live in. This should help pupils with any problems they may encounter during puberty. It will also develop the skills they will need to become confident adolescents.

Additional Curriculum Content:

'Say No to Bullying' (to coincide with anti-bullying week in November or at any other time of the year) – this will be considered each year and partaken of, if and when deemed necessary, during

circle time. A variety of school activities will take place throughout the year to enhance the spiritual, moral, social and cultural development of the pupils within school. These will take the form of one off visits out of school, arranged by the class teacher as appropriate, or special cultural days which may culminate in classes taking part in a whole school assembly on the given topic.

SEALS

	Term 1	Term 2	Term 3
Year 6 One afternoon– topic lesson.	New beginnings. Getting on and falling out	Going for goals. Good to be me	Relationships. Changes.
Year 5 One afternoon– topic lesson.	New beginnings. Getting on and falling out.	Going for goals. Good to be me.	Relationships. Changes.
Year 4 One afternoon– topic lesson.	New beginnings. Getting on and falling out.	Going for goals. Good to be me.	Relationships. Changes.
Year 3 One afternoon– topic lesson.	New beginnings. Getting on and falling out.	Going for goals. Good to be me.	Relationships. Changes.
Year 2 Week 1 each half term – topic lessons.	New beginnings. Getting on and falling out.	Going for goals. Good to be me.	Relationships. Changes.
Year 1 Week 1 each half term – topic lessons.	New beginnings. Getting on and falling out.	Going for goals. Good to be me.	Relationships. Changes.
Nursery/Reception SEAD	New beginnings. Getting on and falling out.	Going for goals. Good to be me.	Relationships. Changes.

SALFORD MATRIX

	Term 1	Term 2	Term 3
Year 6 Timetabled lesson – 45 min.	Drug Education and Alcohol. Exercise and Diet	Self Esteem – relating to transition and puberty Micro-Organisms – illness and immunisation	Preparing for Puberty and RSE Diversity and Difference Global environmental issues
Year 5 Timetabled lesson – 45 min.	Alcohol Relationships and their difficulties.	Bullying Money Matters	Why we have rules? School, local and national democratic process
Year 4 Timetabled lesson – 45 min. (Year 1)	Smoking/Peer Pressure Introducing First Aid Procedures Emergency services.	Drug Awareness/Peer pressure Keeping safe with a focus on feelings	Respiration and circulation/ Importance of exercise. Rights and Responsibilities
Year 3 Timetabled lesson – 45 min. (Year 2)	Food Groups Dental Hygiene Health and Hygiene	Friendships - Appropriate/Inappropriate touches and greetings. Similarities and Differences between people.	Functions of the brain. Recycling and the local environment
Year 2 Timetabled lesson – 45 min.	Healthy Eating, Personal Hygiene and Exercise.	Safety in the Home. Keeping safe in our local environment. Feelings and Emotions.	Bullying. Life Processes. People who have made a difference.
Year 1 Timetabled lesson – 45 min.	Healthy Eating. Personal Hygiene. Keeping Safe	My Family Friendship The Senses	Growing and changing. Recycling Money
Nursery/Rec Timetabled lesson – 45 min.	Who am I? Keeping clean.	Growing. Parts of the body. Keeping Safe.	Where I live/where others live. Looking after places. Making choices.