



St Joseph's Roman Catholic Primary School PSHE Policy

Jesus is the centre of our lives

Mission statement

Through His teaching we aim to value ourselves and each other as unique and precious individuals created by God;

We encourage and develop love and respect for each other and for our world;

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We strive to promote and deepen our Catholic faith through prayer, work and play;

We aim to foster a loving, caring environment in which each child can freely learn and develop to their full potential.

Context and Rationale

This policy covers the personal, social, health, mental wellbeing and relationship education that our pupils receive during their educational journey at St Joseph's RC Primary School. The policy will be reviewed annually and revised based upon the needs and voice of our pupils and their families. Parents and carers and external agencies will be able to access this policy on the school website and will be available in printed form if requested.

Intent, Implementation and Impact

At St Joseph's RC Primary School, our PSHE policy underpins our school's mission statement:

'Jesus is the Centre of our Lives'

and our vision statement

'God wants me to be the best me I can be.'

Intent

Our goal is to ensure that all of our pupils are supported in their personal development by developing and implementing a high-quality PSHE/RSE curriculum that is reflective of the needs of our pupils and their communities.

Implementation

We will endeavour to utilise the pupil and parent voice to make the content of the personal development curriculum relevant and engaging. Teachers will actively promote discussion and encourage the whole-hearted participation of pupils, without an over-concentration on outcomes and with a far greater emphasis on knowledge, skills and the personal development of the whole pupil.

Impact

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We believe that, through our whole-school vision, our pupils will be immersed in life-equipping, resilience building experiences, will be given detailed, age appropriate knowledge and will develop useful skills across the personal development curriculum. This will ensure they have the best possible opportunity to become socially mindful, health-aware, economically-conscious and resilient future citizens.

Creating a Safe and Supportive Learning Environment

As personal development education at St Joseph's RC Primary School will be drawing upon pupils' real life experiences, it is crucial that we create a safe learning environment for them to learn within. To do this, teachers are aware of the need to discuss clear 'ground rules' with all pupils and that they exemplify the importance of confidentiality.

Entitlement and Equal Opportunities

At St Joseph's RC Primary School we advocate and actively promote equality, diversity and inclusion. Each day, our classroom practices take into account each pupil's individual ability, age, readiness and cultural backgrounds, and our planning and delivery is adjusted to enable all pupils to access learning to its fullest. We will use our PSHE curriculum, alongside the RE curriculum, to celebrate diversity, uniqueness and understanding of other faiths and cultures, as well as to address issues and to ensure equality for all within our school. Our PSHE curriculum is accessible for every pupil and although parents have a right to withdraw their children from certain parts of the RSE areas, they are not able to do so for the areas that sit within the National Curriculum science programmes of study (See RSE policy for further detail)

SEND

At St Joseph's RC Primary School, we recognise the right for all pupils to have access to PSHE education in a way which meets their individual needs. As far as possible, teachers at St Joseph's RC Primary School will endeavour to ensure that pupils with special educational needs or disabilities should follow the same PSHE programme of study as all other students. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants will work with individual pupils where required, and if appropriate. Unless absolutely necessary, we will try to avoid the withdrawal of pupils with special educational needs from PSHE to catch up on other National Curriculum subjects.

Teaching and Learning

Principles and Methodology

At St Joseph's RC Primary School, we understand that pupils will bring different levels of knowledge and understanding to any issue explored during PSHE lessons and we therefore recognise the value of determining pupils' prior knowledge. This will be done through discussion at the start of the topic. This will help teachers identify the key areas of strengths

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and needs within the class and help them to plan in a more targeted way and utilise their teaching time more wisely. To ensure all pupils understand and retain knowledge and skills taught in the sessions, our programme of study will be delivered through a range of teaching methods, including visual, kinaesthetic, dramatic, practical and written methods.

Research shows that any attempts to shock young people into making a healthy choice rarely work (and can inadvertently cause detrimental impact by generating excitement, curiosity or even status among pupils who accept the risk.) We understand the need to identify potential consequences of the lifestyle choices, but we know that balance is important. We will therefore ensure that pupils are reassured that the majority of young people actually make positive, healthy lifestyle choices.

Throughout each unit, teachers will ensure that pupils are facilitated in making connections between the learning they receive during PSHE education and their current and future life experiences. To help with this, all pupils will be introduced to, and gradually develop the skill of critical reflection, as a way of understanding the choices they, and others make.

Planning and Timetabling

Alongside the social and moral teachings of the Catholic Church (delivered in weekly RE sessions) pupils at St Joseph's RC Primary School receive 40 minutes of discreet PSHE/RSE teaching each week in their mixed age classes.

PSHE in school

Careful consideration was given, and research undertaken to select the most appropriate scheme of work for our PSHE curriculum. We have chosen to use the Caritas in Action resource. This is supported through resources from the SCARF programme.

As with most small schools, mixed aged classes can make coverage and curriculum mapping more challenging. At St Joseph's RC Primary School we have carefully mapped a child's journey across our school and have created a two year rolling programme to best ensure a progressive curriculum is accessed throughout their time with us. Each class will follow the half termly blocks from the year grouped planning resources as follows:

Our provision is further enriched by:

The development of the skills taught in personal development and citizenship through whole school assemblies such as worship sessions, hymn practices and we have a weekly Celebration Worship, where we praise and value children's attitudes as well as academic achievements. In EYFS (Early Years Foundation Stage,) Personal, Social and Emotional Development (PSED) is one of the prime areas of learning in the revised Early Years curriculum alongside Communication and Language and Physical Development. These three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn how to form relationships and thrive. The learning

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intentions within PSED will help children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and have confidence in their own abilities. The use of carefully selected external visitors to develop and support the curriculum such as Coram Education's Life Caravan sessions and external visitors.

Assessment

Although we recognise the importance of assessment to ensure the children's knowledge and skills are progressing, standard types of assessments are not appropriate for the personal development curriculum.

We will further evidence pupils' learning and progression through the use of a class book. Within these, the overarching learning and key skills taught in a unit will be exemplified on the front cover sheet and each lesson will be evidenced in a way that the teacher deems appropriate. This may take many forms including: photos, drawings, worksheets, written reflections, links to video clips or a summary by the teacher.

Teachers will be asked to assess whether children have the understanding that they should have by the end of each year and record this on Balance. The evidence for this will come through their exercise books, class books and other evidence such as photographs and class discussions.

Teaching Responsibility and Staff Training

The scheme will be led by the Personal Development coordinator Lynn Elder who will deliver the appropriate training and focussed staff meetings regarding planning, delivery and assessment. She will further monitor the effectiveness and impact of the curriculum through monitoring of class books, individual assessments and pupil interviews on a termly cycle.

Teaching of the curriculum will be delivered by appropriately qualified adults, wherever possible, this being the class teacher. Any sessions deemed more sensitive in nature, or regarding RSE elements of the scheme, will be delivered by the class teacher only. We may use external contributors or external speakers to deliver aspects of our programme, if we feel they will bring additional expertise to a certain area, or there is an area of specific requirement for our pupils that needs additional emphasis.

Pupil's Questions, Confidentiality and Handling Disclosures

Many of the topics covered within the Personal Development curriculum will raise many points of discussion. Pupils' questions will be answered by the class teacher and in certain situations, if a pupil is embarrassed or unsure if they should ask a question, they can write it down and place it into a question box. The teacher then can carefully consider the content of such questions before choosing how best to answer them.

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Due to the nature of this curriculum, we are aware that pupils' learning may result in them seeking advice or support on a specific personal issue. All teachers will set ground rules at the start of every lesson so that they are aware of appropriate topics to discuss and so they understand the need for confidentiality. Children will also be made aware that teachers cannot offer complete confidentiality and for everyone's safety, teachers, pupils and external agencies will be made aware, and given examples of what can and cannot be kept confidential. Anyone working in the school will be signposted to the school's Confidentiality Policy if in any doubt.

If a pupil makes a disclosure during one of the sessions, the staff member who it has been disclosed to will report this to one of the DSLs in school, and will be asked to record the disclosure on the school's safeguarding system – CPOMS. The DSL will then make the necessary judgements regarding the disclosure and act upon this as per the safeguarding policy. Any disclosures will be kept confidential and only shared on a need-to-know basis with anyone working closely with that child.

Links to other School Policies and Areas of the Curriculum

This policy and the learning taking place within the Personal Education curriculum complements and supports the following policies:

- RSE policy – As part of the new guidelines, children at primary age have a statutory right to Sex and Relationship Education. This will be taught through both the Personal Development curriculum and Science curriculum and there is a separate policy detailing this.
- Computing and Online Safety – Children will be learning of the importance of keeping information safe and confidential, learning how to stay safe online as well as developing essential computing skills they will need as future citizens.
- RE – Children will learn about, and develop, positive qualities and attributes, celebrating difference and uniqueness and gain a good understanding of a wide range of faiths and cultures.
- Topic - Pupils will be taught our creative curriculum for wider curriculum areas with key drivers underpinning it – These are to be: curious, knowledgeable, adventurous, ambitious, creative, collaborative, reflective and positive. These drivers link to, and promote further, the knowledge and skills and attitudes developed with the Personal Development curriculum.
- Safeguarding and Confidentiality Policies – This supports decision making and confirms the legal responsibility the school has to take appropriate and timely action in regards to any disclosures made during sessions.
- Science – Within the science curriculum, elements of RSE overlap. These elements will be taught within science lessons and are a statutory right for the child. No pupils will be able to be withdrawn from these sessions.

Involving Parents and Carers

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We are committed to working with parents and carers in order to achieve the greatest impact with our Personal Development curriculum. We will communicate with parents regarding the curriculum by letter and where appropriate, through telephone conversations or face to face meetings. We will communicate to parents about their right to withdraw their children by official letter. However, if a parent wishes to withdraw their child we will seek to understand the reasons why behind this and ensure they understand the benefits of the programme of study. Although for RSE areas of the curriculum, it is possible to withdraw their child, the parents will also be made aware that, if areas of the RSE curriculum are covered through the science curriculum, they do not have the right of withdrawal as it is their child's statutory right to receive this.

If the topics raised during the teaching of the Personal Education policy impact upon the wider families of the children, we will offer support to parents and carers by:

- putting on family workshops if we feel there is a greater area of need;
- ensuring that we have an open door policy;
- supporting them with concerns or problems they face as best we can and, where needed, by signposting them to external agencies for additional support.

Monitoring and review

The scheme of work and the impact of the curriculum will be monitored by the coordinator, Katie Pitchford, through class book scrutiny, learning walks and pupil interviews. This policy will be reviewed in Autumn 2025 by Katie Pitchford and any changes will be informed by the needs and views of our pupils and their local communities. This review process will ensure that the curriculum has the maximum intent, implementation and impact for our children.

Review date: September 2026

Subject Lead: Katie Pitchford