

**Holy Trinity Roman Catholic Academy Boundary
Road Newark NG24 4AU**



PSHE POLICY

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**POLICIES & PROCEDURES
DOCUMENT CONTROL SYSTEM**

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Holy Trinity Catholic Voluntary Academy

Mission Statement



“In every child there is a space only God can fill”

St Thomas Aquinas

At our school we continually strive to develop the full potential of the school community in an environment permeated by the Catholic Faith and promoting Gospel values.

At the heart of our mission is the family, school and parish, each supporting and working in mutual co-operation for the benefit of the children.

We are seeking to enrich the lives entrusted to our care through a broad and balanced curriculum designed to meet the needs of each pupil.

The school provides opportunities for young children to develop spiritually, morally, intellectually, physically and emotionally, and share their qualities, abilities and ambitions thus fulfilling individual potential.

As a worshipping community we respect all people and create a loving, caring atmosphere which overflows into an ethos of warmth and welcome towards parents, parish and the local community

Holy Trinity Catholic Academy

PSHE Policy

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

On March 1st 2017, the Right Honourable Justine Greening, Secretary of State for Education, announced that it was her intention to make Relationships Education statutory in Primary schools from September 2020 and that content guidance will be published prior to that.

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools. The department engaged with a wide range of interested organisations and conducted a call for evidence on the content of the subjects, and the status of PSHE.

This policy should be read in conjunction with the following policy documents:

- RSHE Policy
- British Values Policy
- Equality Policy and Objectives
- E-Safety Policy
- RE Policy
- Behaviour Management Policy

Policy Statement

At Holy Trinity Catholic Academy we believe that PSHE (Personal, Social, Health and Economic Education) is central to the educational entitlement of all children. We believe that, underpinned by the Catholic Life of the School, it permeates and enhances all aspects of school life and is fundamental in providing children with the opportunities to grow and develop into independent and well-rounded members of society.

PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society

Aims and Objectives

At Holy Trinity Academy, we aim:

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- To encourage all pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.
- To encourage all pupils to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- To enable them to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- To learn to understand and respect the diversity and differences within society so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.
- To allow our children to develop an understanding of the British Values that shape the society in which they live and the ways in which these affect their daily lives within school.
- To develop children's understanding and respect for Christian and Other Religious and cultural beliefs and values.
- To develop children's understanding about what constitutes a healthy lifestyle and the different choices they can make.
- To provide our pupils with the skills to be able to keep themselves safe both within society itself as well as online.
- To provide our children with the skills to understand what constitutes a good relationship and the ability to be able to make the right choices and seek help when needed.

Curriculum Organisation:

In our school we follow a long term plan for PSHE which is organised into a two year rolling programme. This has been written using skills documents provided by the PSHE Association as well as including the teaching of British Values. RSE is also incorporated into our long term plan as well as being discreetly taught using the 'Journey In Love' programme. (For further information please refer to the RSHE policy)

The main topics within our curriculum are:

- Relationships
- Health and well-being
- Living in the wider world

Teaching and Learning

In school, PSHE is given discrete curriculum time weekly. Our school curriculum will focus on three core learning themes: Health and Wellbeing, Relationships and Living in the Wider World. PSHE is also taught through other subjects, mainly R.E, Science and PE but also in other areas of the curriculum. For example, a topic in Science on 'Healthy Bodies' may include work on food and diet, exercise, smoking and drug and solvent abuse. By teaching pupils to stay safe and healthy and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for all of our pupils.

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by setting clear 'Ground Rules' which is understood by both adults and children. PSHE education works within pupils' real life experiences, therefore in the course of PSHE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. Any safeguarding concerns raised will be addressed swiftly in accordance with the school's Safeguarding Policies.

Enrichment opportunities and additional support

- Sponsored charitable fundraising activities take place regularly for local, national and international charities.
- Parental Workshops – Family Friday sessions, curriculum evenings, Family SEAL programme
- The annual Fire Service visit talks, the DARE Programme in Year 6
- Visits within the locality and further afield, and visitors to school, including Residential Visits in Y2, Y4 and Y6
- Close links with the parish and attendance at church events
- Annual Healthy Week encourages ways to develop and promote a healthy and safer lifestyle.
- Annual Multicultural week promotes learning about different cultures from around the world and develops tolerance and respect for differences and diversity within society.
- Annual Aspirations Week promotes broadening children's horizons for the future
- Annual Anti-Bullying week promotes the school's no tolerance approach to bullying and educates children on how to prevent this in school
- Internet Safety Day and links between PSHE and the E-Safety curriculum ensure that children know how to use technology safely both within the school and home environments

- Additional Responsibilities for older children such as: Peer mentors, Chaplaincy Team, School Council, Playground Leaders and buddies, House Captains, Eco Team and School Gardening team also promote social, moral, cultural and spiritual values
- Weekly Forest School sessions promote the development of healthy lifestyles
- Mental Health and Well Being activities, Children’s Mental Health Week
- Pastoral Support interventions, Doodle Time, Emotional Literacy Support Assistant interventions

Inclusion

As far as is appropriate, pupils with special educational needs will follow the same PSHE education programme as all other pupils. 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 learning support assistants will work with individual pupils where required, and if appropriate. It is not the school’s policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement. For gifted and talented (G&T) pupils teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Equality

This policy will help inform the school’s Equality Objectives

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010.”

At Holy Trinity Catholic Academy we promote respect for all and value every individual child. We acknowledge diversity within our school and local community embracing the unique characteristics which each group or individual brings to our school.

Monitoring and Review

Monitoring of PSHE is carried out by the PSHE Co-ordinator through learning walks, evidence in books, staff questionnaires, pupil discussions and questionnaires. PSHE education is reported to parents in end of year reports.

This policy will be reviewed every two years.