

St Therese of Lisieux Catholic Primary School



PSHE Statement

Intent

In line with the National Curriculum 2014, 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.

The National Curriculum advises schools to make provision for personal, social, health and economic education (PSHE), drawing on good practice. At St Therese of Lisieux, PSHE is a fundamental part of the children's school experience.

Children are taught the importance of a growth mindset which supports their self-belief, resilience and perseverance and supports success across the wider curriculum and in social contexts. This is promoted and celebrated through themed days and weeks across the year for example in Children's Mental Health Week, children are encouraged to develop these skills of self-belief, resilience and perseverance through a range of activities, books and real life stories.

In humanities, the children learn the significance of their local area and key figures from within it. Throughout the year, pupils have taken part in a wide range of community based projects and trips such as visits to local care homes and involved in fundraising for local causes such as raising funds for CPAD Defibrillators within Ingleby Barwick. They also have access to positive role models from the community and this supports their learning in many areas, including religious education and learning about local heritage.

Children also have access to positive role models from a range of fields and learn about a range of career possibilities, as part of our work around vocations and raising aspirations. During Gender Equality Day, visitors such as a female pilot, engineer and police officer visited to share with pupils about their careers in order to raise aspirations and share a positive message.

In addition, the emphasis on PSHE across the work of the school, Personal, Social, Health Education is taught explicitly as part of the whole-school approach. We believe that successful PSHE supports children's learning capacity and this aspect of the school's work is held in high regard as we believe that it promotes wellbeing and underpins children's development as people.

To support our aims, the school is a member of the DfE funded PSHE association. Through the PSHE Association, we follow a question based model which is structured around an overarching key

question for each half term. In addition to this, we use Picture News as a school to allow opportunities for children to learn about our world, develop independence, resilience, respect and unlock their own drive and passion for learning. To deliver our RSE curriculum we use Ten:Ten Life to the full which is underpinned with a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God.

Our tailored PSHE curriculum through the PSHE Association question based model meets the needs of our pupils and offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. Our approach also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

We aim to ensure that all children:

- Develop confidence and responsibility and to make the most of their abilities
- Prepare to play an active role as citizens in Britain
- Develop a healthy, safer lifestyle
- Develop good relationships and to understand and celebrate the differences between people.

Implementation

The question based model through the PSHE Association covers all areas of PSHE for the primary phase including statutory Relationships and Health Education provided through Life to the Full.

The three core themes from the Programme of Study are fully covered; Health and Wellbeing, Relationships and Living in the Wider World. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

At St Therese of Lisieux, our planned PSHE curriculum lessons are taught every other week and Picture News is delivered on alternate weeks. This ensures that we are able to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways which include:

- Praise and reward systems,
- Positive relationships child to child, adult to child and adult to adult across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes. The school's ethos, curriculum design and PSHE lesson coverage promote the following –

- Empathy and compassion (including impact on decision-making and behaviour)

- Respect for others' right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
- Skills for employability, including Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills
- Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
- Recognising, evaluating and utilising strategies for managing influence
- Valuing and respecting diversity
- Using these skills and attributes to build and maintain healthy relationships of all kinds

To enrich the school's approach to PSHE and to broaden the curriculum, we organise events and opportunities, and participate in national drives, such as UK Parliament Week.

In each curriculum area, consideration is given to the school's own context to ensure that learning experiences are meaningful and relevant. Learning experiences themselves are also varied and opportunities for learning outside the classroom are also valued, considered and specifically planned for. For example working with the council to plant trees within the local area, a visit to the Houses of Parliament and visits from local members of parliament. Children are provided with opportunities to take pride in and ownership of the school grounds, making use of the edible playground resources.

Through the involvement of visitors with specialist skills and backgrounds and the careful consideration and planning of trips and real-life experiences, the children are able to build on their knowledge of community and develop the skills they will require for life after education.

Impact

The school has established and maintained a positive learning environment where the children have positive relationships with their peers and teachers. The extent to which the school successfully promotes the spiritual, moral, cultural, mental and physical development of pupils at the schools is further evidenced through the school's recognition by a number of nationally recognised agencies. The school also holds the British Council's International School Award which recognises the work of the school in promoting global citizenship. We ensure that PSHE remains a constant and relevant part of each child's education.

We regularly maintain up to date training which the subject co-ordinator disseminates to ensure an approach that is informed by current pedagogy and advice from experts, as well as involving the use of recommended resources.

- **A full copy of the whole school's progression documents are available to view on request.**