

PSHEE Policy



ISI Regulatory Code A5

Author:

PHSEE Coordinator

The implementation of this policy will be monitored by:

SLT

Review Date:

October 2017

Vision Statement

Jesuit schools aim to produce men and women who follow the example of Christ, the “Man for Others”. Our mission, then, is to foster in our children:

1. The development of the whole person, spiritual, intellectual, emotional, artistic and physical, recognising that each one is unique in the eyes of God.
2. An awareness of God’s presence in all things, an ever deepening faith in Him and in His Son, Jesus Christ.
3. A love of Truth.
4. A knowledge of self which leads to sensitivity and understanding toward others.
5. An increasing maturity in the exercise of responsibility for self and others.
6. A love for justice, a hatred of unfair discrimination, and a special concern for the poor and helpless.
7. A strong sense of vocation and a striving after excellence – to the greater glory of God.

Working in close partnership with the home and the Diocese, we aim to provide a welcoming, secure and happy Christian environment in which the children can thrive – each developing their unique academic, emotional, physical and spiritual potential. We aim to provide a level of pastoral care and spiritual development fulfilling the highest ideals, for all members of the school community.

Aims and objectives

At Barlborough Hall School, Personal, Social, Health and Economic Education (PSHEE) and Citizenship aims to support the schools vision statements. This will enable children to acquire knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens in a rapidly changing world. Children will be encouraged to develop a sense of worth by playing a positive role in contributing to school life, the parish and wider community. They will learn how society is organised and governed and experience the process of democracy in school through the school council. We provide opportunities for children to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society, following the teachings of Jesus.

Our aims are to up hold the vision of our school which will enable the children:

- To recognise their own worth, work and play well with others and become increasingly responsible for their own learning.
- To respect others and form good relationships with everyone in the school and wider community.
- To understand our common humanity, diversity and differences.
- To know and understand what constitutes a healthy lifestyle.
- To develop safety awareness.
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.

Teaching and Learning

The Equality Act 2010 states that Schools have a statutory responsibility in relation to promoting pupil wellbeing and pupil safeguarding and places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHEE education plays an important part in fulfilling all of the responsibilities. The PSHEE curriculum will be taught through discrete and cross-curricular approaches using the PSHEE Association scheme of work as a resource, links to Come and See RE Scheme and A Journey in Love programme. We will use a range of teaching and learning styles, including the children in activities such as discussions, role play, games, investigations and problem solving activities. We organise classes in such a way that children are able to participate in discussion to resolve conflict or behaviour by communicating and articulating their feelings and opinions, in a non-threatening environment.

Children are given the opportunities to learn about economic education through PSHEE lessons and other lessons within the school timetable such as Maths and Geography.

We will encourage the children to take part in a range of practical activities to promote active citizenship, for example charity fund raising, the planning of special school events such as an assembly or open day, or involvement in an activity to help other individuals or groups who are less fortunate than themselves.

Children have opportunities to meet and work with members of the community, such as volunteers, police and representatives from our church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Children will also take on different roles of responsibility during their school life including Captains, Councillors and House members. We will teach children the value of reflection in helping them to understand their spiritual, physical and moral development.

PSHEE and Citizenship curriculum planning

We teach PSHEE and citizenship in a variety of ways. Some of the objectives are covered in dedicated Pastoral time. Many of the objectives are covered through other areas of the school's curriculum e.g. RE, Assemblies, Science and the 'hidden curriculum' attitudes and expectations of behaviour promoted by adults in the school.

We also develop PSHEE and citizenship through activities and whole-school events e.g. the school council representatives from each class who meet regularly to discuss school matters, Key stage 1 and Key stage 2 visits to Chapel and each year group participating in annual school trips. We offer a residential trip in Year 5 and in Year 6, where there is a particular focus on developing pupil's self-esteem and giving them opportunities to develop leadership and co-operation skills.

In addition, as an eco-school we promote education for sustainable development. Through our teaching and eco projects we help our pupils develop the knowledge, skills and values to enable them to be active global citizens and create a more sustainable society. We work together locally and globally to improve the quality of life now without damaging our planet.

In the EYFS, 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 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.

Teaching PSHEE and Citizenship to children with special needs

At Barlborough Hall School we teach PSHEE and Citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of all children, including children who are gifted and talented. If a child has an 'Individual Education Plan' (IEP) the targets set will be taken into account when teaching PSHEE and Citizenship.

Education for Personal Relationships is taught through the programme A Journey in Love which is recognised by the Catholic Diocese. This scheme covers all year groups from Nursery to Year 6 and has as its foundational premise the belief that we are made in the image and likeness of God. See Appendix 1 for Curriculum Coverage.

Assessment and Recording

Assessment needs to value and recognise what pupils have done or completed successfully, thereby raising self-esteem.

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences.

Children's successes and achievements will be reported and recorded in a variety of ways. For example:

- Golds
- House treats
- Individual class rewards
- Letters home
- Class Awards
- Phone calls home

More formal reporting for PSHEE and Citizenship will happen via annual reports to parents on their child's progress.

Monitoring and review

The PSHEE and Citizenship Coordinator is responsible for monitoring standards of children's work and the quality of teaching. This person supports colleagues in the teaching of PSHEE and Citizenship, by giving them information about current developments in the subject. Strengths and weaknesses in the subject and areas for further development are discussed with the head teacher and colleagues whilst being part of the general review programme listed in the School Development and Improvement Plan.

British Values

At Barlborough Hall School, we uphold and teach pupils about British Values, which are defined as:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are taught explicitly through PSHEE and through our Religious Education. We also teach British Values through planning and delivering a broad and balanced curriculum.

The school takes opportunities to actively promote British Values through daily collective worship and whole school systems and structures such as electing and running a successful School Council. We also actively promote British Values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. We actively encourage respect for other people.

At Barlborough Hall School, these British Values are reinforced regularly and in the following ways:

Democracy:

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through the School Council. The School Council meet frequently to discuss school issues/ideas, which have been brought to their attention through their own class. They are a successful group, who have raised money for charities, organised activity days and have been the pupil voice when we have had visitors from outside. The election of the School Council members is based on pupil votes.

Barlborough Hall School is rooted in the Jesuit tradition. The Jesuit Pupil Profile expresses the attitudes and qualities the ethos aims to develop in children. The School Community acknowledge achievements in the JPP areas with a leaf for the tree display.

Sports Captains and House Captains represent and lead their respective teams and Houses.

The Rules of Law:

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days.

A consistently applied Behaviour Policy is shared with the children regularly during assemblies and class time. Expectations are reinforced regularly and opportunities are sought to frequently praise positive choices. Pupils' modelling behaviour consistent with the school's high expectations are recognised and used as role models to others. The Chapel, Quiet Garden and Time Out Zones allow children the opportunity to reflect on their poor behaviour choices and to discuss strategies they may use to resolve conflict. The Head teacher, Deputy, Chaplaincy team and SENCO are available throughout the week to support children if need be.

Through assemblies and the school's PSHEE Curriculum, children develop an understanding of law appropriate to their age.

Visits from the local Police, the Fire Service, Health Professionals and 'People Who Help Us' topics, reinforces their understanding of the responsibilities held by various professions.

To encourage and promote good behaviour, attitude and work, we have devised a reward system of Golds and House points, which is consistently followed throughout the school. This is shared as a celebration at House Meetings for Upper school and Praise Assembly for lower school.

We are committed to praising children's efforts. We endeavour to praise the children informally, individually, during group work, in front of the whole class and the whole school. We also believe in positive communication with our parents, and therefore invite parents to Assembly for those

children who have achieved a Class Award. Children are not only awarded for achievement in curriculum areas, but for their behaviour and general adherence to our school rules. Rewards are given in the form of golds and positive behaviour systems present in individual classes. Visits to a senior member of staff is another reward to show good work or to praise positive behaviour, which is also frequently used throughout the whole school.

Individual liberty:

As a school we actively encourage pupils to make their own choices, knowing that they are in a safe and supportive environment. Throughout the school we teach pupils that they have a right to feel safe. As a school we provide boundaries for our pupils to make choices safely, in a safe environment and planned curriculum. We also teach our pupils that there is nothing they cannot talk to an adult about. Furthermore we encourage pupils to understand and exercise their personal rights and freedom, and teach them to do so in a safe way, for example in e-safety lessons, through Pastoral, RE and PSHEE lessons.

Pupils are valued for their differences. Through a varied curriculum and Hobbies we encourage and enable pupils to try new things, develop new skills and practise existing ones.

Time and care is taken to get to know each child as an individual. Regular opportunities are made to give children a chance to share their feelings and opinions in a safe way, such as through Pastoral time.

Many opportunities are given to pupils to take on more responsibility within the school for example in Sport Teams, Orchestra, Athletics, Swimming, Library and Altar Servers. Furthermore the School Council are used to voice the pupil's opinions and ideas.

Mutual respect:

Our school ethos and behaviour policy centres on core Christian values such as 'respect' and 'responsibility'. These Christian values are summarised in Barlborough Hall's Vision Statements. It is important that the pupils understand and display these statements. The Vision statements of the school are displayed around the school environment. They are carried by every pupil in their blazer pocket and used in prayer. If pupils are disrespectful to one another it is dealt with immediately in accordance with the behaviour policy. Time is given to the pupil to reflect upon the behaviour and to talk about why it is disrespectful. Where necessary sanctions will be put in place.

Tolerance of Those of Different Faiths and Beliefs:

This is achieved through enhancing pupil's understanding of their place in a culturally diverse society. Within RE lessons pupils learn about a variety of Religions, along with their cultural practices. Within assemblies and collective worship, discussions involving prejudice and prejudice-based bullying have taken place and have been followed up in RE and PSHE lessons.

Bi annually the school holds an Other Faith week where the student learn about different cultures and religions. They get to experience some of the customs, taste a variety of food and learn about a variety of faiths celebrated in our school.

See Appendix 1 for Curriculum Coverage

Date: October 2016

Review Date: October 2017

Appendix 1

PHSEE PSHEE Association Scheme	Come & See RE Scheme	Science and A Journey in Love Programme	Other
<ul style="list-style-type: none"> • Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these) • Core theme 1: Health and wellbeing • Core theme 2: Relationships 	Change Year1 Opportunities Year 2 Treasures Year 2 Families Year 1 Beginnings Year 2 Treasures Year 2 Being Sorry Year 1 Thanksgiving Year 2 Rules Year 2 Homes Year 3 Promises Year 3 Called Year 4 God's People Year 4 Life choices Year 5 Hope Year 5 Mission Year 5 Stewardship Year 5 Ourselves Year 5 Vocation and Commitment Year 6 Common Good Year 6	Moving/skeleton/growth /child puberty/old age Ourselves Growing <ul style="list-style-type: none"> • Wonder at God's Love – Nursery • God loves each of us in our uniqueness – Reception • We meet God's love in our family – Year 1 • We meet God's love in the community – Year 2 • How we live in love – Year 3 • God love us in our differences – Year 4 • God loves me in my changing and development – Year 5 	Personal target setting in class,
<ul style="list-style-type: none"> • Relationships (including different types and in different settings) • Core theme 2: Relationships 	Families Year 1 Special People Year 1 Change Year 1 Opportunities Year 2 Belonging Year 1 Being Sorry Year 1 Beginnings Year 2 Homes Year 3 Giving All Year 3 People Year 4 Called Year 4 Self-discipline Year 4 Building Bridges Year 4 Gods people Year 4 Ourselves Year 5 Life Choices Year 5 Sacrifice Year 5 Stewardship Year 5 Loving Year 6 Vocation and Commitment Year 6	Variation Moving/skeleton/growth /child puberty/old age Ourselves Senses <ul style="list-style-type: none"> • God loves each of us in our uniqueness – Reception • We meet God's love in our family – Year 1 • We meet God's love in the community – Year 2 • How we live in love – Year 3 • The wonder of God's love in creating new life – Year 6 	Collective Worship A strong school ethos Effective relationships throughout school Relevant activities beyond the classroom Pastoral Lessons
3. A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and	Change Year1 Opportunities Year 2 Treasures Year 2 Giving All Year 3 Self-Discipline Year 4 Building Bridges Year 4	Water cycle Plants and Growth Keeping healthy/teeth/food/heart/lungs	Team Activities EYFS role play/sharing

Appendix 1

<p>rest, spending and saving and diet)</p> <ul style="list-style-type: none"> • Core theme 1: Health and wellbeing • Core theme 2: Relationships • Core theme 3: Living in the wider world 	<p>Freedom & responsibility Year 5 Stewardship Year 5 Death & new Life Year 6 Healing Year 6 Common Good Year 6</p>	<ul style="list-style-type: none"> • Wonder at God's Love – Nursery • God loves each of us in our uniqueness – Reception • The wonder of God's love in creating new life – Year 6 	
<ul style="list-style-type: none"> • Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) • Core theme 1: Health and wellbeing • Core theme 2: Relationships • Core theme 3: Living in the wider world 	<p>Being sorry Year 1 Neighbours Year 1 Rules Year 2 Special Places Year 3 Stewardship Year 5 Giving All Year 3 Called Year 4 Self-Discipline Year 4 New Life Year 4 God's People Year 4 Memorial Sacrifice Year 5 Sacrifice Year 5 Transformation Year 5 Vocation & Commitment Year 6 Unity Year 6 Death & New Life Year 6 Witnesses Year 6</p>	<p>Electricity Circuits and conductors Keeping Healthy/smoking/alcohol/sunbathing</p>	
<p>5. Diversity and equality (in all its forms)</p> <ul style="list-style-type: none"> • Core theme 2: Relationships • Core theme 3: Living in the wider world 	<p>Special People Year 1 Meals Year 1 Neighbours Year 1 Books Year 2 Thanksgiving Year 2 Opportunities Year 2 Treasures Year 2 Being Sorry Year 1 Rules Year 2 Journeys Year 3 Community Year 4 Mission Year 5 Stewardship Year 5 Vocation & Commitment Year 6 Unity Year 6 Common Good Year 6 Jewish & Other Faith Modules EYS- Year 6</p>	<p>Moving/skeleton/growth /child puberty/old age Life Cycles and Reproduction Habitats</p> <ul style="list-style-type: none"> • God loves each of us in our uniqueness – Reception • The wonder of God's love in creating new life – Year 6 	

Appendix 1

<p>6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)</p> <ul style="list-style-type: none"> • Core theme 3: Living in the wider world 	<p>Families Year 1 Special People year 1 Meal Year 1 Books Year 2 Thanksgiving Year 2 Being Sorry Year 1 Rules Year 2 Giving All Year 3 Self-Discipline Year 4 Building Bridges Year 4 Freedom & Responsibility Year 5 Stewardship Year 5 Death & New Life Year 6 Healing Year 6 Common Good Year 6 Jewish & Other Faith Modules EYS-Year 6</p>	<p>Habitats Plants and animals in the local environment</p>	
<p>7. Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)</p> <ul style="list-style-type: none"> • Core theme 1: Health and wellbeing • Core theme 2: Relationships • Core theme 3: Living in the wider world 	<p>Change Year 1 Opportunities Year 2 Rules Year 2 Being Sorry Year 1 Giving All Year 3 Self-Discipline Year 4 Building Bridges Year 4 Freedom & Responsibility Year 5 Stewardship Year 5 Death & New Life Year 6 Healing Year 6 Common Good Year 6</p>	<p>Changing environments Moving/skeleton/growth /child puberty/old age Seasons</p> <ul style="list-style-type: none"> • God love us in our differences – Year 4 • God loves me in my changing and development – Year 5 • The wonder of God’s love in creating new life – Year 6 	
<p>8. Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)</p> <ul style="list-style-type: none"> • Core theme 1: Health and wellbeing • Core theme 2: Relationships • Core theme 3: Living in the wider world 	<p>Waiting Year 1 Preparing Year 2 Families Year 1 Being Sorry Year 1 Thanksgiving Year 2 Rules Year 2 Energy Year 3 New Life Year 4 Transformation Year 5 Witnesses Year 6</p>	<p>The local environment</p>	

Appendix 1

<p>9. Career (including enterprise, employability and economic understanding)</p> <ul style="list-style-type: none"> • Core theme 3: Living in the wider world 	<p>Holidays/Holydays Year 1 Spread the Word Year 2 Special People Year 1 Meals Year 1 Thanksgiving Year 2 Rules Year 2 Giving All Year 3 Promises Year 3 Called Year 4 People Year 4 Community Year 4 New Life Year 4 Life Choices Year 5 Mission Year 5 Ourselves Year 5 Transformation Year 5 Vocation & Commitment Year 6 Common Good Year 6</p>	<p>Vets Dentist Bakery Garden Centre</p>	
<p>British Value Democracy</p> <ul style="list-style-type: none"> • Core theme 3: Living in the wider world 	<p>Families Year 1 Special People year 1 Meal Year 1 Books Year 2 Thanksgiving Year 2 Being Sorry Year 1 Rules Year 2 Homes Year 3 Giving All Year 3 People Year 4 Called Year 4 Self-discipline Year 4 Building Bridges Year 4 Gods people Year 4 Ourselves Year 5 Life Choices Year 5 Sacrifice Year 5 Stewardship Year 5 Loving Year 6 Vocation and Commitment Year 6 Jewish & Other Faith Modules EYS-Year 6</p>		<p>School Council – ensure pupils have a voice Debating – how to argue different points of view How democracy works in our country – how is this different in other countries? Advantages and disadvantages of democracy</p>

Appendix 1

<p>British Value Rule of Law</p> <ul style="list-style-type: none"> Core theme 3: Living in the wider world 	<p>Families Year 1 Special People year 1 Meal Year 1 Books Year 2 Thanksgiving Year 2 Being Sorry Year 1 Rules Year 2 Giving All Year 3 Self-Discipline Year 4 Building Bridges Year 4 Freedom & Responsibility Year 5 Stewardship Year 5 Death & New Life Year 6 Healing Year 6 Common Good Year 6 Jewish & Other Faith Modules EYS-Year 6</p>		<p>Ongoing – daily (ethos) Come and See Scheme of Work Assembly Rewards System House System Teams Praise Assembly Jesuit Pupil Profile Els I – Summer Term Crime and Punishment Els II Spring Term - The Monarchy</p>
<p>British Value Individual Liberty</p> <ul style="list-style-type: none"> Core theme 3: Living in the wider world 	<p>Change Year 1 Opportunities Year 2 Rules Year 2 Being Sorry Year 1 Giving All Year 3 Self-Discipline Year 4 Building Bridges Year 4 Freedom & Responsibility Year 5 Stewardship Year 5 Death & New Life Year 6 Healing Year 6 Common Good Year 6</p>		<p>Ethos and Pupil profile Daily teaching and learning EYFS role play/sharing Examen</p>
<p>British Value Mutual Respect</p> <ul style="list-style-type: none"> Core theme 2: Relationships Core theme 3: Living in the wider world 	<p>Families Year 1 Special People Year 1 Change Year 1 Opportunities Year 2 Belonging Year 1 Being Sorry Year 1 Beginnings Year 2 Homes Year 3 Giving All Year 3 People Year 4 Called Year 4 Self-discipline Year 4 Building Bridges Year 4 Gods people Year 4 Ourselves Year 5 Life Choices Year 5 Sacrifice Year 5 Stewardship Year 5 Loving Year 6</p>	<p>Variation</p>	<p>Come and See – range of faiths Assembly Elements II – Summer Term WWII High expectations Following Jesuit Ethos Being Fair</p>

Appendix 1

	<p>Vocation and Commitment Year 6</p>		
<p>British Value Tolerance of those of different faiths and belief</p> <ul style="list-style-type: none"> • Core theme 3: Living in the wider world 	<p>Judaism & Other Faith Modules EYS-Year 6 Families Year 1 Special People Year 1 Change Year 1 Opportunities Year 2 Belonging Year 1 Being Sorry Year 1 Beginnings Year 2 Homes Year 3 Giving All Year 3 People Year 4 Called Year 4 Self-discipline Year 4 Building Bridges Year 4 Gods people Year 4 Ourselves Year 5 Life Choices Year 5 Sacrifice Year 5 Stewardship Year 5 Loving Year 6 Vocation and Commitment Year 6</p>		<p>Assembly Mass Come and See Debating Hobby</p>