



MOUNT

ST MARY'S | BARLBOROUGH HALL

PSHE Policy

ISI Regulatory Code – Part 2 5a

Policy written by: PSHE Coordinator

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This Policy is for: Barlborough Hall School

Linked Policies: RSE, RE and Science Policies

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MISSION STATEMENT

'Men and Women for Others

A common spirit underpins teaching and learning, the broad curriculum and the entirety of school life. Our mission, which is inspired by the Jesuit vision and Ignatian characteristics of education is to produce well rounded, well- educated and mature men and women of conscience, compassion and competence who are committed to follow the example of Christ living their lives as "Men and Women for Others". Therefore, we commit ourselves in all areas of school life to the following:

The Magis; The pursuit of excellence.

This is a core concept in Jesuit education. We expect the best from everyone and we aim for the higher standards in all things. We set ambitious targets for our students and carefully monitor their academic performance. We seek excellence in Music, in Sport and in every subject, hobby, pastime, project and co-curricular activity that our students engage in both inside and outside the classroom.

Cura Personalis; The care of each individual.

In our schools we insist on respect for the dignity and potential of everyone because we all are God's creation. We believe that all life is precious, that all are persons of value whatever our different talents or role in the school may be. We value everyone. We are ambitious for everyone. We seek out their talents and we develop them.

Maturity; The Growth of our students in freedom and responsibility.

From the time the students first join us even at age 3 we focus our attention on their growth and on their journey towards greater freedom and responsibility. At every stage of the process we challenge our students to grow through a broad academic curriculum with wide subject choices and a diverse programme of extra-curricular activities, numerous sports and hobbies.

Holistic Education; The development of the whole person.

We recognise that each life is unique and that every part of us needs to be nourished. We challenge our students to help them grow holistically. To develop the whole we offer a broad curriculum and devote time to exercises that nourish the spiritual, intellectual, emotional, artistic, and physical dimensions of the person.

Sharing Joy in Community

Jesuit schools are places that celebrate successes and achievement. Because we keep our class sizes small we can reach out to each student individually. We want our students to love coming to school. Both the boarders and the day students are surrounded by a supportive community.

The Spirit of Gratitude

We want to develop an appreciation for life and a gratitude for the many gifts and talents given to us. When we meet regularly at assemblies and liturgies we make a point of giving thanks and celebrating all that is good in our school life

The Presumption of Positive Intent

In the spiritual exercises St Ignatius encourages us to be, "more ready to put a good interpretation on another's statement than to condemn it as false" (Spiritual Exercises 22). We encourage our students and staff to turn away from cynicism and to be positive about life and in their working together. Without being naïve we encourage them to always look to the positive assuming that everyone who works, lives and studies here wants what is best for the school and the whole community.

OUR VISION

As a Jesuit School we aim to follow Jesus and care for others.

We want to:

1. Develop our talents knowing each one of us is special in God's eyes.
2. Understand that God is always with us in good and bad times.
3. Love Truth.
4. Know ourselves so that we can understand others better.
5. Become more responsible for ourselves and for others.
6. Be fair and help those in need.
7. Be the person that God wants us to be in all we do.

Aims and objectives

At Barlborough Hall School, Personal, Social, Health and Economic Education (PSHE) 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. PSHE education plays an important part in fulfilling all of the responsibilities.

The PSHE curriculum will be taught through discrete and cross-curricular approaches. Barlborough Hall follows a developmental programme for children in primary years entitled 'Journey in Love' (recognised by the Catholic Diocese) for the RSE curriculum along with the Twinkl PHSE scheme of work, which follows the PSHE Association programme of study and objectives, (See Appendix 1 for programmes of Study). Teachers 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 PHSE lessons and other lessons within the school timetable such as Maths and Geography. Children will be given the opportunities to experience careers guidance, delivered in an impartial way through visiting speakers and themed weeks in the school calendar.

We encourage the children to take part in a range of practical activities to promote active citizenship, for example through supporting our House charities: Pathways, New Hope Food Bank and the Barlborough Luncheon Club. We also support and encourage charity fund raising, the planning of special school events such as an assembly or theme day, or involvement in an activity to help other individuals or groups who are less fortunate than themselves. We support initiatives organised by Jesuit Missions, the international office of the Jesuits in Britain who work with poor and marginalised people around the world, promoting social justice.

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, Leaders in Faith, Councillors and House members. We will teach children the value of reflection through the practice of the daily Examen, in helping them to understand their spiritual, physical and moral development.

PSHE and Citizenship curriculum planning

We teach PSHE and citizenship in a variety of ways. The objectives are covered formally 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 PSHE 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 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.

Inclusion

All children are provided with equal access to the PSHE and Citizenship Curriculum in line with The Equality Act 2010. We aim to provide a broad and balanced curriculum of equal learning opportunities for all including: boys and girls, children with SEN, children with disabilities, children who are G&T, children from all social and cultural backgrounds.

As a Jesuit School we aim to offer Cura Personalis "care of the individual". We believe that every child is talented and has a God given purpose.

We adhere to the SEN code of practice 2014, lessons should be planned to ensure that there are no barriers to every child achieving.

Teachers must take into account the needs of pupils whose first language is not English.

Safeguarding

When teaching any part of the PSHE and RSE programme or any sensitive issues children who may give cause for concern or who are believed to be at risk are reported immediately to the schools designated Safeguarding Leads and safeguarding procedures are closely followed. See the safeguarding policy.

CPD

Staff training needs are consulted annually and the PSHE Coordinator ensures that training needs are met. Resources and training is accessed as and when necessary in order to ensure staff are confident and skilled to teach the PSHE and RSE curriculum effectively and that resources are of a high quality. The school seeks guidance, resources and CPD from the Diocese of Hallam and regularly attend training sessions offered.

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 marked work, observation, discussion, questioning and participation in groups. Children will be involved in self-assessment in their workbook targets.

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

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

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

Monitoring and review

The PSHE 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 PSHE 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 PSHE 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 or apple for the tree display.

Sports Captains and House Captains represent and lead their respective teams and Houses. House Captains and Head Boy and Girl may organise events and lead whole school initiatives.

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 and Behaviour Ladder 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 PSHE 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 and digital wellbeing lessons, through Pastoral, RE and PSHE 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 Leaders in Faith. 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: September 2023

Review Date: September 2024

Appendix 1

PHSE, Citizenship & RSE themes and topics for the Year

Theme & Topic					
PPII Year 1	PPI Year 2	Prep Year 3	ELS III Year 4	ELS II Year 5	ELS I Year 6
Health and Wellbeing – Safety First	Health and Wellbeing – It’s my Body	Health and Wellbeing - Safety First	Health and Wellbeing– It’s my Body	Health and Wellbeing- Safety First	Health and Wellbeing– It’s my Body
Relationships - VIPS	Relationships - TEAM	Relationships- VIPS	Relationships- TEAM	Relationships- VIPS	Relationships- TEAM
Living in the Wider World – Aiming High	Living in the Wider World– One World	Living in the Wider World– Aiming High	Living in the Wider World– One World	Living in the Wider World– Aiming High	Living in the Wider World– One World
Relationships- Be Yourself	Relationships- Digital Wellbeing	Relationships- Be Yourself	Relationships- Digital Wellbeing	Relationships- Be Yourself	Relationships- Digital Wellbeing
Health and Wellbeing – A Journey in Love	Health and Wellbeing– A Journey in Love	Health and Wellbeing – A Journey in Love	Health and Wellbeing – A Journey in Love	Health and Wellbeing– A Journey in Love	Health and Wellbeing– A Journey in Love
Living in the Wider World – Diverse Britain	Living in the Wider World – Money Matters	Living in the Wider World– Diverse Britain	Living in the Wider World– Money Matters	Living in the Wider World– Diverse Britain	Living in the Wider World– Money Matters

RSE

A Journey in Love

Objectives for Social and Emotional, Physical and Spiritual Education by Year Groups

	Social and Emotional	Physical	Spiritual
Early Years - The wonder of being special and unique	To recognise the joy of being a special person in my family.	To recognise that we are all different and unique.	To celebrate the joy of being a special person in God's family.
Year One - We meet God's love in our family	To recognise signs that I am loved in my family.	To recognise how I am cared for and kept safe in my family.	To celebrate ways that God loves and cares for us.
Year Two - We meet God's love in the community	To recognise the joy and friendship of belonging to a diverse community.	To describe ways of being safe in communities.	To celebrate ways of meeting God in our communities.
Year Three - How we live in love	To describe and give reasons how friendships make us feel happy and safe.	To describe and give reasons why friendships can break down, how they can be repaired and strengthened.	To celebrate the joy and happiness of living in friendship with God and others.
Year Four - God loves us in our differences	To describe how we all should be accepted and respected.	To describe how we should treat others making links with the diverse modern society we live in.	To celebrate the uniqueness and innate beauty of each of us.
Year Five - God loves us in our changing and developing	To show knowledge and understanding of emotional relationship changes as we grow and develop.	To show knowledge and understanding of the physical changes in puberty.	To celebrate the joy of growing physically and spiritually.
Year Six - The wonder of God's love in creating new life	To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.	Explain how human life is conceived.	Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including lifelong relationships.

Come and See RE themes and topics

Theme & Topic	PPIII Reception	PPII Year 1	PPI Year 2	Prep Year 3	ELS III Year 4	ELS II Year 5	ELS I Year 6
Barlborough Hall Our Jesuit School	BHS	BHS	BHS	BHS	BHS	BHS	BHS
St Ignatius	St Ignatius	St Ignatius	St Ignatius	St Ignatius	St Ignatius	St Ignatius	St Ignatius
Domestic Church Family	Myself	Families	Beginnings	Homes	People	Ourselves	Loving
Ignatian Community UK and Worldwide	Jesuit Missions/ Cop 26	Jesuit Missions/ Cop 26	Jesuit Missions/ Cop 26	Jesuit Missions/ Cop 26	Jesuit Missions/ Cop 26	Jesuit Missions/ Cop 26	Jesuit Missions/ Cop 26
Baptism/Confirmation Belonging	Welcome	Belonging	Signs & symbols	Promises	Called	Life choices	Vocation & commitment
Judaism							
Advent/Christmas Loving	Birthday	Waiting	Preparations	Visitors	Gift	Hope	Expectations
St Xavier	St Xavier	St Xavier	St Xavier	St Xavier	St Xavier	St Xavier	St Xavier
Local Church Community	Celebrating	Special people	Books	Journeys	Community	Mission	Sources
Hinduism							
Eucharist Relating	Gathering	Meals	Thanksgiving	Listening & sharing	Giving and receiving	Memorial sacrifice	Unity
Islam							
Lent/Easter Giving	Growing	Change	Opportunities	Giving all	Self-discipline	Sacrifice	Death & new life
St Campion							
Pentecost Serving	Good news	Holidays & holy days	Spread the word	Energy	New life	Transform- ation	Witnesses
Reconciliation Inter-relating	Friends	Being sorry	Rules	Choices	Building bridges	Freedom & responsibility	Healing
Universal Church World – Resources provided by CAFOD	Our World	Neighbours	Treasures	Special Places	God's Places	Stewardship	Common Good

British Values themes and topics and

Democracy	<p>PHSE Units Living in a Wider World – Diverse Britain School Council – Candidates prepare a manifesto and peers vote for roles. The council ensure pupils have a voice.</p> <p>House Captain Roles – Candidates prepare a manifesto and the House vote for their House captains.</p> <p>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>
Rule of law	<p>PHSE Units Living in a Wider World – Diverse Britain Ongoing – daily (ethos) Use of the Golden Rules and Behaviour Ladder. Come and See Scheme of Work Assembly Rewards System House System Teams Praise Assembly Jesuit Pupil Profile</p>
Individual liberty	<p>PHSE Units Living in a Wider World – Diverse Britain Ethos</p>

	<p>Jesuit Pupil Profile</p> <p>Daily teaching and learning</p> <p>Sharing individual achievements in the Newsletter, assemblies, praise assemblies, house meetings</p> <p>Star of the week award in each class</p> <p>EYFS role play/sharing</p> <p>Examen</p>
Mutual respect	<p>PHSE Units Living in a Wider World – Diverse Britain</p> <p>Come and See – range of faiths</p> <p>Celebrating and learning about other cultures – e.g. Chinese New Year.</p> <p>Assembly</p> <p>High expectations Following Jesuit Ethos Being Fair</p>
Tolerance of those of different faiths and beliefs	<p>PHSE Units Living in a Wider World – Diverse Britain</p> <p>Assembly</p> <p>Mass</p> <p>Come and See</p>