



PSHE Policy

Our Lady's Bishop Eton Curriculum Vision and Intent

At Our Lady's Bishop Eton Catholic Primary School, we have a broad and balanced curriculum that supports our pupils to learn, grow and develop into Citizens of the World. We have carefully mapped out our curriculum, experiences and responsibilities so that we offer all our children the opportunity to develop personally and academically regardless of a pupil's starting point. We prepare pupils for their futures whilst always learning from the past and what came before. Our inclusive curriculum is underpinned by a shared set of values and beliefs, which promote equality and diversity, including the Gospel Values. We offer a curriculum in which our values are not limited to the explicit teaching of PSHE and Religious Education lessons but instead offer additional opportunities throughout our Core and Foundation subjects to reflect upon our attitudes and beliefs.

At Our Lady's Bishop Eton our curriculum intention is for all pupils to receive a high-quality, sequenced curriculum which engages and challenges learners. Through building upon National Curriculum aims, we have a bespoke curriculum offer which reflects our locality and culture as well as offering an opportunity to familiarise learners with cultures and viewpoints that may differ from their own. We have placed significant emphasis on making our curriculum broad and balanced; all National Curriculum subject areas have equal importance, however we understand that success in these subjects is often underpinned by basic Literacy and Numeracy knowledge. We challenge all pupils to succeed in all areas of their academic journey and therefore we do not narrow our curriculum; our success is rooted in our pupil's exposure to wider progressive knowledge, vocabulary, conceptual understanding and the schemas they develop.

PSHE: Intent

The intent of our PSHE curriculum is to enable our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. At our school, we want our children to become more resilient and understand that it is okay to make mistakes, as long we learn from them. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community

Our mission statement "*Living, Loving and Learning in Jesus*" underpins all that we do as we develop an environment which prepares our children for the next stage in their lives. Helping them to develop into loving, forgiving, responsible and self-respecting adults who work actively as global citizens.

Article 12 of the Convention on the Rights of the Child (CRC) states that all children have the right to:

- *be listened to*
- *express their opinion*
- *be taken seriously*
- *be given information to make good decisions*
- *be involved in decision making.*

PSHE informs us about:

- Healthy friendships and relationships - including online
- Mental health and emotional wellbeing
- Online safety and media influence
- Money
- A healthy balanced lifestyle
- Personal safety
- Equality and diversity
- Rights, responsibilities and consent

Through this learning and applying their understanding to their world and experiences our pupils become confident Citizens of the World.

Our Lady's Bishop Eton Catholic Primary School

PSHEE/RSHE Long Term Plan



RE - Relationship Education HE - Health Education WW Living in the Wider World							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Black History Month	A Journey in Love - <i>The wonder of being special and unique:</i> Social and Emotional Week 1 NSPCC PANTS RULE	Week 1 NSPCC PANTS RULE Feelings and Special People RE HE A Journey in Love - <i>We meet God's love in our family:</i> Social and Emotional	Week 1 NSPCC PANTS RULE Different Types of Families RE A Journey in Love - <i>We meet God's love in our community:</i> Social and Emotional	Week 1 NSPCC PANTS RULE Safety Online REHE A Journey in Love - <i>How we live in love:</i> Social and Emotional	Week 1 NSPCC PANTS RULE Nutrition and Dental Health HE A Journey in Love - <i>God loves us in our differences:</i> Social and Emotional	Week 1 NSPCC PANTS RULE Body Image RE HE A Journey in Love - <i>God loves us in our changing and developing:</i> Social and Emotional	Week 1 NSPCC PANTS RULE Drugs and Alcohol Education HE A Journey in Love - <i>The wonder of God's love in creating new life:</i> Social and Emotional
Autumn 2	No Outsiders	Staying Safe RE HE WW No Outsiders	Healthy Bodies RE HE No Outsiders	Celebrating Achievements and Being Resilient REHE No Outsiders	Human Rights WW No Outsiders	Bereavement and Loss RE HE No Outsiders	Mental and Emotional Health HE No Outsiders
Spring 1	A Journey in Love - Physical	Healthy Me HE A Journey in Love - Physical	Feeling Included RE A Journey in Love - Physical	Being Part of a Community WW A Journey in Love - Physical	Emergency Situations HE WW A Journey in Love - Physical	Fake News HE WW A Journey in Love - Physical	Global Sustainable Development Goals WW A Journey in Love - Physical
Spring 2	No Outsiders	All Around Us HE WW No Outsiders	Healthy Minds HE No Outsiders	Exercise HE No Outsiders	Money Matters WW No Outsiders	Life in Plastic WW No Outsiders	E-Safety and Social Media RE No Outsiders
Summer 1	A Journey in Love - Spiritual	Money Matters WW A Journey in Love - Spiritual	Caring for the Environment and Social Responsibility RE HE WW A Journey in Love - Spiritual	Stereotypes RE A Journey in Love - Spiritual	Falling Out and Making Up RE WW A Journey in Love - Spiritual	Changes in Friendships RE A Journey in Love - Spiritual	Anti-Social Behaviour and the Role of Police and the Law WW A Journey in Love - Spiritual
Summer 2	No Outsiders	No Outsiders	No Outsiders	What I like RE No Outsiders	Respect RE No Outsiders	No Outsiders	Sex Education RE No Outsiders

Our PSHE Curriculum contributes to the spiritual, moral, social and cultural development of our children.

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> ● Respect for self and others ● Increasing ability to reflect ● Empathy, Concern & Compassion ● Expressive & creative development ● Awareness and understanding of their own and others beliefs ● Ability to think in terms of the whole ● Readiness to challenge all that would constrain the human spirit: poverty of aspiration, lack of self-confidence and belief, indifference, force, aggression, injustice, self-interest, sexism and racism ● Courage and persistence in the defence of their aims, values, principles and beliefs ● Appreciation of the intangible ● Understanding of feelings and emotions and their likely impact ● Respect for insight as well as knowledge and reason ● 	<ul style="list-style-type: none"> ● Ability to distinguish right from wrong ● Confidence to act consistently in accordance with their own principles ● Respect for others' needs, interests and feelings as well as their own ● Desire to explore their own and others' views ● A commitment to personal values in areas which are considered right by some and wrong by others ● Ability to make responsible and reasoned judgements on moral dilemmas ● Ability to think through consequences of their own and others' actions ● Considerate style of life ● Understanding of the need to review and reassess their values, codes and principles in the light of experience 	<ul style="list-style-type: none"> ● Works successfully as a member of a group or team ● Appreciates the right and responsibilities of individuals within the wider social setting ● Takes advice offered by those in authority or counselling roles ● Participates in activities relevant to the community ● Exercises responsibility ● Resolves conflict ● Adjusts to a range of social contexts by appropriate and sensitive behaviour ● Challenges, when necessary and in appropriate ways, the values of a group or wider community ● Understands how societies function and are organised in structures such as the family, the school and local and wider communities ● Shares values and opinions with others and works towards consensus ● Reflects on their own contribution to society ● Relates well to other peoples' social skills and personal qualities ● Understands the notion of interdependence in an increasingly complex society 	<ul style="list-style-type: none"> ● Appreciation of the diversity and interdependence of cultures ● Ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality ● Ability to recognise and understand their own cultural assumptions and values ● Understanding of the influences which have shaped their own cultural heritage ● Understanding of the dynamic, evolutionary nature of cultures ● Sense of personal enrichment through encounter with cultural media and tradition from a range of cultures ● Regard for the rights of human achievement in all cultures and societies ● Openness to new ideas and a willingness to modify cultural values in the light of experience

Implementation

All teachers in KS1 and KS2 teach PSHE. However, the implementation of our curriculum begins in EYFS through the teaching of personal development. We have a carefully planned and sequenced curriculum which offers a

consistent approach to learning. This process is overseen by SLT to ensure that all learning is progressive, connected and sequenced.

The curriculum is sequenced and has a spiral approach which allows for members of staff to readily reference prior learning and knowledge at regular, planned intervals in the curriculum delivery. It also allows pupils the ability to revisit similar themes and concepts with an ever increasing conceptual understanding of the subject matter.

In PSHE, teachers have a whole-school approach to teaching. Lessons begin with retrieval activities to ensure recall of prior learning and aid in the development of schema. Next, teachers input the core learning of the lesson, we then consolidate this through a task and finish with a plenary. Throughout the lesson, we utilise assessment for learning, mini-plenaries and repetition of key learning in order to over learn the subject area.

Teachers share a collective understanding and adapt to the needs of pupils and our pedagogical approach is underpinned by the 5-a-day principles from the EEF.



In PSHE we **assess** pupils formatively and summatively. During each lesson teachers will assess pupils against the key learning and skills required of the lesson. If there are misconceptions these will be addressed in the lesson or will inform a teaching point in the next lesson.

We adapt our lessons to take into account local insights and national trends using data from:

Ward data: <https://liverpool.gov.uk/council/key-statistics-and-data/wardinformation/ward-profiles/>

City wide data:

<https://fingertips.phe.org.uk/profile/child-health-profiles/data#page/1/qid/1938133228/pat/6/ati/402/are/E08000012/iid/92196/age/2/sex/4/cat/-1/ctp/-1/yr/3/cid/4/tbm/1>

National data: <https://ayph-youthhealthdata.org.uk/key-data/>

All lessons will have:

- Prior learning retrieval activities at the beginning of lessons which link to the previous lesson/unit/year
- Links to other topics where appropriate
- Adaptive teaching
- Discussions
- We won't make judgements or assumptions
- Listening to and respecting each other
- No personal comments about experiences

Our PSHE curriculum is enriched by further curricular enhancements which promote aspects of personal development.

School Council, Live Simply and Gardening

Our curriculum is organised so as to enable our children to explore local and world issues around sustainable development, and its potential impact on the economy and the environment, and to develop their perception and understanding of themselves as global citizens.

Our School and Eco councils ensure that these values are reflected in our actions as a school community and are the drivers behind Eco friendly initiatives such as water & energy conservation, recycling and waste reduction and increasing biodiversity within the school grounds.

Houses

Children starting in our school become a member of one of our four School Houses and remain in that House until they leave our school. Our House system supports our children's PSHE and provides a focus which encourages our children to be good friends, to work hard and behave well and to make a positive contribution as citizens.

Enterprise

The children discuss projects they can work on to make money, which is donated to charity and used for further enterprise projects.

Votes for Schools

Votes for Schools is a current affairs-based voting platform designed to engage children & young people in political and social issues. Through discussion and voting, not only are voters learning about the world around them, but they are also becoming active citizens and preparing to participate in our democratic processes.

No Outsiders

This is inclusive education, promoting community cohesion to prepare young people for life as global citizens in a modern world.

Curriculum Impact

In order to ensure our PSHE curriculum has the desired outcomes for our pupils, we regularly measure impact. We do this through:

- On-going formative and summative assessment of lessons and units
- Monitoring of work
- Learning walks
- Pupil and parent voice
- Celebrating learning in lessons and at the end points of units
- Sampling and promoting work from across the school

Our school values and inclusion of safeguarding within our curriculum is vital as first and foremost, we want our children to be safe and happy so that they can excel in all aspects of life. Our PSHE curriculum provides them with a chance to reflect and learn about these crucial elements. Through this our children will know how to be resilient - always prepared to try again; they will know where and how to seek support, they will develop a broad view of the world around them, they may become active in their local communities. They will be caring, kind and considerate; be able to think deeply and be prepared for life. Our children will be inclusive of others, treating everyone fairly and with respect. They will be confident and responsible users of technology. Through our curriculum, we believe that we prepare children for the next stage in their education as well as preparing them, during this vital stage of their life, for the adult world.