



Holy Trinity Catholic Primary School
Aspire not to have more but to be more

Personal, Social, Health and Economic Education Policy

Holy Trinity is a Catholic Primary School where Core Values, underpin every aspect of school life. Our Mission Statement is:

**Inspired by Christ and His teaching,
Holy Trinity Catholic Primary School educates, nurtures and celebrates
the unique nature and worth of every member of its diverse family.**

The Mission Statement is summed up in our school motto: **'Aspire not to have more, but to be more'**
The aims for all of our school family are:

- *to promote excellence in all aspects of school life, developing each person's ability to recognize and strive for this;*
- *place Christ at the centre of our daily lives, so that our school family may be the leaven of the Gospel values promoted in our mission*
- *to recognize that all members of the community are life-long learners, prepared to accept challenges with confidence and determination*
- *to promote self-discipline and respect, never accepting bullying of any kind and to communicate this belief in a positive and proactive manner.*

In this policy the Governors and teachers, in partnership with pupils and their parents, set out our rationale for and approach to Personal, Social, Health and Emotional education at Holy Trinity.

Approved on:	Date:
---------------------	--------------

Last reviewed on:	01/09/2024
--------------------------	------------

Next review due by:	09/09/2025
----------------------------	------------

Aims and objectives

At Holy Trinity, we recognise the crucial importance of providing a comprehensive, coherent offer for PSHE education in today's society. Our intent for PSHE education is to provide a broad and balanced curriculum that equips our students with the vocabulary, knowledge, understanding and skills they need to lead happy, healthy, and safe lives as responsible members of society.

Through our PSHE curriculum, we aim to enable students to develop positive self-esteem, resilience, and wellbeing by promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for all. We aim to prepare our students for life and work by equipping them with the key skills they need to manage risk, deal with change, and make informed decisions. We want children to understand how they are developing personally and socially, and to explore many of the moral, social and cultural issues that are part of growing up.

We provide our curriculum through a Catholic lens, encouraging children to recognise the connections with PSHE education and Catholic teaching. Throughout our curriculum and during lessons, we reference the 'golden thread' of Catholic Social Teaching, supporting children to understand how these principles can help them to live purposeful, fulfilled lives. We believe that in doing so, we can truly achieve our mission of supporting the children to strive for excellence in their lives, whilst maintaining Catholic Values and Virtues and discipleship at the forefront of how they conduct themselves.

Alongside what is taught in discreet PSHE education lessons, we aim to interweave and highlight to the children, numerous opportunities to develop their knowledge and skills across the curriculum in subjects such as Religious Education, P.E., English, Mathematics, Science, Art, History and Geography. We also encourage our children to take part in a range of practical roles and activities that promote active citizenship, such as after-school clubs, community events and fundraising efforts.

Our aims are for our children to...

- ✓ Have a sense of purpose
- ✓ Value self and others
- ✓ Form relationships

- ✓ Make and act on informed decisions
- ✓ Communicate effectively
- ✓ Work with others
- ✓ Respond to challenge
- ✓ Be an active partner in their own learning
- ✓ Be active citizens within the local and global community
- ✓ Explore issues related to living in a democratic society
- ✓ Become healthy and fulfilled individuals

RHE and PSHE education

From 2020, Relationships education and Health Education became compulsory in Primary Schools. Our separate RHE policy details our approach to this area of the curriculum; this policy primarily sets out our aims, rationale, expectations and practices relating to PSHE (personal, social, health and economic) education.

The Department for Education state that 'all schools should teach PSHE, drawing on good practice'. It also states that 'it is for schools to tailor their local PSHE programme to reflect the needs of their pupils' and that 'we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.' In terms of the content to be included in a PSHE education programme, the DfE gives these examples: drug education, financial education, relationship education and the importance of physical activity and diet for a healthy lifestyle.

At Holy Trinity we ensure that all statutory content is delivered in such a way that relevant learning experiences are provided to the children as appropriate for their age, stage and level of development. We use Ten: Ten Life to the Full resources, a scheme accredited by the Archdiocese of Birmingham, to deliver our RSE curriculum, ensuring that it is delivered through a Catholic lens.

Further health education, as well as non-statutory PSHE education content, is primarily delivered using 'Life to the Full Plus resources, with content carefully selected and tailored so that it provides opportunities for the exploration of content relating to the areas specified by the DfE guidance.

Curriculum Planning

The long-term plan outlines the areas of study that will be taught in each year group over the course of the academic year. It also includes opportunities for the study of Wider Religion and potential learning that could take place to coincide with dates for festivals or days set aside to mark a particular cause.

Our progression documents show, in greater detail, our curriculum; it shows the topics to be explored and the knowledge, vocabulary and skills that the children will develop as they journey through their years at Holy Trinity. These documents define what we teach, and ensure an appropriate balance and distribution of work across each half term.

All content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be outlined in long-term planning. This will ensure that the knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting statutory requirements and beyond.

The Life to the Full Plus short-term plans contain the finer details on how the curriculum will be delivered and signposts teachers to resources and activities that can be used for effective teaching and learning of the objectives for each unit of study.

Teachers use the long-term overviews and Life to the Full short-term plans to create the teaching resources for their weekly PSHE education lessons. These may take the form of slides, videos and pupil activities. They refer to the Life to the Full website for the main resources that will be used in lessons, and may also use some of the materials in the resource bank compiled by the subject leader.

Curriculum Teaching and Learning

Weekly PSHE education lessons are delivered in all classes across EYFS and Key Stages 1 and 2. The weekly focus may be delivered in a single lesson, or may be broken down into two smaller sessions depending on timetabling considerations, provided that the complete focus of teaching and learning is delivered for the week. PSHE lessons are delivered by the class teacher.

Lessons begin with **recap time**, where the children revise previous learning, and may complete retrieval practice tasks (class or individual) or respond to individual or whole-class feedback as directed by the teacher.

Then follows a **short introduction** where the learning objective is introduced and children discuss or record anything that they already know, making links with previous learning. This enables children to activate their prior knowledge so that they can then build on their mental models with the activities in the lesson and any new language learnt.

The **main teaching** then takes place. Teachers largely use resources provided on the Life to the Full website for their lesson, and these may include the use of videos, partner talk, group/ collaborative activities and whole-class discussion

Main Task: The children then practise/ apply what they have learned in an independent or collaborative task.

Plenary/ Assessment: Children consolidate what has been learned and/ or reflect on learning by carrying out self/ peer assessment and/ or completing an 'exit ticket' activity.

Remote Learning

During times of school closure, teachers will set lessons or activities from Life to the Full or other appropriate resources so that children will still have the opportunity to develop one or more aspect of their personal, social, health or economic education.

Subject Essentials

Each term, children will have completed all objectives linked to their PSHE education units of work. Work will be adapted as necessary to ensure support and challenge for all pupils. Coverage of content and the breadth and depth of work will be evidenced in individual PSHE exercise books. These will contain a sample of work for each lesson, which may include a variety of recording methods such as written work or responses to discussions or pictorial/ video evidence. Any action points or misconceptions not identified to pupils in the lesson will be addressed by the teacher as part of whole class feedback during the next lesson's recap time, or with individuals before or in the next lesson, by the teacher or, if appropriate, the teaching assistant. High expectations come from all staff and the work produced will be expected to be of the same quality as that presented in core curriculum lessons.

It is especially important in this subject for teachers to look at all work to address any safeguarding concerns that may arise.

Cross Curricular Links and Cultural Capital

There are numerous natural links between PSHE and other areas of the curriculum. The Life to the Full Plus resources are faith-centred and deliver the curriculum using the teachings of the Catholic Church, linking with our R.E curriculum. Our R.E curriculum links with many other areas of our PSHE education approach, such as Catholic Social Teaching and our Catholic Values and Virtues.

Our teaching on First Aid, the cycle of life and puberty education connects with the learning children undertake in science, as does our learning about the science of physical exercise and its benefits to mental health, which, of course, links to our P.E curriculum.

In Geography, the children learn about how climate change and the way in which humans use resources can contribute to the 'health' of our planet and they also learn about the concept of Fair trade.

In our study of MFL, music, art and wider religion, the children learn about different cultures, enabling them freedom from the insularity of learning about just one culture or way of doing things.

In History, the children learn about the human aspects of significant events and develop in their ability to empathise and see things from other perspectives.

Assessment

Children are encouraged to participate in self-assessment or peer-assessment at the end of lessons. They may also be required to complete an 'exit ticket' activity, which can take the form of a question or a series of questions to ascertain as to whether children have retained the core learning of the lesson. This is used to inform future weekly plans and lesson content.

Formative assessment also involves regular observations of the children, listening to them working individually or in groups. Children may respond to a scenario or participate in a role play to demonstrate what they would do in certain situations thus displaying their learning and application of knowledge and skills acquired. AfL is also conducted by questioning to ascertain levels of comprehension or how the children are developing in a certain skill.

Teachers also use evidence found in written tasks and evidence from photos and videos in order to make a holistic and accurate judgment of the attainment and progress of individual pupils in PSHE education. This assessment is then used to inform future planning and interventions.

Children's attainment and progress in PSHE education is also reported to parents at the end of the year on a summative annual school report.

Inclusion

All pupils are given the opportunity to access the PSHE Education Curriculum at a level that is appropriate to their needs. We strive to ensure that all pupils are challenged at an appropriate level, in order to achieve success. To ensure inclusion, teachers adopt a wide range of strategies, such as scaffolds, word banks, peer support and adult support where appropriate, particularly with SEND students but not exclusively. We also provide challenge in the form of challenge questions for each lesson, which encourages children to think more deeply about a certain subject or to explain and/ or justify their opinion.

Role of the subject leader

The Subject Leader will have a number of responsibilities, including:

- ✓ To raise and maintain the profile of the subject throughout school;
- ✓ To ensure that documents such as the policy, progression map, long term overview and curriculum design are kept up to date to ensure that guidance and procedures are consistently followed in all classes;
- ✓ To ensure that the content of the policy, progression map, long term overview and curriculum design is founded on the most current evidence-based best practice and pedagogy and that it details a clear and progressive learning journey;
- ✓ To provide timely, accurate and purposeful guidance to staff, taking CPD needs into account;
- ✓ To monitor planning, teaching, pupil work scrutiny, assessment data and teacher and pupil voice interviews to ensure that the whole school implementation of curriculum planning is carried out and is appropriate to the needs of all pupils.;

- ✓ To report monitoring findings to the Headteacher;
- ✓ To keep abreast of current research in PSHE education teaching so that changes can be made to whole-school policy if needed.;

Health and Safety

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/activity and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching.

Equal opportunities

All pupils are to have equal access to the entire PSHE education curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all PSHE education lessons. Where it is difficult for a pupil to participate in a lesson because of reasons related to any of these factors, the lessons will be adapted to meet the pupils' needs and alternative arrangements involving extra support will be provided where necessary. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

Policy Approval and Review Dates

This policy will be reviewed in September 2025, unless new government directives occur at an earlier date.