

# St Patrick's Catholic Primary & Nursery Voluntary Academy



**St Patrick's**  
Catholic Voluntary Academy

## Personal, Social and Health Education (PSHE) Policy Intent, Implementation & Impact

*'Love First, Live the Gospels, Learn for Life'*

*Joshua 1:9-10 "Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."*

# St Patrick's Catholic Voluntary Academy Mission Statement

## *Love First, Live the Gospels, Learn for Life*

At St Patrick's Catholic Academy, we are an inclusive, caring, learning community who endeavour to use the gifts and talents given to us by God to our full potential to help others. The life, example and teachings of Jesus Christ underpins everything we do and who we are. We want our children to **Love** themselves and others first, **Live** out the Gospels and **Learn** for life.

At St. Patrick's we strive to live, and encourage others to live the Gospel. We aim to achieve this through:

- The nurturing of the Catholic Faith.
- Seeking to develop the faith of all at school, irrespective of where they may be on their personal faith journey.
- Putting our Faith into practice in the quality of care and support that we extend to others; creating an ethos that exemplifies the teaching of Jesus Christ so that others can come to know God's love as we do.
- Celebrating our Faith through Mass, Collective Worship, Personal prayer and taking part in the preparation for the Holy Sacraments.
- Welcoming the community to share all forms of prayer and worship with us making it a relevant and meaningful experience for all.
- The effective delivery of a quality, rich curriculum, striving to develop the whole child and enable all pupils to fulfil their full potential by acquiring the knowledge and skills that will enable them to grow spiritually, morally, physically and academically and to make a valuable contribution in society.
- The encouragement of a positive partnership between home, school and parish, respecting all cultural and faith backgrounds and practices.
- Having high expectations for all, leading by example, encouraging pupils to develop self-respect, confidence, independence, personal aspirations and to set themselves high standards.
- The establishment and maintenance of a strong sense of identity and belonging, through the consistent promotion of high standards of conduct and respect for all.
- We want our children to feel happy, loved, respected, safe and valued as individuals in order for them to show kindness, respect, tolerance, acceptance and to celebrate our differences as we work together as a community.
- We work and worship collaboratively with all the schools in Our Lady of Lourdes Trust to deliver the best Catholic education for all our pupils.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, special educational needs, faith or religion or socio-economic background. We aim to develop a culture of inclusion and celebrate diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We believe everyone has a contribution to make and will enrich our community.

At St Patrick's, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We believe every individual is created in the image of Christ and as such should be respected, welcomed and valued in order to be able to **Love First, Live the Gospels and Learn for Life.**

## **Our Lady of Lourdes Catholic Multi Academy Trust Mission Statement**

We are a partnership of Catholic schools and our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

We will achieve this by:

Placing the life and teachings of Jesus Christ at the centre of all that we do.

Following the example of Our Lady of Lourdes by nurturing everyone so that we can all make the most of our God given talents.

Working together so that we can all achieve our full potential, deepen our faith and know that God loves us.

Being an example of healing, compassion and support for the most vulnerable in our society.

### **At St Patrick's:**

The governors and staff of St Patrick's believe that each child and person was created in the image and likeness of God and must be respected, valued and nurtured as such. Our mission statement is driven by the teachings of the Catholic Church and our leading statement is that we aim for all our pupils to be able to 'Love First, Live the Gospels and Learn for Life'. Our PSHE Curriculum is a vehicle for the whole school community to develop the whole person who will be able to live out our school mission completely. Our PSHE curriculum has been developed in collaboration with the Diocese of Nottingham, Nottingham City Healthy Schools Team and the Our Lady of Lourdes CMAT working party.

### **Why PSHE Matters?**

Personal, Social, and Health Education (PSHE) is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens who will uphold British Values and be equipped to challenge radicalisation and extremism. PSHE enables students to understand and respect our common humanity: it's diversity and it's differences so that they can go on to understand and form the effective, fulfilling relationships that are an essential part of life and learning.

Safeguarding is a key element of PSHE as pupils learn about their own identity, risks, decision making and how to keep themselves safe. PSHE helps pupils to learn to recognise their own value, work well with others and become increasingly responsible for their own learning. They can reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

PSHE doesn't just exist within the curriculum. The wide range of activities and experiences that schools offer beyond the curriculum in which pupils contribute to their school life and community, are a key part of PSHE. For truly effective PSHE, the whole school ethos will support the curriculum and principles.

## PSHE Curriculum Coverage 2020-21

### INTENT

The new curriculum 2020 for personal, social, health and economic education (PSHE) and relationships and sex education (RSE) underpin the structure for our curriculum. It is delivered in line with the teachings of the Catholic Church and Catholic Education Service (CES) Diocesan guidelines. We use PSHE Matters as a resource to support our curriculum to support us in meeting the needs of all our pupils. We also work with Nottingham Police to deliver the Street Aware and DARE Programmes in Year 6 and Emergency First Aid and CPR Training in Year 6. Child Line work with the school biannually to deliver workshops to pupils and parents and Internet Safety Sessions for pupils and parents have also been supported by the NSPCC.

Boots support KS 2 in delivering their aspirations and WE Programme and we work with Nottingham University across the school to develop aspirations and resilience through sport.

In other curriculum areas we plan units to support the PSHE curriculum e.g. in year 2 Lent 1 Equality topic, year 6 Advent 1 Refugee Topic, E Safety is a specific computing focus across the whole school in Lent 1.

|        | Advent 1               | Advent 2       | Lent 1           | Lent 2            | Pentecost 1        | Pentecost 2   |
|--------|------------------------|----------------|------------------|-------------------|--------------------|---------------|
| Year 1 | Difference & Diversity | Being Healthy  | Bullying Matters | Being Responsible | Exploring Emotions | Relationships |
| Year 2 | Being Me               | Drug Education | Being Safe       | Money Matters     | Changes            | Growing Up    |
| Year 3 | Difference & Diversity | Being Healthy  | Bullying Matters | Being Responsible | Exploring Emotions | Relationships |
| Year 4 | Being Me               | Drug Education | Being Safe       | Money Matters     | Changes            | Growing Up    |
| Year 5 | Difference & Diversity | Being Healthy  | Bullying Matters | Being Responsible | Exploring Emotions | Relationships |
| Year 6 | Being Me               | Drug Education | Being Safe       | Money Matters     | Changes            | Growing Up    |

### IMPLEMENTATION

- Each unit will begin with every pupil completing their skills assessment wheel. This is a self-assessment tool where pupils can express their judgement of their own '5 or 7 Super Skills'.  
**In KS 1** the super skills are: managing feelings, speaking, listening, concentrating and sharing.  
**In KS 2** the super skills are: perseverance, problem solving, teamwork, managing feelings, teamwork, speaking, listening & effort.

Pupils return to this wheel at the end of each unit, revisit starting points and reassess following new learning within the unit.

- A range of teaching strategies are used to engage learners and meet the needs of individuals including: Advice Alley, Continuum, Diamond Nine, Freeze Frames, Gingerbread, Carousel, Hot Seat, Change Places If... Step Debate, Consequence Wheel, Emotion Tracking etc. Information about these strategies and more can be found in the PSHE Matters Book.
- In the first lesson staff carry out a baseline assessment as suggested in the PSHE Matters units from this they choose from the following suggested lessons to meet the needs of the pupils and ensure coverage of all Key Learning Outcomes and meet the needs of the group.
- During the unit AFL is an essential part of teaching during each lesson in order for staff to complete the class assessment sheet as an ongoing process enabling them to adapt future lessons to meet pupils' needs.
- In the final lesson staff carry out a summative assessment as suggested in the PSHE Matters units and pupils complete their PSHE Matters Passports using the stem sentence provided at the end of each unit e.g. in Year 1 Drug Education- *understanding the rules about medicines matters because...*
- Individual Passports and Skills Wheels are stored in individual wallets in a class file and along with the whole class assessment sheets.
- Samples of pupils work and responses from each lesson are recorded in a class book to evidence coverage and aspects of knowledge and learning and are used as a resource for pupils to revisit prior learning.

**RSE** is taught as a specific unit across school in Pentecost 2 and is supported by the CSE guidelines, NRCDES, Nottingham City Healthy Schools Team; a variety of resources are used at age appropriate levels. In years 4,5 & 6 materials are made available to parents and they are informed ahead of time to enable them to have an informed view of what their child is learning in line with government guidelines there is a right to withdraw from aspects outside of the science curriculum.

### **IMPACT**

The impact of our curriculum can be evidenced in the pupils' skills wheels, passports, class books, unit assessments but more importantly in the children themselves as they apply the school's core learning values of being:

**Independent Learners-** questioning, confident, reflective

**Global Citizens-** understanding, respectful, proactive

**Confident Collaborators-** communicate, participate, evaluate

Ready to access the world around them equally to others and to make a valuable contribution in following our school mission to **Love first, Live the gospels and Learn for life.**