



Loving minds ♥ hearts ♥ hands.

## Personal, Social and Health Education Policy 2022-23

This policy includes information relating to British Values, Social, Moral, Spiritual and Cultural education and Relationships and Health Education.

### Mission Statement:

In God's family, we grow and learn in love, hope and faith.  
Loving minds, loving hearts, loving hands.

### "We all have rights."

1.

#### Article 28: The right to education.

All children have the right to a primary education, which should be free.

#### Article 29: The right to be the best that you can be.

All children have the right to a high-quality education at St Ambrose, which should develop each child's personality, talents and abilities to the fullest.

Approved by: Headteacher

Last reviewed on: 1.9.23

Next review due by: 1.9.24

This PSHE policy covers Relationship and Health Education, British Values, and Social, Moral, Spiritual and Cultural aspects of the curriculum.

“Your word is a lamp to my feet and a light for my path.” (Psalm 119:105)

At St Ambrose what children learn through their personal, health and social education underpins their entire experience at school. We promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society preparing our children for the opportunities, responsibilities and experiences of later life through the lens of Catholic Social Teaching.

Through the teaching of P.H.S.E.:

- The children learn and develop communication skills necessary for learning and Life.
- High expectations and standards in reading, writing and maths are promoted.
- Learning is memorable and provides diverse and S.M.S.C. rich opportunities from which children learn and develop a range of transferable skills.

At St Ambrose, in P.H.S.E., learning is a religious experience; we make Christ known and provide opportunities for children to develop as independent, confident and successful learners. As a result, our children have high aspirations and know how to make a positive and transformational contribution to their community and society.

P.H.S.E. teaching and learning are rooted in Catholic Social Teaching principles inspired by Pope Francis's example. In P.H.S.E., we raise aspirations and engender a sense of personal pride in achievement. We provide a purpose and relevance for learning to help every student find their gifts, talents, strengths, and interests.

We encourage all pupils to respect each other and have respect for themselves and the environment. Our children respect people of all faiths, races and gender, and we ensure that our children are well prepared for Life in a rapidly changing world.

Our children are advocates for social justice and are adaptable to any social context.

As part of providing a broad and balanced PSHE curriculum, we can nurture and support young children's spiritual, moral, social and cultural (S.M.S.C.) development and promote the fundamental British values in young lives. We help children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives and become responsible citizens. Our school vision is crucial to this learning and should be at the heart of whole-school development.

### **Aims**

This policy outlines our school's practice and procedures for delivering our PSHE whole-school approach, which is implemented from nursery through to year 6. This covers nine themes throughout the year, which underpin the fundamental aspects of emotional wellbeing: Healthy Lifestyles, Keeping Safe, Growing and Changing, Healthy Relationships, Feelings and Emotions, Valuing Difference, Rules, Rights and Responsibilities, Caring for the Environment and Money.

### **Relationship and Health Education**

The DfE document Relationships and Sex Education (R.H.E.) and Health Education Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and

teachers February 2019 replace the Sex and Relationship Education guidance (2000). This guidance will be reviewed three years from the first required teaching (September 2020) and every three years after that point. In light of this document, we will ensure our teaching incorporates all new material in line with the teachings of the Catholic Church.

The D.F.E. guidance (2019) states, *“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.”*

### **Statutory Curriculum Requirements**

We are legally required to teach those aspects of R.H.E., which are statutory parts of National Curriculum Science.

However, the reasons for our inclusion of R.H.E. go further.

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to R.H.E., therefore, is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

All R.H.E. will be following the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their Life respected, whatever household they come from, and support will be provided to help pupils deal with different sets of values.

### **Implementation.**

St Ambrose follows the Ten Ten 'Life to the Full Plus' learning scheme. It is a scheme that the Diocese has approved, and they have entered into a partnership with the Catholic Education Service and DfE to provide training for teachers in Catholic schools. Parents are consulted at the start of every year in Autumn 1 and the programme will be taught from Autumn 2 in every year group. We have chosen to follow the recommended pathway from Life to the Full, which means that the full programme is taught over three years.

St Ambrose has chosen this pathway for several reasons:

- First, children change and grow; their level of engagement will increase as they develop their social, moral, cultural and spiritual awareness and understanding.
- The learning will be embedded as children build upon and extend what they have previously learned – a truly spiral curriculum.
- Some sessions can be omitted for one year if the school feels that children are not quite ready or have surpassed that stage of learning; similarly, particular focus can be given to specific topics if needed.

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of R.H.E. Such visits will always complement the current programme and never substitute or replace teacher-led sessions. Any external visitor must be clear about their role and responsibility while delivering a session in school. Any visitor must adhere to our code of practice developed in line with C.E.S. guidance 'Protocol for Visitors to Catholic Schools.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. In addition, they will ensure that all teaching is rooted in Catholic principles and practice.

### **Assessment**

There are clear outcomes laid down for each lesson and assessment activities for each unit. The children learn through interactive, active learning and the development of critical communication skills. Each unit uses pre and post-quizzes as well as assessment activities.

### **Equalities obligations**

The governing body has broader responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. Life to the Full supports our holistic approach to an education that eliminates discrimination, advances equality and fosters good relations between people who share a relevant protected characteristic and those who do not.

### **British Values**

In his 'Declaration on Christian Education' ('Gravissimum educationis', 1965, para 5), Pope Paul VI proclaimed:

*'that a Catholic school will promote, between pupils with different talents and backgrounds, friendly relations and foster a spirit of mutual understanding; and the school should be seen as it were a centre whose work and progress must be shared by families, teachers, associations of various types that foster cultural, civic, and religious life, as well as by civil society and the entire human community.'*

### **Promoting British Values at St Ambrose**

British Values are rooted in Gospel Values. At St Ambrose, we value the diverse ethnic backgrounds of all pupils and families and have designed a curriculum to celebrate these and have strong links to the British Empire. We have found this approach enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world.

At St Ambrose, these values are reinforced regularly and in the following ways:

#### **Mutual Respect:**

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. In addition, the Classroom Expectations are followed by all the children in school and are rooted in respect for each other and respect for school property.

### **Democracy:**

Pupils have the opportunity to have their voices heard through our School Council, GIFT Team, Caritas Ambassadors and Pupil questionnaires. In addition, children learn about aspects of the history of democracy, and we have close links with our locally elected councillors and M.P.

### **The Rule of Law:**

The importance of Laws, whether those governing the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school collective worship. Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

### **Tolerance of those of Different Faiths and Beliefs:**

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity within the curriculum. For example, assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in R.E., and P.S.H.E. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

### **Individual Liberty:**

Children are actively encouraged to make choices within the school, knowing they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make choices safely by providing a safe environment and empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised on how to exercise these safely, for example, through our E-Safety and PSHE lessons. Whether it be through choice of challenge, how they record, or participating in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

### **Social, Moral, Spiritual and Cultural Development.**

At St Ambrose, pupils' spiritual, moral, social and cultural development (S.M.S.C.) is a whole school issue, underpinned by the school's distinctive Catholic character, collective worship and Christian values exemplified in the Beatitudes. Development in S.M.S.C. will take place across all curriculum areas with activities that encourage students to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and identify any challenges that may be to their attitude and lifestyle.

Defining spiritual, moral, social and cultural development

Pupils' spiritual development is shown by their:

- ability to engage with the big questions of purpose and meaning
- ability to be reflective about their beliefs, religious or otherwise, which inform their perspective on Life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of Catholic gospel values and how these impact their behaviour;
- understanding of the consequences of their behaviour and actions
- ability to recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- interest in investigating and offering reasoned views about moral and ethical issues.
- their ability to understand and appreciate the viewpoints of others on these issues.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings
- willingness to volunteer and cooperate with others
- ability to resolve conflicts effectively
- interest in and understanding of the way communities and societies function at a variety of levels
- ability to accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- ability to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to Life in modern Britain

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their heritage and those of others
- appreciation of the range of different cultures within school and further afield as an essential element of their preparation for Life in modern Britain
- understanding of their cultural heritage, including an understanding of the Catholic values
- knowledge of Britain's democratic parliamentary system and its central role in shaping our cultural history and values
- willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring and improving their understanding of and showing respect for cultural diversity
- their ability to understand, accept, respect and celebrate diversity, as shown by their attitudes and respect for different religious, ethnic and socio-economic groups in the local, national and global communities.

At St Ambrose, all areas of the curriculum and collective worship are underpinned by our distinctive Catholic character and will contribute to pupils' spiritual, moral, social and cultural development and promote both Christian and British Values (within the Gospel values context). Each subject leader has identified where there are clear links to British Values and S.M.S.C. within the curriculum.