



ST FRANCIS SCHOOL

PSHE/Learning for Life Policy (B10)

1.	Introduction
1.1	<p>What is PSHE?</p> <p>Personal, social, health and economic (PSHE) education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. Gaining an understanding of Citizenship is also seen as an important element of the life skills encompassed with this subject so therefore at St. Francis School the subject was referred to as PSHCE – Personal, Social, Health, Citizenship and Economic Education. At St Francis we refer to this as ‘Learning for Life’.</p> <p>PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE education encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.</p>
1.2	<p>(From PSHE Curriculum Map) PSHE at St. Francis is taught in line with Relationships Education, Relationships and Sex Education (RSE) and Health Education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils. The policy for RSE can be found at this link PDF C35 Relationships and Sex Education.pdf</p> <p>The aim is that, when St. Francis School pupils leave to go to their next school, they should have an appreciation for themselves, society, nature and for the world around them. Furthermore, Girls on Board sessions will be held at least once a year with girls in Years 3-8, to help support these girls to resolve friendship issues. Follow up sessions will be implemented if friendship issues continue to arise in a friendship group or a year group.</p>
1.3	<p>Objectives</p> <p>Through direct Learning for Life lessons, form periods, assemblies and through activities and experiences not necessarily intrinsically linked with PSHE these aims will be achieved through the following objectives:</p> <ul style="list-style-type: none">● Know and understand a healthy lifestyle● Develop resilience and perseverance skills in order to look after our mental health● Be aware of safety issues, including online safety● Understand what makes for good relationships with others● Understand and recognise peer pressure and peer abuse● Have respect for others● Be able to co-operate with others● Be independent and responsible members of a community, such as school

		<ul style="list-style-type: none"> ● Become informed, active and responsible citizens in the wider community ● Develop self confidence and self esteem, and make informed choices regarding personal and social issues ● Understand and respect our common humanity, diversity and differences in order to form effective, fulfilling relationships ● Develop good relationships with other members of the community ● Understand and show respect for different faiths, religions, cultures and traditions. ● Reflect on their personal experiences and understand how they, as individuals, are developing personally and socially. ● Understand and have an appreciation for the world.
2.	PSHE in EYFS	
	2.1	<p>The EYFS at St. Francis School follows the non-statutory guidance given in ‘Development Matters in the Early Years Foundation Stage’ (Revised 2023). It works on the premise that “Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.”</p> <p>Therefore to lead to learning and development for the pupils, the EYFS at the school ensures a focus on the unique child, on developing positive relationships and on providing an enabling environment.</p>
	2.2	<p>The Prime Area identified that enables pupils to develop a foundation in LEARNING FOR LIFE is entitled Personal, Social and Emotional Development. Within this the three aspects focused on are:</p> <ul style="list-style-type: none"> ● self-regulation ● managing self ● building relationships
	2.3	<p>Learning Outcomes at the end of the EYFS</p> <p>In the EYFS, PSED is delivered as both elements of wider topics as well as discrete units of learning. By the end of the Reception year, it is hoped that children will have achieved the Early Learning Goals of Self-Regulation, Managing Self and Building Relationships, being able to:</p> <p>Self-Regulation:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others;




		<ul style="list-style-type: none"> - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
3.	PSHE in Year 1 to Year 8	
	3.1	<p>PSHE is taught using the ThoughtBox Curriculum. This is based around the following topics:</p> <ul style="list-style-type: none"> ● Exploring Ourselves ● Exploring Society ● Exploring the rest of the Natural World
	3.2	<p>The teaching of PSHE is largely discussion based. Teachers will follow the ThoughtBox curriculum and will mainly teach the pupils using the ThoughtBox teaching slides. Most lessons will consist of reading and discussing pictures and questions on the slides, watching a video that is then to be discussed and group or independent activities to be completed in the pupils' LFL/PSHE books. Occasionally, incidents in class or the playground arise that do not link with what is being taught that term in PSHE. Therefore, teachers and Form teachers need to be reactive and teach stand alone lessons or have a 10 minute discussion so that these issues are addressed. This can happen during a lesson, or can be implemented in a Form Time slot.</p>
	3.3	<p>The PSHE Department Curriculum Map can be found here: ☰ PSHE Curriculum Map 2024/25</p>
	3.4	<p>British Values All LfL lesson planning also makes links with the Core British Values of: Democracy, Mutual Respect, Rule of Law, Tolerance of those with different faiths and beliefs and Individual Liberty. These are incorporated into the ThoughtBox teaching slides. Additionally, the Core British Values are also covered in other topics such as History, English and R.S. In the Pre-Prep, the Core British Values are also learnt about in the form of story books and discussions. Furthermore, the pupils are educated on the Core British Values during assemblies and follow up Form Time sessions. See map below.</p>
	3.5	<p>Protected Characteristics All LfL lesson planning also links with the Protected Characteristics of: age, disability, gender, marriage and civil partnerships, pregnancy and maternity, race and ethnicity, religion or belief, sex (gender), sexual orientation. These are covered within LfL lessons and within other areas of the curriculum too. The Equality & Justice curriculum is an essential place to begin this journey, which is also embedded right across the people-care programmes. See map below.</p>
	3.6	<p>The St. Francis School Rules Underpinning all behaviour at our school is the St Francis School rules of: Ready Respectful Safe</p>
4.	Teaching and Learning	
	4.1	<p>The Learning for Life schemes of work supports active learning and participation. Children are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups, and learn from each other. While there are opportunities for direct teaching, the topics make use of group work, Circle Time, role-play, visiting speakers, case studies and simulation to involve children actively.</p> <p>To ensure that children are actively involved in preparing to play an active role as citizens, they will progressively be given the opportunities to:</p> <ul style="list-style-type: none"> ● Take some responsibility for their own learning, by making informed choices within learning activities, reflecting on and recording what they have learnt and achieved and learning how to set targets to establish next steps;

- **Explore and discuss topical issues**, including taking part in group and class discussions relevant to their own lives, their school, wider communities and issues of global concern, and beginning to explore how issues affect others in the world;
- **Participate in groups of different sizes and composition**, taking on leadership as well as membership roles, sharing the responsibility for group decisions and contributing to the decision-making processes of the class and school;
- **Explore and discuss** the varied attitudes and values underpinning some of the issues they encounter, considering social and moral dilemmas and other people's experiences, thinking about, and beginning to express, views that are not their own, for example through role-play;
- **Find information and advice** and learn to provide information to others;
- **Work with adults other than teachers**, using visits and visiting speakers appropriately, meeting and talking to people, for example, people who work in the school and neighbourhood.
- **Work outside the classroom**, becoming actively involved in the decision-making and organisation of the school and, for example, helping to look after the school environment (Eco-committee - Is this still around?, Group Service - I am not sure what this is, School Council, Pre-Prep Garden - Is this still happening?), supporting peers or younger children in the playground, taking part in activities with different members of the school and local community.
- **Take time to reflect** on all their experiences in the formal and informal curriculum, identifying what they have learnt and enabling them to transfer that to situations in their own lives, now and in the future.

These opportunities may be provided in one or more of the following ways.

- **Group work** - The ability to work as a member of different groups is fundamental to citizenship.
- **Role-play** - Role-play is not about performance or performing – it is a method through which children are able to explore personal and social experience. The real learning comes not from the role, but through reflection on the actions of those whose roles they and others are playing. Being in role enables children to develop empathy and to practise the skills that they will need in real-life situations. Observers can make valuable contributions through providing feedback and positive/negative criticism given constructively.
- **Circle Time** - In Circle Time, children sit in a circle to show that they are all equal and everyone has an equal opportunity to participate and speak. It provides opportunities to explore issues of shared concern, develop relationships, and create a sense of belonging and experience silence and reflection. Within agreed ground rules, children speak in turn in response to prompts or a previously agreed agenda (a 'round'). They listen to each other without comment or making judgments. Circle Time encourages children to talk positively about themselves and to affirm their achievements. Children are encouraged and enabled to work together to resolve individual and group problems. Conducted in an atmosphere of trust, cooperation and mutual respect, and in conjunction with group work and role-play, Circle Time develops communication skills and helps to develop confidence and individual and group responsibility.
- **Photographs/Video Clips** - Photographs/Video Clips are an important stimulus for the classroom. They may be used in a variety of contexts. Either pupils are given information to help them understand and interpret what might be happening, or they may be left to develop their own scenario. Children can develop enquiry questions to help them to explore what is happening in the picture or video clip.
- **Stories** - Stories can be used to develop children's moral reasoning and to develop the skill of empathy. Through the use of sensitive questioning, children can assess

		<p>the alternatives, make reasoned choices and develop problem-solving skills. Story can be the basis for Circle-Time activity and role-play. The children in Pre Prep participate in Empathy Day each year and use stories to aid their understanding of the lives of others.</p> <ul style="list-style-type: none"> ● Visiting speakers and outside organisations - Using visiting speakers to the classroom or assembly can be an extremely worthwhile and rewarding experience for children. The scheme of work provides opportunities to involve a range of visitors from the community. ● References - References to textbooks / handouts as a point of discussion, used for information or source of questions ● Class presentations - Class presentations individually or as a group. ● Assemblies - As a class in Years 3-8, pupils deliver an assembly to the rest of the school on topical issues, such as kindness and wellbeing. ● Hot seating - Class is divided into two groups to defend two different perspectives. Two empty 'hot seats' are placed in the middle facing each other. One pupil from each group is asked to deliver the points of view of their group. Volunteers of either group may take a place on the 'Hot seat' if additional contributions wish to be made. ● Conscience Alley - Conscience Alley is a useful technique for exploring any kind of dilemma faced by a character, providing an opportunity to analyse a decisive moment in greater detail. The class forms two lines facing each other. One person (the teacher or a participant) takes the role of the protagonist and walks between the lines as each member of the group speaks their advice. It can be organised so that those on one side give opposing advice to those on the other. When the protagonist reaches the end of the alley, they make their decision. All of these teaching approaches allow children to see the perspective of others.
	4.2	<p>The British Values and Protected Characteristics Curriculum Map</p> <p> British Values & Protected Characteristics Subject Mapping 2024-2025 details which British Values and Protected Characteristics are taught within other subjects across the whole school.</p>
	5.	Equal Opportunities
	5.1	<p>PSHE (Learning for Life) is taught to all children, regardless of their ability. The teachers provide learning opportunities matched to the individual needs of children both in terms of ability and maturity. Children are also provided with additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community throughout their time at St. Francis School.</p>
	5.2	<p>PSHE (Learning for Life) is not primarily concerned with academic progress but with development of the 'whole person', in their attitudes and behaviour in respect of themselves, those around them, society at large and issues in the wider world. Within these parameters, it is recognised that individuals will respond at different rates. These individual differences must be supported to ensure an inclusive curriculum and equality of opportunity is promoted at all times. Within the department we endeavour to set work that is appropriate to the individual abilities of the pupils, in order to support and develop their potential. This involves extending work and tasks for the more able pupils, whilst offering support to those making slower progress. (Please refer to the Equal Opportunities, and Teaching and Learning Policy)</p>
	5.3	<p>New Staff will be provided with a set of electronic copies of the school's policies to read as part of their induction process. Key policies will be identified for the individual concerned, and specific policies will be covered in the induction meeting prior to the new member of staff's</p>

		first term. This will apply to all staff, including EYFS staff. The content of the school's Child Protection Policy will always be covered in the induction of a new member of staff.
6.	Assessment and Recording	
6.1	<p>The PSHE policy supports the whole school policy on assessment. This subject is one in which the goals of assessment are measured very differently from academic subjects. These goals are seen much more in terms of behaviour and attitudes rather than through academic testing and record keeping. Our teachers assess the children's work in PSHE and Citizenship by making informal judgements through observation during lessons, in assemblies, outside of the class during break times etc. Teachers will discuss anything relevant they have seen when on duty or whilst walking around the school, with the appropriate member of staff – e.g. Form tutor, or in regular staff meetings where pupils are discussed.</p> <p>Within LfL we show and monitor progress in the following way: At the start of each new topic each child can respond to 3 key questions (example below which can be found on the slides 6/7 of the Lesson 1 Thoughtbox powerpoint).</p> <p>Before we start this topic, take a couple of minutes in your ThoughtBox journal to answer these three questions:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>What do you think 'identity' means?</p> </div> <div style="text-align: center;">  <p>What are your favourite things about yourself?</p> </div> <div style="text-align: center;">  <p>What makes you unique?</p> </div> </div> <p>You may write down words, phrases, doodle or draw your answers!</p> <p>At the end of each topic, each child can go back to this page and with a different colour pen add on their new learning/responses/thoughts/reflections.</p> <p>Within RSE, we show and monitor progress using the Medway planning, within which lessons have a baseline and end point assessment recommendation. This progress can be assessed and recorded. For example, in Year 4 my key questions used for assessment may be:</p> <ol style="list-style-type: none"> 1) On the picture of the male and female body - label physical changes that they may experience during puberty. 2) What emotional changes happen during puberty? 3) How would you reassure a friend going through puberty? 4) What other learning do you remember? <p>If there are still any gaps in pupils' knowledge after this assessment, some time is given to a refresher session.</p> <p>In Years 3-8, pupils' work will be recorded in their LFL books. They may also have a class LFL book where the teacher writes the date and learning outcome and underneath 'post it' notes or notes are stuck in with ideas and responses that the children have come up with during discussions. In Years 1 and 2, only class books are used.</p>	
6.2	<p>Each term parents are informed of the Learning for Life topics that their children will be studying over the coming term through the Syllabus Summaries. Parents are encouraged to discuss these subjects with their children. Parents are also encouraged to discuss issues arising with the teacher. It is hoped that this process will reinforce the teaching in the classroom. Additionally, parents are also informed before Sex education topics are taught.</p>	

7.	Confidentiality	
7.1	As a general rule the teacher or member of staff concerned will maintain a child's confidentiality, however confidentiality should never be promised to a child. If however, the person concerned believes that a child is at risk or in danger, he/she will discuss the situation with the named Designated Safeguard Lead (Mr Jonty Butler) or another member of the Safeguarding Team who will follow the school's policy regarding safeguarding children and child protection. The child concerned will be informed that the confidentiality is to be breached and the reasons why. The teacher or members of staff concerned will support the child throughout the process. (This reflects our safeguarding and child protection policy)	
7.2	Sometimes during the delivery of the Learning for Life programme a pupil will ask explicit or difficult questions in the classroom. Questions do not have to be answered immediately and can be addressed individually later. Individual teachers must use their skill and discretion in these circumstances and refer to the Form tutor, Head of Pastoral Care or Headmaster if they are concerned. No teacher or adult is obliged to answer personal questions from the children.	

Reviewed by:	Approved by:	Responsibility:
JNB (Feb 2025)	Headmaster	DH, PPCo, HoEYFS, LfL Co
Next Review		
Feb 2026		