Cardinal Newman Catholic Primary School

Flourish PSHE Policy

MISSION STATEMENT

To be a community of learners, believers and friends rooted in the values and teachings of the Gospel. We seek to enable every individual to develop his or her potential in the knowledge that they are uniquely created and loved by God.

Title:	Flourish PSHE
Policy Agreed at LGC:	November 2026
Policy Review:	November 2028

INTRODUCTION

"God has created all things for good; all things for their greatest good; everything for its own good. What is the good of one is not the good of another; what makes one man happy would make another unhappy. God has determined, unless I interfere with His plan, that I should reach that which will be my greatest happiness. He looks on me individually, He calls me by my name, He knows what I can do, what I can best be, what is my greatest happiness, and He means to give it me." St John Henry Newman

Flourish lessons are timetabled for each week and they comprise of PSHE, RSE (see linked policy) and Mental well-being. Flourish lies at the heart of everything we do at Cardinal Newman and is underpinned by our faith and belief that we are created unique and loved by God. We nurture and inspire children to develop confidence and resilience where all efforts are valued and all children flourish. Everyone is encouraged to contribute to the life of the school and the wider community. All the work we do at Cardinal Newman is underpinned by our Mission Statement:

'To be a community of learners, believers and friends rooted in the values and teachings of the Gospel. We seek to enable every individual to develop his or her potential in the knowledge that they are uniquely created and loved by God.'

We are committed to ensuring that the emotional and social needs of our children are met as we support the development of children's health, well-being, self- esteem and confidence. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. At Cardinal Newman we strive to develop the children's spiritual, moral, social and cultural development. Through this, we aim to prepare children for the opportunities and responsibilities of adult life.

Our Flourish curriculum takes into account the ability, age, readiness and cultural background of our young people. Our staff have a strong understanding and relationship with our children which enables them to address the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude.

The National Curriculum states "All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education." Our school's overarching aims and objectives in teaching PSHE for all children are:

- To provide the knowledge, understanding, attitudes and values to allow children to reach their full potential
- To know and understand what is meant by a healthy lifestyle
- To be aware of safety issues (both in the real world and online) and develop an understanding of how to overcome these
- To understand what makes a good relationship with others in and outside of the community , including online
- To be thoughtful and responsible members of their community and school
- To develop self- confidence and self- esteem by reflecting on their experiences

- To make informed choices regarding personal and social issues
- To respect and understand our community, humanity, diversity and differences
- To promote Catholic Social Teaching
- To promote fundamental British Values including democracy, rule of law, tolerance of different faiths and cultures, mutual respect and individual liberty

Our learning is based upon the core themes of 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World' through our Flourish curriculum. It is taught using Ten Ten Life to the Full Plus resources following the week by week overviews provided by the subject leader (See RSE Policy Appendix 3).

We create a safe and supportive learning environment by embedding Flourish in all areas of learning through a cross- curricular approach. Teachers are able to support children to make links between their academic and social and emotional learning as each individual grows as a well- rounded individual. For example when dealing with issues in drugs education, we teach Flourish as a discrete subject. On the other hand we often teach PSHE through other subjects: when teaching about the local environment, this might link RE, Science, Geography and History, while also raising awareness of democracy when considering who is responsible for the maintenance of local parks. Equally, our teachers often will cover different subject matter when situations arise in class, to meet the ever-changing needs of the children. This all allows children to reflect on issues, viewpoints, dilemmas, situations and case studies.

Moreover, there is a considerable overlap between our Flourish curriculum with our RE curriculum. This enables children to make links between their actions and their faith which provides a very valuable insight for all children. Through all of this, we develop the skills children require to operate confidently in the wider world: language, behaviour strategies, team skills and resilience.

Our Flourish curriculum is further supported by whole school themed events which bring the school community together to celebrate and share learning. Examples of these include Anti-Bullying Day, Road Safety Week, Healthy Living initiatives, and Mission weeks.

Each class in our school has a Flourish file which displays the different learning which has taken place in each class. Teachers, with the input and contribution from the children, are responsible for keeping these files up-to-date to show evidence of the Flourish learning which has taken place. These files should be a celebration of the learning which is taking place and a point of reference for the children to use. Files are checked regularly by the subject leader to ensure coverage. All classrooms have a Flourish display board which include the Zones of Regulation - allowing pupils to recognise their emotional zone and providing a toolkit for self regulation. The Building Learning Powers are also displayed here and encourage pupils to be resilient learners.

We are aware that learning in Flourish may sometimes bring difficult emotions or realisations to the surface. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support through one-to-one discussions with a member of staff to enable their needs to be met. The Flourish curriculum is supported by a 'What I want my teacher to know box' or "Worry Monster" in each classroom.

BEYOND THE CURRICULUM

Flourish extends to the pastoral care of our pupils, nurturing them to live out their vocation. Pupils of appropriate age are offered the opportunity to receive the Sacrament of Reconciliation at least twice a year. Emotional Literacy Support Assistants (ELSA) provide emotional support for those pupils who require it. The Rainbows programme offers loss and bereavement support for pupils. The school has a Home School Link Worker who provides invaluable support for pupils with more vulnerable home situations. Our trained Mental Health Champion works with our pupil Wellbeing Champions to offer peer support. The class Mission Weeks provide pupils with the experience of offering service to others.

LINKS WITH PARENTS AND CARERS

The most powerful Flourish education is collaboration between school and home. We are committed to working with parents and carers in order to support development of children's health, well-being, self- esteem and confidence. Parents will be consulted about the development of the school's policies and approaches to Flourish education to raise awareness. Parents have access to the dedicated portal provided by Ten Ten resources and letters are sent to parents outlining the topics to be covered. There are always opportunities to discuss the Flourish curriculum during Coffee and Conversation with the Headteacher.

In line with this, we encourage links and speakers to come into school from the community, including the Parish, to widen the children's understanding. This enables them to learn from experts which all makes a valuable contribution to our programme, for example police officers, school nurse, fire officers, road safety officers. Their input is planned and monitored to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the delivery of the programme.

ASSESSMENT

It is important for pupils to have the opportunity to reflect on their learning alongside motivating children to improve. Teachers need to be confident that learning has taken place, demonstrate progress and identify future learning needs. Assessment in Flourish is more about comparing where a pupil is at the end of a lesson(s) against where they were before the lesson(s). Personal reflection is essential so should be scaffolded during a session. Therefore assessing learning in Flourish is a combination of teacher assessment and peer/self- assessment.

MONITORING AND REVIEW

The planning and co-ordination of the teaching of Flourish is the responsibility of the class teacher, but this will be overseen by the subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subjects, and by providing a strategic lead and direction
- Evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement
- Uses specially allocated regular management time to review evidence of the children's work (from Flourish class files) and to observe Flourish lessons across the school

- Plans school events to bring the children's learning and development together as a whole school community

Policies linked to this: Safeguarding and Child Protection, Behaviour and Anti-Bullying, Equality, Online Safety, Mental Health, Equality and Relationships and Sex Education (Including Life to the Full Plus Curriculum Overview- Appendix 3)