



# PSHE Policy

Shining with love, pride and success

**Date : 2021**

**Date of review : 2023**

**The school PSHE subject leader is: Mrs Drummond**

## **1. School Mission Statement**

We all celebrate Jesus' life and love for everyone. We all work together to do our best in a happy and peaceful place where everyone tries to be kind, helpful and caring.

### **Vision**

By reflecting the principles of the Catholic Faith we at St. Maria Goretti aim to celebrate the uniqueness of each child and through high expectations enable all our children to reach their full potential and become happy, confident and successful individuals.

## **2. What is P.S.H.E. Education?**

PSHEE (Personal, Social, Health and Economic Education) is a subject in which the children are given the experiences, knowledge and skills to become confident, happy and responsible individuals. They are encouraged to become independent learners, capable of making appropriate, informed choices, and understand the consequences of their actions. In PSHEE the children are shown how to develop and maintain a safe, healthy lifestyle.

The PSHE Education curriculum helps prepare children for the challenges they may face at different stages of their life and should be provided in a stable, caring environment.

## **3. Aims**

- Pupils develop confidence in talking, listening and thinking about feelings and relationships.
- Pupils develop a caring and considerate attitude towards themselves, others and the environment.

- Pupils are prepared for the opportunities, responsibilities and experiences of adult life.
- Pupils develop a healthy, safe lifestyle.
- Pupils develop the skills needed for economic wellbeing and financial capability.

#### **4. National Curriculum**

PSHE Education will be delivered within the following four National Curriculum themes:

- Developing confidence and responsibility, and making the most of children's abilities.
- Preparing to play an active role as citizens.
- Developing a healthier, safer lifestyle.
- Developing good relationships and respecting differences between people.

#### **5. Units of Work**

PSHE Education in our school has been split into units of work following the Lancashire Published scheme. (See Appendix A)

#### **5. Delivery of P.S.H.E. Education**

The scheme of work for P.S.H.E. Education is delivered in three main ways:

- Discrete PSHE and Citizenship curriculum time.
- Other subjects/curriculum/topic areas.
- Extra-Curricular activities.

#### **6. Discrete PHSE Education curriculum time**

Aspects of the PSHE Education scheme of work will be taught in classroom lessons specifically set aside for that task. The methods used may include role play, topics, the use of story time, circle time, etc. The scheme is sequenced so that the style of classroom activities follow children's intellectual, emotional, moral and spiritual maturation. Pupils are encouraged to talk honestly and openly and are provided with opportunities to ask questions.

#### **7. Other Subjects/Curriculum Areas**

Some of the time we introduce PSHE and Citizenship through other subjects.

For example:

Aspects of the Science scheme of work which deal with healthy eating and life cycles.

Aspects of the Geography scheme of work which deal with environmental issues.  
Aspects of the Diocesan RE syllabus.

## **8. Extra Curricula Activities**

PSHE Education is a subject which permeates the whole of school life. Aspects of it can be found in our collective worship and assemblies, in school events, such as during fund raising, school trips, school plays, school clubs and visiting speakers. Our school also has a children's school council which meets regularly to discuss projects that can be taken on by the school.

## **9. Resources**

The materials, such as books, pictures, charts, videos, used in class, assembly or for children to use in the library are available for parents to see on request to the Head teacher. Each teacher has a PSHE subject file which they can add to as required.

## **10. School Visitors**

From time to time, the school uses visiting speakers to enrich the P.S.H.E. Education curriculum. Such visitors will be suitably experienced and qualified to support the school's programme. They may include members of the LEA Health education team, persons recommended by the Diocesan Board of Education, health professionals, the school nurse, the police, fire brigade, NSPCC workers etc. A teacher remains in the classroom when visitors are with the children. The visitors are made aware of the appropriate school policies before meeting the children.

## **11. Equal Opportunities and Gender Roles**

In PSHE Education the pupils are encouraged to develop to their full potential. Each is valued as an individual, and consideration and respect for each other are nurtured. Boys and girls are taught together except where there are particular reasons for separation.

## **12. Special Educational Needs/Gifted and Talented Pupils**

Teachers will be sensitive to the differing abilities and wide-ranging experiences of pupils. Some children may need additional help to be able to participate fully, and arrangements for this help will be provided where necessary. Opportunities will also be provided to extend and challenge more able children, this will be done through encouraging children to work and think independently by setting work at an appropriate level.

### **13. Child Protection**

In some cases, there may be an indication that the child may be at risk or in danger, in which case appropriate action will be taken in accordance with the school's procedure for Child Protection. i.e. the child protection officer informed (head teacher). This also means that if a child puts a private question to a teacher or member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but any steps taken will always be in the child's best interests.

### **14. Recording and Assessment**

The Lancashire Key Learning Documents provide the basis for assessment judgements for the PSHE subject. Assessment of children's developing sensitivity, thoughtful discussion and respectful attitude to all belief systems may be carried out by observation and discussion.

### **15. Reporting to Parents**

Our reporting to parents consists of an achievement judgement on the end of year report as per other foundation subjects.

### **16. Monitoring and Evaluating the Scheme**

The day-to-day monitoring of PSHE Education is the responsibility of the PSHE subject leader who will keep a portfolio of work samples from across the school.

### **17. School Improvement Plan**

This policy has been completed in line with the school improvement plan and on-going review of curriculum provision and policy.

### **18. Roles and Responsibilities**

The PSHE Education lead teacher is responsible for organising the scheme of work and teaching resources and monitoring the teaching of PSHE Education across the school. The human relationships and sex education programme is also organised and monitored by the PSHE subject leader.

### **19. Links to Other Policies**

- The growing up and relationship education policy
- The anti-bullying policy
- The child protection policy
- The behaviour policy
- The internet safety policy
- The RE policy
- The worship policy

- The SEN policy
- The human relationships and sex education policy

## Appendix A

# PSHE Scheme of Work -2021

	R	Y1	Y2	Y3	Y4	Y5	Y6
<b>Unit 1</b> <b>Core skills</b>	✓	✓	✓	✓	✓	✓	✓
<b>Unit 2</b> <b>Sex and relationships</b>	✓	✓			✓		✓
<b>Unit 3</b> <b>Economic wellbeing and financial capability</b>			✓		✓	✓	
<b>Unit 4</b> <b>Emotional health and wellbeing</b>	✓				✓		✓
<b>Unit 5</b> <b>Keeping safe</b>	✓			✓			✓
<b>Unit 6</b> <b>Being a risk taker</b>			✓	✓			✓
<b>Unit 7</b> <b>Drug, alcohol and tobacco awareness</b>			✓	✓		✓	
<b>Unit 8</b> <b>Healthy lifestyles</b>		✓		✓			✓
<b>Unit 9</b> <b>Taking part</b>			✓	✓		✓	
<b>Unit 10</b> <b>It's OK to tell</b>		✓			✓	✓	
<b>Unit 11</b> <b>Being different</b>		✓			✓	✓	
<b>Unit 12</b> <b>Anti-bullying</b>		✓			✓	✓	

Each unit should take approximately half a term, some might be covered much quicker.  
Adapting the units to fit your class's needs is best practice.

## St Maria Goretti Catholic Primary School

Each unit is meant to be covered at a differentiated level once in the infants, once in the lower juniors and once in the upper juniors.

The core skills unit can be done in full in the first term, or spread out over the year as needed.