

CHORLEY ST MARY'S CATHOLIC PRIMARY AND NURSERY SCHOOL



PSHE EDUCATION

- INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION (HRE) AND NON-STATUTORY RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

	Staff	Governors	Pupils	Families
Consultation has taken place:	Date: 4/6/20	Date: 7/7/20 (PSHE team) and 11/11/20	Date: Ongoing	Date: July 2020
Date formally approved by Governors:				
Date policy reviewed:	September 2022		Next Review Date: September 2023	
Person(s) responsible for implementation & monitoring:	<i>J. Nicklin (PSHE & RSE lead) / K. Lewis (2022-23 Maternity cover for J. Nicklin)</i>			
Policies to cross reference:	SMSC	Safeguarding	Online safety	Healthy Eating
	Confidentiality	Emotional and Mental Health and Wellbeing	SEND inclusion	Behaviour (including anti-bullying)
	Visitor	Single Equalities	P.E.	Bereavement

INTENT OF PSHE EDUCATION

Purpose:

This policy covers our school's approach to all non-statutory elements of PSHE Education, statutory guidance on Health and Relationships Education (HRE) and it also includes our approach to sex education as part of the Journey in Love programme from the diocese.

PSHE at Chorley St Mary's helps to meet our school's Values and Catholic Ethos alongside: SMSC development, safeguarding, and emotional wellbeing requirements, as well as ensuring we meet the requirements of the DfE Primary Relationships Education and Health Education Curriculum and National Curriculum Science from 2020.

Our PSHE programme is designed to support our children to be happy, healthy and safe; to be equipped for life as an adult in British society.

Health and relationships education (HRE) is promoted and encouraged at Chorley St. Mary's as an integral part of our school curriculum.

*The **statutory** key areas of PSHE are:*

Relationships Education:

Families and people who care for me, Caring friendships, Respectful relationships, Online relationships and Being safe

Physical Health and Mental Wellbeing:

Mental wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating (see link to healthy eating policy), Drugs, alcohol and tobacco, Health and prevention, Basic first aid and Changing adolescent body

Alongside Health and Relationships Education (HRE) for PSHE we also cover **non-statutory** relationships and sex education (RSE). Our RSE lessons delivered through the programme Journey in Love – this is not new to school and has been used in school since 2017.

Relationships and Sex Education:

The Journey in Love programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Overall school aims and objectives:

Our school's overarching aims and objectives for our pupils are from their first day to their last at St Mary's, we support our children on a journey of learning and faith.

In learning, we want our children, by the time they leave our school: to be numerate and literate, to have received their full entitlement in all areas of the curriculum, and to have the opportunities to succeed in areas of particular interest to them. St Mary's is a welcoming school who: learn together; live out Catholic values; celebrate all achievement and believe all is possible in Christ's hands.

What are the aims and objectives of PSHE Education (HRE) and the values that underpin it?

PSHE enables our children to become healthy, independent and responsible members of our school, local, national and global community. It aims to help children understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up, especially in these modern times. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life, the local and global community. PSHE also explores relevant issues of today's world where pupil wellbeing is explored and promoted.

As children progress through Chorley St Mary's we want them to learn the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. At Chorley St Mary's we aim to provide children with information that they need to make good decisions about their own health and wellbeing. This therefore should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

IMPLEMENTATION OF PSHE EDUCATION

What will be covered and when?

Statutory - Relationships and Physical Health and Mental Wellbeing Education:

At Chorley St. Mary's Catholic Primary School and Nursery personal, social, health and economic (PSHE) education promotes three main strands: health & wellbeing, relationships and living in the wider world that support the statutory Health and Relationships Education. PSHE promotes the development of pupils of both school and society, and prepares pupils for the opportunities, responsibilities and experiences of later life. Our PSHE curriculum is cross-curricular, deep and meaningful so it corresponds in harmony with other curriculum areas such as: Science, Maths, English, RE and PE. Please see the LTP Overview and MTPs for more information.

Non-statutory - Relationships and Sex Education:

A Journey in Love scheme covers the following elements:

Reception – God loves each of us in our uniqueness

Year 1 - God's love in our family

Year 2 – God's love in our community

Year 3 – How we live in love

Year 4 – God loves us in our differences

Year 5 – God loves me in my changing and development

Year 6 – The wonder of God's love in creating new life

The scheme is taught to every class and each year group unit contains five sessions. Each session contains PowerPoint slides and accompanying support materials. Teachers ensure that a secure and sensitive atmosphere is created for each session where children feel that trust is established between their peers and teachers. Teachers must create a secure atmosphere in which children can learn about themselves, listen to each other and examine what the future may hold.

Each of the sessions has five different focusses:

1. Physical
2. Social
3. Emotional
4. Intellectual
5. Spiritual

At the beginning of the PowerPoint, children will be shown some key vocabulary that they will explore throughout the unit. This links closely with the Religious Education scheme of work and gives the teacher opportunity to assess the children's understanding of these words both at the beginning and end of each unit. Each session has a clear learning objective and a number of suggested activities to ensure all children can be included. At the end of each lesson the children are encouraged to pause and reflect on what they have discussed ensuring that Christ is at the centre of their learning.

All staff have a copy of the RSE glossary of terms to ensure consistency in teaching throughout the whole school and so that the school reflects the Church's teaching.

Timetabling of PSHE:

At St Mary's we strive to ensure pupils experience high quality PSHE learning. PSHE units of learning are timetabled weekly, although PSHE skills may also be developed on a cross-curricular basis alongside other subjects such as: Science, RE and PE and can be further enriched through creative approaches such as Philosophy 4 Children (P4C). – Please see PE, RE, Science policy for additional information.

How will we ensure the curriculum is relevant to our pupils?

Building upon previous knowledge:

Although PSHE education is not a discrete curriculum subject within the statutory EYFS framework EYFS is still a great place to start exploring the foundations of PSHE education. The EYFS statutory framework areas of Personal, Social and Emotional development, and Understanding the World, have close links to the PSHE education Programme of Study. Learning and development opportunities for these areas, as well as Communication and language, can be interwoven within the pupils' experience through daily EYFS play-based activities, role-play areas, quality children's fiction and reflective discussion to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHE elements of education. At Chorley St Mary's we build upon these foundations for our school's PSHE curriculum.

The PSHE curriculum is well sequenced and builds on prior learning within KS1 and KS2 (please see Long Term Plan overview and Medium-Term Plans for each year group) and is focused on the three main strands: health & wellbeing, relationships and living in the wider world.

Using quality assured resources and programmes of learning:

Through the use of the programmes below, the statutory PSHE (HRE) taught at St Mary's School, aims to ensure that all children will know the fundamentals for Relationships education and Physical health and mental wellbeing by the end of Primary School.

- 1Decision Programme of study
- Ten Ten Faith Inspired Resources <https://www.tentenresources.co.uk/primary/>
- Inter Faith Centre at Burnley and Pendle
- Picture News
- Texts from No Outsiders
- My Hidden Chimp Book
- ELSA support
- Google – Be Internet Legends
- PSHE Association Resources

Ensuring a smooth transition:

The curriculum prepares Years 5 and 6 pupils for the transition to high school by providing transition opportunities with the feeder high schools, preparing for the transport journey to high school, developing independence skills at events such as Hothersall Lodge trip and going above and beyond with communication. We also work on lots of transition activities with Reception to Year 1 and from the Infants to the Juniors.

Intelligent planning based on the needs of our pupils:

While promoting the values above and meeting statutory requirements, we will ensure that pupils are offered a balanced curriculum designed to meet their needs by using data such as: Lancashire health LSIP, School Nurse Health checks, attendance data, subject leader monitoring, consultation with all stakeholders (governors, parent, pupil, staff and Church perspectives) and using soft intelligence by knowing our families, knowledge of safeguarding and current affairs.

Creating a safe and supportive learning environment

Chorley St Mary's seeks to provide a safe, secure learning environment for PSHE Education (HRE) that helps pupils to gain accurate knowledge, share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback; to enable them to learn the skills to grow into happy confident successful adults. This is supported by our Good Behaviour Policy.

The school seeks to ensure all members of staff are role models for positive interpersonal relationships by...

- Ensuring group agreements (ground rules) are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils throughout. They are regularly revisited to ensure a consistent approach...
- Using distancing techniques to remove the risk of sharing personal information such as role play, scenarios and moral dilemmas
- Using starting points to explore and establish baselines
- Providing support
- Handling tricky questions honestly and accurately within an agreed developmental appropriate framework. The asking of questions requires a consistent clearly understood way of responding respectfully. This includes:
 - All classrooms have an 'ask it' basket all the time as questions may be linked to any topic
 - If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure pupils are not discouraged from asking questions. The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being

asked. This is to ensure safeguarding concerns are not missed but also that questions are not misinterpreted. E.g. a question about touch may not be inappropriate touch, it may be about the invasion of personal space

- *If the teacher or visitor (link to Visitor Policy) is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible". Ask the pupil to write it down and put it in the basket. This may need to be supported by an adult with the pupil still placing it in the basket*
- *If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people*
- *Depending on the question, the member of staff delivering or with the visitor would refer the question to the PSHE lead. The decision may be:*
 - *The question falls within the school's agreed framework of what will be answered in class and can be followed up in the next lesson*
 - *Taking any safeguarding issues into consideration, the decision may be to contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership*
 - *There needs to be a safeguarding response*
 - *Teachers will keep a record of questions asked and how they were dealt with in case there is any recourse and to inform future curriculum planning.*

The nature of questions which will be answered in class and which ones will be addressed in partnership with parents and carers links to RSE glossary.

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE Education (HRE) learning which meets their needs. We ensure that pupils with SEND receive access to PSHE Education (HRE) through differentiation where necessary, inclusivity, quality first teaching and a range of diverse strategies.

St Mary's considers the ability, age, development and cultural backgrounds of our children and those with English as a second language to ensure that all can fully access the PSHE Education (HRE) curriculum through carefully planned learning opportunities, ensuring children experience a range of diverse experiences to allow them to be immersed in PSHE opportunities.

We promote social learning and expect our pupils to show a high regard for the needs of others by establishing a safe learning environment and through caring and collaborative teaching approaches such as P4C. PSHE Education (HRE) at St Mary's is used as a vehicle to address diversity issues and to ensure equality for all by:

- *Inviting visitors into school from Pendle Faith Centre*
- *Planning a range of learning activities to meet diversity issues such as: Routes to Roots project run by Lancashire's Ethnic Minority Achievement Group*
- *Taking an active role in current affairs – through use of Picture News resource and The Week Newspaper*
- *Embedding diversity into the whole school curriculum and Long-term planning linked to Global Learning.*

How will we ensure that our equalities obligations are fulfilled?

Please cross reference to our Single Equalities policy.

Our PSHE programme is designed to support our children to be happy, healthy and safe; to be equipped for life as an adult in British society. PSHE shares the importance of teaching pupils about the law of this

country and to respect people who are different to them. This forms part of their learning to celebrate being a unique individual, in developing their sense of self. (Equality Act 2010)

St Mary's addresses the needs and interests of all pupils, irrespective of sex, gender identity, family, faith, culture, sexual orientation, ability or aptitude are addressed and respected by:

- Safe and respectful environment that fosters equality
- Carefully planned learning opportunities
- Open discussion

Teachers are highly trained to assess the needs of different pupils by: educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

How will we ensure inclusion and differentiate learning?

At Chorley St Mary's we identify pupils' different starting points by establishing baselines. We respect pupils' unique starting points by providing learning that is age and need appropriate and offer challenge and support where needed.

Other aspects of school life that contribute to PSHE Education include:

Opportunities to take responsibilities include School Council, International school group, Eco council, Prefects, Buddies, class assemblies, charity projects

Opportunities to participate include:

drama productions, variety of clubs/teams, residential trips, outdoor trips, sports day, fundraising opportunities etc...

The use of visitors in the classroom

Please cross reference to the school's Visitor Policy.

We use external contributors in the following circumstances

- Inter Faith Centre at Burnley and Pendle
- NSPCC
- Fire and Rescue
- RNLI
- Police and PCSO
- Local opticians and healthcare professionals
- Sports Coaches from CSSP, Football Partnership etc...
- School nurse

We also ensure external contributors' input enhances the learning opportunities as part of a planned programme.

Parental Engagement:

Parents and carers are informed about and consulted on the policy via communication methods.

The policy is available to parents and carers through our school website. Parents and carers are able to be signposted to further information and support via our school website and school staff.

Parent and carers will be invited to information meetings and updates where they can gain further information and learn more about the content of lessons and what is taught.

Right to withdraw:

Please note parents have no right to withdraw their children from statutory Relationships Education curriculum or Health Education.

Parents do have the right to withdraw their children from RSE, delivered through the Journey in Love programme. Should parents wish to withdraw their children they are asked to notify the school by contacting the Head teacher.

IMPACT OF PSHE EDUCATION

How will we assess this learning?

We assess pupils' learning through knowledge of prior learning and establishing pupils' baselines and their endpoint to show individual progress.

This is evidenced by pupil discussion, observations, work in pupils exercise books, evidence on Seesaw and evidence on Tapestry.

How will we involve and consult pupils?

Pupils have been involved in the what is being taught in the PSHE lessons and in creation of this policy through use of pupil discussion via the school council, pupil point of view poster displayed in school for pupil voices and via subject leader monitoring. Pupils' needs and issues they are facing will be identified by their class teachers and learning will progress accordingly. Pupils have opportunities to review and reflect on their learning during lessons through pupil voice, discussions and subject leader monitoring.

Monitoring, reporting and evaluation

The quality of teaching and learning and content in PSHE Education (HRE) will be monitored by the subject leader on a half term basis. Feedback will be given accordingly. This information will be reported to governors each term to be evaluated and consulted on. The contribution of visitors and external agencies for PSHE will be monitored by discussion with the appropriate stakeholders.

What is our policy on confidentiality?

We create a group agreement (ground rules) and remind pupils of this at the start of every lesson.

We promote confidentiality by, see:

- Confidentiality Policy
- Emotional and Mental Health and Wellbeing Policy

Who will be responsible for the curriculum?

The PSHE Education (HRE) curriculum will be led by Jessica Nicklin.

It is taught by all class teachers and on occasion by HLTAs in PPA time.

The school supports staff delivering PSHE Education (HRE) to access appropriate CPD by sending the subject leader on network meetings and via communication with the Lancashire advisors Kate Piercy and Jenifer MacDonald.

Responsibility for the implementation of this policy.

- *Key (PSHE/Personal Development) Governor – Emma Cross, supported by: Kath Smith and Anne StJohn*
- *Head teacher – Patrick Smyth*
- *PSHE Lead – J Nicklin*
- *RSE Lead – J Nicklin*

Any further questions?

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Appendix on website to include documents referenced:

- *DfE Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019), https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_-_RSE_and_Health_Education.pdf*
- *Children and Social Work Act (2017),*
- *Equality Act (2010),*
- *Keeping Children Safe in Education (2019)*
- *PSHE Association website - <https://pshe-association.org.uk/>*
- *1decision programme of study – www.1decision.co.uk*
- *Programme Builders (2020),*
- *PSHE Lead's Pack KS 1 and 2,*
- *Handling Complex Issues safely in the PSHE Education classroom,*
- *A Guide to Assessment in Primary PSHE Education.*
- *Sex Education Forum – Curriculum Design Tool.*
- *PSHE LTP overview*
- *PSHE MTP for each year group*
- *Journey in Love parents information PowerPoint*
- *Journey in Love parents Summary Grid*
- *Journey in Love parents FAQ*