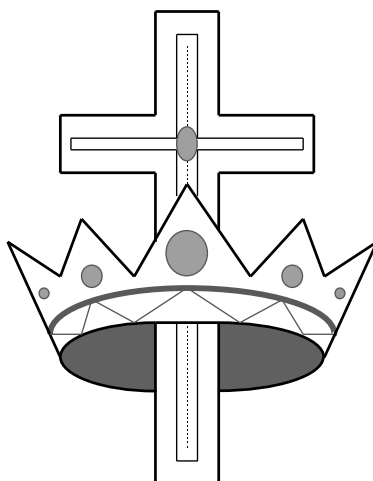


SS Mary and Michael Catholic Primary School

PSHE Policy

Written	October 2021
By	Rebecca Nayler
To be reviewed	October 2022



We are all unique and can reach our full potential in the Loving Family of SS Mary and Michael Catholic Primary School.

Walking with Jesus, caring for each other we learn together in the warmth of our school home.

Introduction

At St. Mary and St. Michael Primary School PSHE (Personal, Social, Health Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe.

PSHE provides the children with the building blocks for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges, and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils.

PSHE reinforces the school aims for all children, in that:

- They should be safe, secure and happy in school.
- They have equal access to the curriculum, regardless of ability, gender, race or religion.
- They develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others.
- And that children's spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multi-cultural society.

Subject Aims

PSHE aims to ensure that all pupils:

- Become healthy, independent, and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.
- Know and understand what makes for good relationships with others and therefore have respect for others.
- Be independent and responsible members of the school community; be positive and active members of a democratic society.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.

Statement of Intent

At St. Mary and St. Michael Primary School, it is our intent to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

This will be implemented by creating a programme of study that is bespoke to our school and all our children. The three main core themes of our PSHE programme of study focuses on Health and Wellbeing, Relationships Education and Health Education, and Living in the Wider World.

Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education whereby parents cannot withdraw their child from this (until this time parents have the consent to withdraw them from sex education).

Implementation through Teaching and Learning

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At St. Mary and St. Michael Primary School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers consider the children's age, ability and readiness.

P.S.H.E will be provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra-curricular activities. These include mental health awareness week, safer internet day and walk to school week.

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching, and learning.

- Self-Regulation
- Managing Self
- Building Relationships

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

Key Stage One and Two

Within Key Stage One and Two, PSHE lessons are often more structured and follow the scheme of work that is in place. This follows the three core themes which have been adapted specifically for the children at St. Mary and St. Michael Primary School. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Implementation through Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress.

Within Key Stage 1 and 2, PSHE objectives are documented within 'floor books' which include specific focused lesson activities documented by photographs, children's comments and circle time activities. In Key Stage 2, the children have opportunities to review and reflect on their learning in their own PSHE journals.

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the

pupils are being met and that there is progression and continuity of learning through the school.

Pupil voice will be influential in adapting and amending planned learning activities and will be undertaken annually.

Implementation through inclusion, including meeting the needs of SEND pupils

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the single equality duty policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

Implementation through Resources

Key equipment for PSHE and citizenship is stored in each classroom according to age. At St. Mary and St. Michael Primary school we utilise accredited resources from the **pshe-association.org.uk** and **coramlifeeducation.org.uk** resources which includes an annual visit to the 'Life Education Bus'. The PSHE curriculum leader will regularly review resources and obtain, within the allocated budget, additional resources as necessary.

Impact through Assessment and Record Keeping

Assessment and development in PSHE are on-going and based on the guidelines laid out in the Assessment and Record Keeping Policy. Each year the PSHE co-ordinator receives data and tracking for each pupil, linked to the Lancashire Key Learning documents, recording if the pupil is working towards or at the age-related expectation, or if they are working beyond age-related expectations. Regular meetings are held to ensure that they are aware of any children who require intervention, support or extra challenge.

Links to other relevant policies:

- Behaviour
- Anti-bullying
- Child Protection and Safeguarding
- Online safety
- SEND inclusion
- PE
- RE and HRSE