



*'Faith in Education'*

**St. Mary's Catholic Primary School**

## **PSHE Policy**

**(Personal, Social, Health & Economic)**

## **Rationale & Ethos**

This policy, as with all St Mary's policies, fully reflects our school's Mission Statement; our aim in seeking to educate the whole person: physically, socially, emotionally, intellectually and spiritually towards Christian maturity. As a Catholic Christian community, we put Christ at the centre of our teaching. Jesus demonstrates his humanity to us through his relationships with others. He commands us to love God, love ourselves and to love one another. It is therefore paramount that we place our PSHE Programme within a framework bound by mutual respect and within the context of loving and caring relationships. This policy runs in conjunction with our RSE Policy.

## **Roles and Responsibilities**

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children's Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

## **Legislation (Statutory Regulations and Guidance)**

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from September **2020**, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools). It is compulsory for all schools to teach Health Education. The parental right to request to withdraw pupils from RSE (but not Relationships or Health Education) remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

## **Aims and objectives**

Personal, social, health and economic education (PSHE) and RSE (Relationships & Sex Education) enables children to 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, as well as preparing for life in modern Britain. In so doing we help develop their sense of self-worth. We teach them how society is organised about rights and responsibilities as citizens of our society. They learn to appreciate what it means to be a positive member of a diverse multicultural society and how to respect and value their own cultural heritage and British Values as part of that rich diversity. At St Mary's, we aim to meet the needs and interests of all pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. We believe it is important to ensure that the PSHE curriculum meets the need of every pupil under the Equality Act of 2010, considering the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access PSHE provision

The aims of PSHE at St Mary's are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and have respect others
- Allow pupils to acknowledge and appreciate difference and diversity
- Develop self-confidence and self-esteem, and teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society

- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Be independent and responsible members of the school community
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others

### **Teaching and learning**

We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote their roles within our society, e.g. charity fundraising, the planning of school special events such as an assembly or themed week, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the parish, whom we invite into the school to talk about their role in creating a positive and supportive local community.

### **PSHE Curriculum Planning**

Our PSHE planning comes from many different aspects of our curriculum. We teach many key objectives and skills through our Come and See program in RE, our rich Values Curriculum, PE and Science curriculums as well as hosting debates, dilemmas and discussions through our Literacy work. Our planning documents weave these different subjects together alongside focused weeks such as Anti-Bullying Week or Internet Safety Week where specific elements of PHSE will be taught. Where objectives do not link to specific subjects, they will be taught explicitly by the class teacher. The Catholic Life of our school allows our children to develop their work with those less fortunate than themselves and helps them to understand social justice and world poverty.

We also offer a residential visit to Derwent Hill in the Lake District to our Year 6 pupils; where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and collaboration skills. We regularly see the opinions and thoughts of our school community via questionnaires and pupil voice forums which in turn inform our school action planning and existing practice.

Our weekly 'Hall of Fame' assembly provides plenty of opportunity to celebrate PSHE good practice and our school website [www.smrc.school](http://www.smrc.school) along with our school Twitter account, affords us the platform to make our good practice known to the wider community. Weekly newsletters are produced for the school community.

### **Foundation Stage**

We teach PSHE in our Nursery and Reception classes as an integral part of the topic work covered throughout the year. The Early Years Foundation Stage (EYFS) relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

### **Teaching PSHE to children with Special Educational Needs**

At St Mary's we teach PSHE to all children, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education for all our children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs so that we can take some additional or alternative action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Depending on the nature of the child's needs, the support plan may include, as appropriate, specific targets relating to PSHE.

### **Safeguarding**

At St Mary's we understand that by nature certain subjects may carry an increased risk of pupil disclosure. In cases where there is a safeguarding risk, the school Safeguarding Policy in relation to Keeping Children Safe in Education 2023 will be followed. In all other cases; concerns will be recorded on CPOMS and pupils will be supported by the DSL/DDSL. All external contributors will be informed of our Safeguarding Policy prior to working with the children. We also recognise there may be disclosures that aren't safeguarding issues, but there will be opportunities to support the child. If this occurs staff may refer or suggest local or national support services or information for pupils and/or their families.

### **Confidentiality**

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the lessons. Children will also need to feel safe and secure in the environment in which these lessons take place. Effective PHSE will provide opportunities for discussion of what is and is not appropriate in relationships and the choices that we make in terms of our health, safety and wellbeing. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. If a child refers to being involved (or being likely to be involved in) sexual activity, then the teacher will take the reference seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they have been victims of other forms of abuse. They will not try to investigate, but will immediately inform DSL/DDSL as noted in Child Protection Policy.

### **Assessment and Recording**

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. Some work is recorded in our PSHE Books or on Twitter and website. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage through our progression documents. Assessments offer the children the opportunity to reflect on their own progress and there may be quizzes or pre/post tasks to monitor progress.

### **Monitoring and review**

The PSHE Lead, together with the Headteacher, is responsible for monitoring the standards of children's work and the quality of teaching of this subject and this policy will be reviewed. The PSHE Lead supports colleagues in the teaching of PSHE across the curriculum, by giving them information about current developments and by providing a strategic lead and direction for PSHE in the school. The PSHE Lead is also responsible for reporting to the Headteacher, evaluating strengths and weaknesses in the subject and indicating areas for further improvement, thus helping to inform the School Development Plan.

**Review date** – September 2024

**PSHE Lead** – Gemma Smith

**PSHE Governor** – Siobhan Carton