



St. Mary's RC Primary School

PSHE Policy

Date policy last reviewed: March 2022

Signed by:

Headteacher

Date: _____

Chair of governors

Date: _____

Mission Statement

We aim to provide a safe, caring, Catholic community where each member is valued and respected and enabled to achieve their potential through a broad and balanced curriculum. This is summed up neatly in our school motto: To learn and grow together in Christ.

1. Rationale

- 1.1 At St Mary's personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum and permeates every aspect of school life. We want every child to be happy and enthusiastic learners of PSHE Education, and to be eager to achieve their very best in order to fulfil their God-given talents.
- 1.2 Pupils' spiritual, moral, social and cultural development (SMSC) is at the heart of our school ethos. 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, promoting British Values both explicitly and implicitly throughout their school life preparing them for their future in modern Britain.

2. Aims

2.1 Our intent is to provide children at St Mary's with a curriculum which extends beyond the academic. Our policy aims to uphold our responsibility to promote wellbeing in our children. We aim to bring together PSHE and Citizenship to contribute to the fulfilment of our school mission statement to 'Learn and Grow Together in Christ'.

2.2 We aim for PSHE Education to enable our children:

- To develop self-esteem, confidence, independence and responsibility and make the most of their abilities.
- To play an active role as future citizens and members of our society through activities.
- To develop a healthy lifestyle and to keep themselves and others safe.
- To develop effective and fulfilling relationships and learn to respect the differences between people.

2.3 Children will meet the National Curriculum expectations in PSHE Education, which will be taught by committed, enthusiastic staff who will support children to develop mastery of concepts and inspire interest in the subject.

2.4 We aim to arrange opportunities for children to experience learning beyond the classroom. This will allow them to enrich their knowledge.

2.5 Children will understand how Catholic virtues and British Values relate to PSHE Education.

2.6 For our PSHE Education curriculum to provide opportunities for all learners to develop into fully rounded members of our community, increasing their resilience, confidence and independence.

2.7 Through PSHE Education we aim to promote healthy lifestyles and emotional well-being

3. Structure and Organisation

3.1 At St Mary's the majority of curriculum PSHE Education for KS1 and 2 is taught using the scheme of work 'Ten Ten – Life to the Full', which also delivers RSE (see RSE Policy). In EYFS, PSHE Education is delivered through the Prime Areas of Personal, Social and Emotional Development; Physical Development and Communication and Language as well as the Specific Area of Understanding the World. This allows for consistent skill development and progression in learning.

3.2 Throughout the year we have key campaigns such as Anti-Bullying Week and Online Safety Week which enrich our PSHE Education curriculum.

3.3 PSHE Education at St Mary's runs parallel to SMSC promoting Catholic virtues and British Values. We use the weekly resource 'Picture News' to help promote British Values and raise awareness of Protected Characteristics. We always encourage children to be responsible, respectful and active citizens.

3.4 Whole-school Prayer and Liturgy and Class based Prayer and Liturgy provide opportunities for exploring themes linked to British Values, diversity, citizenship, resilience and respect.

3.5 Opportunities to encourage healthy life-styles are exploited through for example:

- lunchtime activities
- playground leaders

3.6 Carefully planned transition between EYFS, Key Stages 1, 2 and 3 will support pupils in their learning.

4. Inclusion and Differentiation

4.1 All children have regular access to PSHE appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work may be differentiated to aid children's learning. We recognise that our PSHE planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

5. Assessment and Reporting

5.1 Assessment of curriculum PSHE Education at KS1 & KS2 will be based on teachers' ongoing assessments and judgements within the 'Ten Ten – Life to the Full' scheme. In EYFS, assessments will be made in line with the EYFS Profile. All recording will be simple and straightforward.

5.2 The impact of our overall PSHE Education provision will be measured by:

- children demonstrating and applying British Values and Catholic virtues;
- children will be active and healthy members of our school and wider community;
- children will be well-prepared for the next stage of their life in modern Britain.

6. Subject Leader Assessment and Monitoring

6.1 The PSHE Lead works alongside the SLT to monitor standards of teaching and learning. A structured cycle of planning and work scrutiny, observations and pupil voice will provide information to judge the effectiveness of the subject as well as future developments. Curricular development is linked to the SIP and performance management cycle. The Subject Lead reports termly to the Governing Body as part of the Head Teacher's Report.

7. Equalities Obligations

7.1 The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

8. Date of Policy and review

March 2022, to be reviewed at least every three years.