

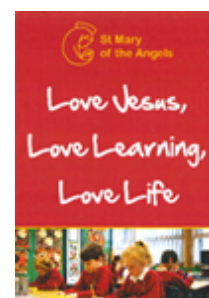
St Mary of the Angels Catholic Primary School

PSHE Policy 2024-2025

Person responsible: Mrs. H. Thorpe

Building on policy from September 2023

To be reviewed: September 2025



Our Mission and Ethos

At St Mary of the Angels Catholic Primary School, we believe that every child is a unique child of God and lives in a world that God has made. Our Mission Statement is 'Love Jesus, Learning and Love Life'. We work towards this as a caring community based on strong Catholic values

The Governing Body and staff of St Mary's Primary School take as our first priority, the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Consultation process

This policy was re-drafted alongside our RSE policy, originally in January 2020. Parents and carers were given a 2-week consultation period during the Spring term of 2020. Teaching and non-teaching staff were consulted through a staff meeting led by the PSHE Lead during this term, and pupils were consulted through the School Council representatives, also in this term. Governors were consulted at the Governing Body meeting held in the Autumn Term 2019 and then in Spring Term 2020. This policy has been approved and adopted by the Head Teacher and governing body. It is reviewed annually.

Links to Other Relevant Policies:

This policy should be read in conjunction with the following policies:

- Relationships and Sex Education (RSE) Policy
- Equal Opportunities Policy
- SEN/Inclusion Policy

- Behaviour Policy
- Anti-bullying
- Policy

Definition of PSHE

PSHE is an element of our school curriculum through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work in Modern Britain. We appreciate that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

INTENT

Our comprehensive and developmental Programme of Study for PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes:

- ***Health and wellbeing***
- ***Relationships***
- ***Living in the wider world*** (including economic wellbeing and aspects of careers education)

We regularly review our long-term plan for PSHE to ensure that it supports the needs of our children and school community. Leaders construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.

Our PSHE programme has a positive influence on the ethos, learning and relationships throughout school. It is central to our values and to achieving our school's stated aims and objectives. Within this, the school aims to develop pupils' understanding of:

- *identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these*
- *relationships, including different types and in different settings*
- *a healthy lifestyle, including physically, emotionally and socially*

- *a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet*
- *risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others*
- *safety, including behaviour and strategies to employ in different settings*
- *diversity and equality, in all its forms*
- *rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts*
- *change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance*
- *power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes career, including enterprise, employability and economic understanding*

Rationale and Ethos

At St Mary of the Angels Catholic Primary School, we believe that PSHE is a vital part of school life and ultimately our children's future health and wellbeing. Our PSHE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. We call this our Capital Culture. PSHE is central to our values and to achieving our school's stated aims.

The overarching aim for PSHE education is to provide pupils with:

- *accurate and relevant knowledge*
- *opportunities to turn that knowledge into personal understanding*
- *opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities*
- *the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.*

IMPLEMENTATION

We have integrated the My Happy Mind scheme of work alongside our own bespoke Curriculum Map for PSHE. This scheme of work provides school with a clear and progressive primary PSHE curriculum with breadth across all year groups, where knowledge and skills build upon prior learning. We also have an RSE programme of study to complement our teaching and learning.

The Long-Term plans for both our PSHE and RSE programmes meet the breadth and depth of the DfE Statutory Guidance for Health Education and Relationships and Sex Education.

Entitlement and Progression

There are aspects of PSHE that we are required to teach:

- We must teach relationships education (primary) /relationships and sex education (RSE) (secondary) under the [Children and Social Work Act 2017](#), in line with the terms set out in the [statutory guidance](#).
- We must teach health education under the same statutory guidance.

What we teach

We are required to cover the content for Relationships Education/RSE and Health Education, as set out in the statutory guidance (linked above). Please refer to our Relationships Education/RSE policy for details of what we teach in this subject. The RSE policy can be found on our school website.

We are committed to ensuring that all the children receive high quality PSHE lessons, including health education, which are planned, sequenced and mapped out using My Happy Mind and our SMOTA Curriculum Map. For details about all aspects of the PSHE we teach in each year group/Key Stage, including health education, please see visit our school website where you can see our 'Whole School Curriculum Overview.' In addition to this we also support a range of focused weeks to further reinforce learning – these include Anti-bullying week, Children's Mental Health Week, E-safety day.

How we teach PSHE

The PSHE programme is delivered through a variety of opportunities as set out below. Lessons are planned in line with the whole school programme for PSHE and are in-line with school policies and ensure that:

- *Effective learning strategies are used to engage pupils and challenge their thinking*
- *Pupils are involved in active and participatory activities through which they develop skills and attitudes, as well as knowledge and understanding*
- *The teacher feels confident to teach the lesson, pupils enjoy their learning and make progress*
- *Aspects of the PSHE curriculum also delivered through our collective worship, theme days, British Values, enrichment days, Capital Culture Diary and whole school events such as World Faiths Week, World Peace Day, various fundraising days etc. Elements of PSHE are also taught through other curriculum areas such as Design and Technology, Art, Drama, Science, Forest School, etc*

To ensure relevant and controversial topics are discussed, we plan our whole school calendar around key events and respond to current issues in our local and wider community. This is part of our Capital Culture Diary. We also have our Protected Characteristics Reading Spine.

Working with visitors and other external agencies

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A member of staff will be present throughout these lessons.. An example of this was when the NSPCC came to St Mary's in December 2023 to deliver the "Speak out, Stay Safe" programme. Another example is when basketball players from Chester Phoenix deliver the Hoops for Health programme. Another example is when Rob Cattrill delivers Alzheimer Awareness training in KS2.

Our programme of Residential Trips can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in relevant areas of the PSHE curriculum. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

Before involving visitors in any aspect of PSHE, teachers will ensure that:

- *the visitor understands the school's confidentiality policy, values and approach to the educational programme*
- *there is appropriate planning, preparatory and follow up work for the sessions*
- *the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection*
- *the teacher will be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have.*

Protected Characteristics

All children and young people, whatever their experience, background or identity are entitled to good quality PSHE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. We have a clear duty under the [Equality Act 2010](#) to ensure that our PSHE teaching is accessible to all pupils and we do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation, (collectively known as the protected characteristics). We also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

PSHE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships. Teachers of PSHE agree to work within the school's framework for PSHE as described in this policy. Teacher's personal beliefs, values and attitudes will not affect their teaching of PSHE.

We will ensure:

- *approaches to teaching and learning take into account all needs of the pupils to ensure all can access the full PSHE provision*
- *staff approach PSHE sensitively, as pupils are all different, with different types of family*
- *staff encourage pupils to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes*
- *PSHE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves*
- *links between PSHE and the school's Equal Opportunities Policy are made*

Confidentiality in the context of PSHE lessons

Please refer to the school's safeguarding policy. Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to one of the school's Designated Safeguarding Lead (DSL) if what is disclosed indicates that a pupil is at risk of harm. Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on. Use 'distancing techniques' to enable pupils to explore issues without talking about personal experiences, for example, puppets, invented characters, using case studies and scenarios.

In one to one situations, for example when working with our Learning Mentor, a member of staff will remind the pupil that they may not be able to keep some information confidential (e.g. if they think that the pupil is at risk of harm or abuse).

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present.

We provide information to pupils about support services and useful websites.

IMPACT

At St Mary of the Angels Catholic Primary School we evaluate the impact of our PSHE curriculum by monitoring a range of elements over time. We monitor the impact of our PSHE programme as part of our wider provision for Personal Development, which includes Mental Health and Wellbeing.

Our Monitoring and Evaluation Schedule plans for M&E opportunities for PD and PSHE is part of this. Hard data analysis may include tracking of the participation in the Capital Culture Diary. It might also include tracking Behaviour data, deep analysis of attendance data, as well as use of quizzes and assessment tasks of what children know. It can also include analysis of stakeholder feedback from parents, staff and pupils. Soft data may include reviews from learning walks, pupil book looks, environment checks, and professional discussions in deep dives.

We use a variety of key teaching strategies to ensure that we know the children have learnt what has been taught e.g. metacognition, use of a spiral curriculum, revisiting topics, discussion of key vocabulary, use of quizzes, unpicking key definitions to promote understanding.

Recording of PSHE delivery can be found in many different places. Children use Journaling as part of the My Happy Mind programme, and all children have their individual Journals. Every class also has a PSHE Class Book which documents and celebrates the wide range of PSHE delivery that goes on. We have our Capital Culture Diary which is open to everyone. Our Forest School Blog and our Forest School Book is another pathway of evidence. Children's workbooks in other subjects, especially our RE books, also document elements of our PSHE delivery, e.g. charity work, collaborative working. Our displays around school celebrate different elements of our PSHE delivery as do our assembly records and Catholic Life Journals in each classroom. Finally, our website is a working record of our PSHE delivery and policies, documents and evidence can be found here.

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

