



St Michael's Catholic Primary School

PSHE Policy, 2021

'With Jesus we can **achieve** what we **dream** and **believe**'

## School Mission (Spring 2015)

### Overview

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability. PSHE is a non-statutory subject within the National Curriculum, however, at St. Michael's, we believe that through the teaching of PSHE, we are able to provide our children with the skills, knowledge and understanding they will need to become a healthy, independent, responsible and respectful member of society who understands how to develop personally, socially and emotionally. We promote a healthy wellbeing that allows children to manage their lives in the present and prepares them for the future. We believe that children learning to keep themselves safe is pivotal to their development and allows them to prepare for the opportunities, responsibilities and experiences they will encounter.

We recognise that school supports pupils in many diverse aspects of life and the responsibility of preparing our children to develop and prepare for the further stages of their lives is a responsibility that we, at St Michael's take pride in with integrity and purpose.

This policy outlines the **Intent, Implementation** and **Impact** of how PSHE is taught using a spiral curriculum in our school. The PSHE Policy should be read in conjunction with the following policies: RSE, SEND and Safeguarding.

### National Curriculum

Our National Curriculum states that PSHE is a necessary part of education and that 'all schools should make provision for PSHE, drawing on good practise'. It states that school should tailor their programmes to reflect on the needs and interests of the pupils in the school, in order to provide them with a good understanding of their environment and to provide them with the skills to make safe and well informed decisions.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum must also:

- Use PSHE to build on the content that is already included in the curriculum
- Teach the basic school curriculum in statutory guidance on: drug, financial education, sex and relationship education and the importance of physical health and diet for a healthy lifestyle.

## Intent

We believe that PSHE enables children to become healthy, independent and respectful members of society. We encourage all of our students to make positive contributions to the life of our school and our local and wider communities.

Through teaching and upholding British Values, we ensure the children experience the process of democracy through their participation in our School Council elections and voting for monitors. Through this, the children are able to learn and understand how current society is organised and governed. We ensure children are fully aware of their own rights and responsibilities, making it so they learn to appreciate what it means to be part of a diverse, equal and multi-cultural society.

Through our PSHE curriculum, we aim that our pupils will be able to:

- Understand what is meant by living a healthy lifestyle.
- Be aware of how to keep themselves and others safe.
- Understand the difference between positive and negative relationships.
- Understand how to maintain healthy relationships.
- Have self-respect and worth and know how to respect others.
- Be a responsible, thoughtful and active members of a democratic society.
- Develop self-confidence and self-esteem.
- Make informed choices regarding personal and social issues.
- Understand where to go and who to go to, to have an open and safe conversation.
- Have an understanding of Relationship and Sex Education (RSE) through 'A Journey in Love'

## Implementation

When teaching PSHE, we use a range of teaching and learning styles and strategies. We encourage a child-led curriculum, where children are able to ask questions and talk about issues they find important. We emphasise an active learning environment by ensuring children are included in class discussions, debates and circle times and all voices are heard. We also take part in investigations and problem solving activities. Through group and class discussions, children set their own classroom rules, as well as talk about the whole school rules of behaviour. This ensures children are able to solve their own conflicts fairly and understand behaviour expectations.

At St. Michael's, we encourage the children to take part in fund raising events to promote an active citizenship, working as a team and using problem solving skills.

We follow a scheme of work which supports PSHE development specific to each year group. We focus on mental health awareness, anti-bullying, drugs, alcohol and relationship education.

In our Foundation stage, teachers plan based around early years development linked to Early Learning Goals. Sessions are based around children's own experiences develop personal, social and emotional skills.

In KS1 and KS2, teachers plan through the National Curriculum for PSHE but also on a class by class basis, their interests, worries and thoughts. Teachers use a range of teaching styles to suit all types of learners.

### Impact

Learning outcomes give both the teacher and the learner a clear aim for the lesson and gives an intrinsic reason for participation in an activity. At St. Michael's, we aim for the following learning outcomes:

- Children to have the ability to speak openly about their opinions surrounding a PSHE topic
- Have the ability to talk about their own beliefs and listen to the views of others
- Develop speaking, listening and communication skills
- Understand positive choices that contribute to a healthy lifestyle
- Understand the difference between positive and negative relationships and how to maintain the positive
- Understand how to be safe online and who to speak to if they do not

### Organisation and Planning

All staff at our school are responsible for the teaching of PSHE.

PSHE will be provided in our school through:

- Specifically planned lessons as well as teaching through different subjects, such as Science, Computing and Come and See religious education.
- Assemblies, class assemblies.
- Class discussions and circle time.

- If/when issues arise, ensuring time is made to meet the needs of the children during and outside of lesson time.
- Extra curricular activities e.g. health days, anti-bullying week, internet safety day.

#### Provision Made for Children with Particular Needs

- Place2Be – a comfortable, safe place for our children, where they can speak and listen, relax and speak to a member of staff about any worries or concerns.
- Healthy and trusting relationships with all members of staff within our school.
- Learning mentors who conduct timetabled activities for communication, social and speaking and listening skills.
- Intervention and provisions in class, 1:1 or small group sessions with Class Teacher or LSA

#### Other Curriculum areas linked to PSHE

- Religious Education: religious and moral beliefs and values that influence and develop personal and social skills and promote healthy relationships.
- Relationship and Sex Education
- English: communication skills and high quality texts focused on personal and social development.
- Maths: counting, sharing and money.
- Science: drug awareness, medicines, physical and sexual health and the environment
- Computing: ESafety, internet awareness, communication.

#### Roles (Governing Body, Head teacher, Teachers, Staff, Parents, Pupils)

All staff at St. Michael's will ensure they are up to date with the PSHE policy and the National Curriculum requirements. All staff and governing bodies (when applicable) will attend training and INSET days to ensure best practise and to be introduced to any new approaches the school may put in place. Staff will communicate with each other, subject lead and the leadership team to talk about areas they feel are or are not covered well in the school's PSHE provisions. Staff will encourage all children to communicate their own concerns and worries and will be assured that staff will listen and support in a serious, nurturing and professional manner. Staff's personal beliefs and attitudes will not prevent good practise or prevent them from providing a balanced PSHE curriculum. All lessons will be tailored to suit children in each class, across the wide ranges of abilities, faiths, cultures and backgrounds.

In order to support the children, parents should talk to their children about issues and topics they have explored in PSHE, ask questions and give answers where you are able. Parents should also promote a healthy life style in terms of physical, emotional and social wellbeing.

### Monitoring and Evaluation

Informal assessment is carried out as and where possible throughout the school. Self-assessment by the pupils is also used. Pupil interviews are conducted to talk to the children about their understanding and opinions of PSHE around the school.

### Appendices

- Academies Act, 2010 - <https://www.legislation.gov.uk/ukpga/2010/32/contents>
- Education Act, 2002 - <https://www.legislation.gov.uk/ukpga/2002/>
- National Curriculum, PSHE - <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>
- PSHE Association - <https://www.pshe-association.org.uk/>