



St Mary's
Catholic Primary School and Nursery

PERSONAL SOCIAL AND HEALTH EDUCATION (PHSE) SUBJECT STATEMENT

CURRICULUM AIMS

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."

Bishop Malcolm MacMahon.

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum, which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum, which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

INTENT



Personal, Social and Health Education (PHSE)

At St Mary's we aim to create a happy, purposeful and supportive environment where pupils are enabled to become successful learners, develop their full potential

and achieve the highest educational standards they can. We have a passionate commitment to learning and recognition of the uniqueness of individual learners. This is driven by our desire to offer the best possible education for our pupils in



partnership with parents, Governors and the local community. We believe a collaborative culture is fundamental in enabling our pupils to develop personally and emotionally, and as young citizens.

Children grow up in a complex and ever changing world and are exposed to an increasing range of influences. As a school we aim to build on and complement the learning that has already started at home to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives, both now and in the future. Personal, Social, Health and Economic Education (PSHE) are central to our school's Catholic ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community.



We work with the fire service and the local police to help build children's understanding of the community we live in.



Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens. Personal, Social, Health and Economic (PSHE) education equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices, and in achieving economic wellbeing.

A critical component of PSHE education is providing opportunities for pupils to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and will in the future. PSHE education is taught as a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future.



As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Further it can help reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.



PSHE education also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables pupils to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The aims of teaching PSHE, SMSC and Emotional Wellbeing in our school are 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 and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

IMPLEMENTATION



From September 2020 RSE (Relationships and Sex Education) will be compulsory in all Primary schools. (Parents will still have the opportunity to withdraw their child from SE if they wish to do so)

In the absence of a government programme of study we have drawn on guidance from the PSHE Association in revising our Curriculum Framework for PSHE to ensure that it meets the needs of our pupils in today's changing society. The Framework identifies the key concepts and skills that underpin PSHE education and help us to fulfil our statutory responsibility to support children's spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of life. PSHE education is integrated into curriculum plans for science, computing, citizenship and physical education; and is taught as a spiral programme based on three core themes to ensure learning in PSHE is revisited, reinforced and extended in age- and stage-appropriate contexts.

PSHE education is integrated into our curriculum plans and is taught through the Twinkl life scheme. It is based on three core themes to ensure learning in PSHE is revisited, reinforced and extended in age- and stage-appropriate contexts.



Core theme 1: Health and Wellbeing in Key Stages 1 and 2, pupils are taught:

- What is meant by a healthy lifestyle?
- How to maintain physical, mental and emotional health and wellbeing



- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change, such as puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in an emergency.
- To identify different influences on health and wellbeing.

Core theme 2: Relationships in Key Stages 1 and 2, pupils are taught:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse.
- How to respond to risky or negative relationships and ask for help.
- How to respect equality and diversity in relationships.



Core theme 3: Living in the Wider World In Key Stages 1 and 2 pupils focus on 'economic wellbeing and being a responsible citizen' and are taught:

- Learn about respect for the self and others and the importance of responsible behaviours and actions.
- Learn about rights and responsibilities as members of families, other groups and ultimately as citizens.
- Learn about different groups and our Communities.

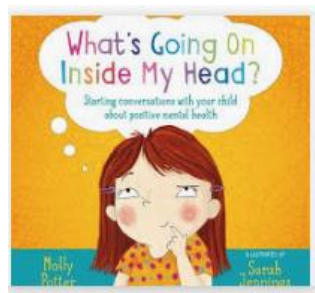


To respect equality and to be a productive member of a diverse community.

- Learn about the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and the importance of managing it effectively.



- How money plays an important part in people's lives
- Know about a basic understanding of enterprise.



At St Mary's we aim to promote positive Mental Health for every member of our school community including, staff, pupils and their families. We pursue this aim using universal, whole school, specialised and targeted approaches to support our vulnerable pupils.



EYFS

The EYFS framework is structured differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas.

The most relevant early years outcomes for PSHE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World



Children will learn to be confident to try new activities and say why they like some activities more than others. They will be confident to speak in a familiar group, and will talk about their ideas, and will choose the resources they need for their chosen activities. They will say when they do, or don't need help.



Children will learn to play cooperatively, taking turns with others and to take account of one another's ideas about how to organise their activity. They will show sensitivity to others' needs and feelings and form positive relationships with adults and other children.



They will know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

They will learn to manage their feelings and behaviour and learn about the consequences of their actions.

Teaching & Learning

As a health promoting school our culture places teaching and learning in the wider context of the schools' approach to:

- Leadership, management and managing change
- Policy development
- Learning and teaching, curriculum planning and resourcing
- School ethos, culture, environment and SMSC development
- Giving children a voice
- Provision of support services for pupils
- Staff continuing professional development (CPD), health and wellbeing
- Partnerships with parents/carers, local communities, external agencies and volunteers to support pupils' health and wellbeing
- Recording and monitoring impact and outcomes.

During Key Stages 1 and 2 pupils gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. PSHE education offers learning opportunities and experiences, which reflect the increasing independence, and physical and social awareness of our pupils as they move through the primary phase.

Pupils learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stage 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities

INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

IMPACT

PSHE education is taught by class teachers who take responsibility for planning, resourcing and delivering the PSHE curriculum. Beyond the planned programme for PSHE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social development and economic education. These include:



- An understanding of having a Growth Mind Set



- Circle time, Assemblies of Celebration and worship



- Sports clubs and participating in inter-school and county tournaments & competitions



- Drama, music lessons, choir activities and productions



- Residential visits and day trips



- Maths and Writing workshops with leading practitioners and authors



- Clubs: Recorder, football, badminton, recorder, choir, healthy eating, Times-table rock stars, singing, Minnie Vinnies, Holy Rosary



- Annual French production



- Social and fund raising events: fireworks, Easter markets, and coffee mornings



- Theme days/events, for example Remembrance Sunday, World Book Day, Democracy days, One World Week





- Mini enterprise projects



- Charity events: **Just one tree**



- Leadership opportunities, for example Playground Leaders, representatives on our School Council, Eco-school Council, PE & Sports Council, Safeguarding Council & Peer Mentors



Spiritual, Moral, Social & Cultural Development:

PSHE education gives pupils specific opportunities to explore the range of attitudes and values in society, and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attitudes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions.
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

These attributes also contribute to our understanding of British Values.

We measure the impact of our curriculum through the following methods:

In PSHE education there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group task and activities, managing conflict, making decisions and promoting positive relationships.

Assessment in PSHE education should be active and participatory, helping children to recognise the progress they are making in developing and taking part, as well as in their knowledge and understanding. Pupils learn to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets.

Teachers assess children's work in PSHE education by making informal judgements as they observe them during lessons and at other times during the school day. Progress in PSHE education should be recorded and reported to parents as part of the child's annual school report.