



St Mary's
Catholic Primary School and Nursery

PHSE/SMSC 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



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. The children learn, develop and understand Social, Moral, Spiritual and Cultural understanding (SMSC) within all aspects of the curriculum and through planned theme days in school.



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. PHSE and SMSC 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/SMSC 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



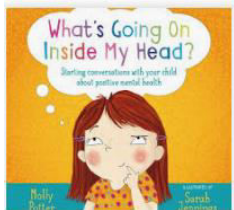
From September 2020 RSE (Relationships and Sex Education) was compulsory in all Primary schools. (Parents will still have the opportunity to withdraw their child from SE if they wish to do so)

As a Catholic school, at St Mary's our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church. The education of children in human sexuality is an important, precious and privileged responsibility. The Church teaches us that this is very much a partnership with parents, in which parents are the 'first educators' of their children on these matters; ultimately, you confer on us the right to co-educate your children with you.

We will be delivering our Relationships Health Education (RHE) Curriculum through **Ten Ten's programme** in Relationship Education for Catholic primary schools, **Life to the Full**. Ten Ten Resources are used widely across many Catholic schools in England and The Catholic Education Service have approved Ten Ten curriculum content and standard of resources to ensure schools undertake their statutory duty.

Ten Ten have based the structure of Life to the Full on 'A Model Catholic RHSE Curriculum' by the Catholic Education Service, which was highlighted as a work of good practice by the Department of Education. Therefore, Life to the Full has a good foundation for a programme that will be fit for purpose over the coming years.

CORE THEME	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
EYFS *** NEW for 2020 ***	Story Sessions: Handmade with Love	Session 1 I Am Me	Session 1 I Like, You Like, We All Like!	Session 1 Growing Up	Session 1 Role Model	Session 1 Who's Who?	Session 1 Safe Inside and Out	Session 1 God is Love	Session 1 Me, You, Us
		Session 2 Heads, Shoulders, Knees and Toes	Session 2 Good Feelings, Bad Feelings			Session 2 You've Got a Friend in Me	Session 2 My Body, My Rules		
		Session 3 Ready Teddy?	Session 3 Let's Get Real			Session 3 Forever Friends	Session 3 Feeling Poorly		
KEY STAGE ONE	Story Sessions: Let the Children Come *NEW for 2020 replacing Keeler's Adventures*	Session 1: I Am Unique	Session 1: Feelings, Likes and Dislikes	Session 1: The Cycle of Life *UPDATED for 2020*	Session 1: God Loves You	Session 1: Special People	Session 1: Being Safe	Session 1: Three in One *UPDATED for 2020*	Session 1: The Communities We Live In
		Session 2: Girls and Boys	Session 2: Feeling Inside Out			Session 2: Treat Others Well...	Session 2: Good Secrets & Bad Secrets		
		Session 3 & 4 (two sessions): Clean & Healthy *UPDATED for 2020*	Session 3: Super Susie Gets Anxious			Session 3: ...and Say Sorry	Session 3: Harmful Substances *NEW for 2020*		
LOWER KEY STAGE TWO	Session 1: Get Up! *NEW for 2020 replacing Keeler's Adventures*	Session 1: We Don't Have To Be The Same	Session 1: What Am I Feeling?	Session 1 (Yr4+): Life Cycles	Story Sessions: Jesus, My Friend	Session 1: Friends, Family and Others	Session 1: Sharing Online	Session 1: A Community of Love *UPDATED for 2020*	Session 1: How Do I Love Others?
		Session 2: Respecting Our Bodies	Session 2: What Am I Looking At?			Session 2: When Things Feel Bad	Session 3: Safe in My Body		
		Session 3 (Yr4+) What is Puberty?	Session 4 (Yr4+) Changing Bodies			Session 4: Drugs, Alcohol and Tobacco *NEW for 2020*	Session 5: First Aid Heroes *NEW for 2020*		
UPPER KEY STAGE TWO	Story Sessions: Calming the Storm *NEW for 2020 replacing Keeler's Adventures*	Session 1: Gifts and Talents	Session 1: Body Image	Session 1: Making Babies (P1)	Session 1: Is God Calling You?	Session 1: Under Pressure	Session 1: Sharing Isn't Always Caring	Session 1: The Trinity *UPDATED for 2020*	Session 1: Reaching Out
		Session 2: Girls' Bodies	Session 2: Peculiar Feelings	Session 2: Making Babies (P2)		Session 2: Do You Want a Piece of Cake?	Session 2: Cyberbullying		
		Session 3: Boys' Bodies	Session 3: Emotional Changes	*Optional. See your Programme Coordinator		Session 3: Types of Abuse	Session 4: Impacted Lifestyles *NEW for 2020*		
		Session 4: Spots and Sleep	Session 4: Seeing Stuff Online	Session 3: Menstruation		Session 3: Self-Talk	Session 5: Making Good Choices *NEW for 2020*	Session 2: Catholic Social Teaching	



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

Spiritual, Moral, Social & Cultural Development (SMSC)

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.

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:



- Assemblies of Celebration

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



- Drama and music activities and productions



- Residential visits and day trips

- Clubs: football, athletics, choir, healthy eating, Times-table rock stars, singing, Minnie Vinnies, French club



- Social and fund raising events: fireworks, Race for Life, Macmillan coffee morning
- Theme days/events, for example World Book Day, Democracy days, Cultural days, Black History Month



- Mini enterprise projects

- Charity events: **Just one tree**



- Pupil Leadership opportunities, for example Playground Leaders, representatives on our School Council, Junior Safeguarding Council & digital leaders

Early Years Foundation Stage

Personal, social and emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.



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.