



SSMJ POLICY FOR

PSHE

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

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Role – PSHE Lead & CST Lead

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“Following the example of Jesus, together we learn, love and respect one another to be the best we can be,”

PSHE Policy

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“I can do all things through Christ who strengthens me.”

Philippians 4:13

1. Introduction

At St Michael & St John’s RC Primary School we aspire to help every child reach their full potential as a child of God.

Our school policies reflect our school’s commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning with our Catholic faith at its centre.

2. Rationale

At Michael & St John’s RC Primary School 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, and to be eager to achieve their very best in order to fulfil their God-given talents. 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.

3. Aims

Our intent is to provide children at St Michael & St John’s RC Primary School with a curriculum which extends beyond the academic. With the help of the Bible and the good example of Jesus, we aim to provide children with important life knowledge and skills that they will use throughout their lives.

We aim for PSHE Education to enable our children to:

- confidently develop skills and a sense of responsibility within themselves
- develop their own God-given attributes
- develop positive relationships built on mutual respect
- develop a healthy and safe lifestyle.

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

We aim to arrange opportunities for children to experience learning beyond the classroom. This will allow them to enrich their knowledge. Children will understand how Catholic virtues and British Values relate to PSHE.

Our aim is for our PSHE curriculum to provide opportunities for all learners to develop into fully rounded members of our community, increasing their resilience, confidence and independence. Through PSHE we aim to promote healthy lifestyles and emotional well-being.

4. Structure and Organisation

At St Michael & St John's RC Primary School EYFS, PSHE Education is delivered through every aspect of school life although is a key focus in 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. Key aspects and focus areas are delivered through using the resource Ten: Ten – Life to the Full Plus which is then incorporated into the children's learning. This allows for consistent skill development and progression in learning.

The majority of curriculum PSHE Education for KS1 and KS2 is taught using the scheme of work 'Ten: Ten – Life to the Full plus', which also delivers RSHE (see RSE Policy). This is taught through weekly sessions with a well-planned overview to ensure not only a progression of skills but so these key skills are embedded.

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

PSHE Education at St John's runs parallel to SMSC promoting Catholic virtues and British Values. A carefully planned Caritas programme encourages children to be responsible, respectful and active citizens. For example: Foodbank Collections; Lenten appeal St Joseph's Penny, CAFOD Live Simply Campaign & Fundraising and the Caritas Award.

Whole-school Collective Worships (Celebration of the Word & Hymn Practise) Celebration Assembly and class Worships (Teacher led and child planned) provide opportunities for exploring themes linked to British Values, diversity, citizenship, resilience and respect.

Opportunities to encourage healthy life-styles are exploited through:

- A range of after school activities
- Lunchtime activities
- Open access to Prayer & Liturgy Room at Lunchtime
- Playground Leaders
- Timetabled two hours weekly of PE
- Zones of regulation (See Behaviour Policy)
- Forest School sessions
- Pupil Voice Groups – Anti-bullying Ambassadors, Wellbeing Warriors, GIFT Team

A comprehensive range of visits and visitors to school widens aspirations and encourages children's interests and talents. (See External Visitors Policy)

Carefully planned transitions as children enter the school (intake) and between EYFS, Key Stages 1, 2 and 3 will support pupils in their learning.

6. Assessment and Reporting

As part of PSHE teachers are always dynamically assessing children's individual needs so these can be addressed. Committed and dedicated staff work hard to ensure children have a good well rounded model and are accessible for children to use as a tool/resource to help support them.

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 plus' scheme. In EYFS, assessments will be made in line with the EYFS Profile.

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.

7. Subject Leader Assessment and Monitoring

The Subject Leader works alongside the SLT to monitor standards of teaching and learning. A structured cycle of planning and work scrutiny, observations and pupil and staff questionnaires will provide information to judge the effectiveness of the subject as well as future developments. Curricular development is linked to the SDP and performance management cycle. The Subject Leader reports termly to the Governing Body as part of the Headteacher's Report.

8. Equalities Obligations

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.

9. Date of Policy and review

March 2024, to be reviewed at least every three years.