



PHSE Policy

Our Vision

"Many Hearts, One Accord"

"Do whatever He tells you"

We are the many hearts that follow Jesus, the one accord.

***"Through the strength of God's love and the power of prayer
we are guided to do whatever He tells us. Many hearts,
one accord, growing and learning together for life to build the kingdom of God."***

(School Mission Statement)

**Approved by: Local
Academy Committee**

Date: November 2022

Last reviewed on:

Next review due by: November 2023

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. 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, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Introduction

Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at St Mary's and Our Lady of Grace preparing them for the opportunities, responsibilities and experiences of later life. Our programme of study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

Relationship and Sex Education is taught as part of our PSHE curriculum and is taught following the 'Ten:Ten 'Life to the full' programme which has been approved by the Diocese and Directors of the MAC. Please see RHSE Policy for more information.

Intent

Our school's overarching intent for our pupils is to provide a Personal, Social, Health and Economic (PSHE) education programme of study which ensures all pupils are provided with:

- Accurate, balanced 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.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

Implementation

At St Mary's and Our Lady of Grace our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to flourish to become the very best version of themselves they can possibly be.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

At St Mary's and Our Lady of Grace we teach PSHE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

Here, at St Mary's and Our Lady of Grace we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. There are six Puzzles (units) and these are taught across the school. However, the Relationships and Changing me units are placed by RSHE programme (Living Life to the Full). This year we have worked extremely hard to ensure that the RSHE programme is no longer taught stand alone in the summer term but is now taught throughout the academic year and whenever possible is linked to other areas of the curriculum.

Please see the table below, which briefly summarises the content for each unit.

Puzzle (Unit)	Content
Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding

Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Relationships	Covered through RSHE life to the full
Changing Me	Covered through RSHE life to the full

At St Mary's and Our Lady of Grace we deliver the PSHE curriculum by utilising first-hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils. We expect teachers to use PSHE to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We believe that the purpose of PSHE education is to build, where appropriate, on the statutory guidance outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education. We believe that PSHE plays a vital part of primary education and as well as discrete focused lessons, it is also embedded throughout the curriculum. PSHE is integral to the development of children's values in order for them to become a positive citizen in a forever changing community.

PSHE is an important part of school assemblies and collective worships where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

In addition, PSHE is developed through whole-school activities and events:

- Class Learning Charter
- CST principles
- Merit praise and reward system
- Our school council; the representatives from Y2-6 meet regularly to discuss school matters.
- Residential visits and trips
- Visiting speakers and workshops.
- A variety of after school clubs and activities
- Through relationships child to child, adult to child and adult to adult across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

Early Years Foundation Stage

In the Foundation Stage, PSHE is taught as an integral part of the topic work covered during the year. The children engage in a weekly lesson based on the Jigsaw units and also cover the units in the RSHE “Living Life to the Full” programme. We relate the PSHE aspects of the children’s work to the areas of learning set out in the Foundation Stage guidance to develop a child’s personal, emotional and social development. This is also supported through other areas of learning such as Understanding the World and Communication and Language.

Teaching PSHE to children with special needs

All pupils, regardless of their needs must be part of PSHE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils’ unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented, more able, pupil premium and SEN. When teaching PSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets.

Equality and Diversity

At St Mary’s and Our Lady of Grace PHSE education is accessible to every pupil. Teaching will take into account the ability, age, readiness and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

Impact

- Children will demonstrate and apply the British Values of Democracy, Rule of Law, Mutual respect, Tolerance and individual Liberty.
- Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.
- Children will achieve age related expectations across the wider curriculum.
- Children will become healthy and responsible members of society
- Children will be on their journey preparing them for life and work in modern Britain.
- Children will understand what consent means, both in terms of giving it and recognising it in others.
- Children will have clear information about their rights over their own bodies and their responsibilities towards others when dealing with their peers, families and adults both in real life and online.
- Children will learn how to deal with peer pressure so consent is not forced and the understanding that consent can be withdrawn, both online and offline.

Assessment and Recording

We will assess the pupils; learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

In PSHE 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 tasks and activities, managing conflict, making decisions and promoting positive relationships.

Monitoring and review

The PSHE subject leader and SLT are responsible for monitoring the standards of children's work and the quality of teaching. They support staff in the teaching of PSHE, by giving them information about current developments in the subject.