



Personal, Social, Health and Economic (PSHE) Education Policy

Mission Statement

St Thomas More Catholic Primary School is committed to quality education in a caring environment that reflects the values and beliefs of our Catholic faith:

A safe and happy place where young people can grow
In love,
In knowledge and wisdom,
In faith,
In respect,
In dignity and self-worth,
Where we will endeavour to nurture, respect and live the gospel teachings
That are the cornerstone of our faith.

“Love one another as I have loved you.”

We see ourselves as a loving and happy community following Christ’s way, educating children and adults to develop their talents and share them for the good of others. We believe that, together with parents, we are at the foundations of our children’s future.

National Curriculum

Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all pupils’ education. Although a non-statutory subject (2014 National Curriculum), St Thomas More is committed to ensuring that PSHE education helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and become informed, active and responsible citizens.

The National Curriculum Framework states that all schools should make provision for PSHE education, drawing on good practice. In order for our school to meet this objective, our programme of study identifies the key concepts, skills and attributes that are developed through PSHE education. These help us to fulfil our statutory responsibility to support pupils’ spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.



St Thomas More Catholic Primary School



From September 2020, Relationships and Sex Education (RSE) must be taught as a statutory subject; however parents have the right to withdraw their child from all or part of the Sex Education provided. Parents can not withdraw their child from the National Curriculum Science Order which includes teaching the main external body parts, puberty and reproduction in plants and animals.

Rationale

PSHE education equips pupils 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 children 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 in the future. All of these aspects combined reflect the emphasis at St Thomas More to develop a cultural capital in which the children are prepared for the wider world and future opportunities.

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 them 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 wellbeing.

PSHE education can help to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. It makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils.

Aims and Objectives

PSHE education at St Thomas More is 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.



The aim for PSHE education is to provide pupils with:

- a spiral curriculum, which is accurate, balanced and relevant; key concepts and skills are revisited to turn knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills to recognise and manage their emotions, allowing for good mental health in addition to their individual spiritual, moral, cultural and physical development
- high aspirations for future success; the skills to develop their own self-confidence, self-esteem and resilience
- strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

PSHE at Early Years Foundation Stage (EYFS) is taught through the Early Learning Goals for communication and language, physical development, and personal, social and emotional development.

The programme of study for Key Stages 1 and 2 is based on three core themes as outlined by the PSHE Association, whereby there is broad overlap and flexibility:

- Core Theme 1. Health and Wellbeing
- Core Theme 2. Relationships
- Core Theme 3. Living in the Wider World

For our school's PSHE education programme to support its pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, it takes the learning opportunities outlined within these three core themes as a context through which to develop the following concepts:

1. Identity
2. Relationships
3. A healthy, balanced lifestyle
4. Risk and safety
5. Diversity and equality
6. Rights, responsibilities and consent
7. Change and resilience
8. Power
9. Career



Within and across these, essential skills and attributes are developed covering personal, interpersonal and social effectiveness, with managing risk and decision-making being an integral part of this effectiveness.

During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation Stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps 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.

Below is a breakdown of the foci for each core theme.

Core Theme 1: Health and Wellbeing

- 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, including 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

- how to develop and maintain a variety of healthy relationships, within a range of social and 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

- about respect for self and others and the importance of responsible behaviours and actions



- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect diversity and equality and how to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- the part that money plays in people's lives
- a basic understanding of enterprise

Curriculum Organisation, Teaching and Learning

From September 2020, the relationships and health aspects of PSHE education will be compulsory in addition to RSE. PSHE is taught in a variety of ways across the school whilst also having a weekly slot on the timetable. It can also be covered through other subjects (such as RE and Science), through class and whole school events, (such as class trips and whole school collective worship) but mostly as an integral part of every day school life. It works from an individual basis through to the whole school and further into the wider community.

Although the PSHE curriculum is mapped across the year, each child and class is unique. Therefore a fluid approach is adopted by teachers and PSHE education learning opportunities are used flexibly throughout the year according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding.

A range of teaching and learning styles are employed by staff which place an emphasis on active learning and participation by all children. Activities are created which take into account abilities and strengths and which can be accessed by all pupils. All members of staff take an active role in ensuring elements of PSHE Education are upheld and enhanced throughout pupils' everyday lives at school.

Progress, Assessment and Recording

It is important for pupils to have opportunities to reflect on their learning; assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact that PSHE education is having for pupils and for whole school



outcomes, such as Ofsted judgements on personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. It is important that to demonstrate the impact of our school's provision.

Assessing learning in PSHE education is a combination of teacher assessment and pupil self and peer assessment. Most assessment will be completed informally with teachers using ipsative assessment which compares where a pupil is at the end of a lesson(s) against where they were before the lesson(s). The benchmark against which progress is measured is therefore the pupil's own starting point, not the performance of others or a formal piece of assessment. Teachers might use a baseline assessment (if required by the individual, class or objective), followed by assessment for learning (AfL) and finishing with assessment of learning (AoL). Again, this may be completed informally but will then be used to inform future teaching and learning.

Progress in PSHE education is recorded and reported to parents in line with all other non-core curriculum subjects. Classes will keep a PSHE journal to document learning throughout the term. It will include individual pieces of work, verbal ideas given during discussions and evidence of self-assessment. Progress, successes and areas for concern are also reported to the Senior Leadership Team, PSHE Education Leader, SEN Leader and Designated Child Protection Officer, as required.

Monitoring

The school will monitor the nature and quality of learning experiences provided to pupils by analysing and evaluating the long term, medium term and short term planning each year (including observations and learning walks). The PSHE subject leader will also monitor work produced in the class PSHE journals to identify the curriculum coverage. Planning, teaching, learning and progress will be monitored by the PSHE Education Leader and the Senior Leadership Team. The school's framework for PSHE Education will be reviewed every year in line with the School Improvement Plan.

Role of PSHE Education Leader

The PSHE Education Leader will:

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- establish a shared view of best practice to which all pupils are entitled
- lead policy development



- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- provide appropriate support and training for staff
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- attend relevant courses and network meetings
- organise class and whole school events where possible
- order and monitor resources

Resources

Resources can be located within subject areas (RE, Science, PE, etc...) or online. External agencies will often bring their own resources. During the academic year 2020-2021, STM is a member of the PSHE Association, and can access resources from this national body accordingly.

Student Voice

Each class will elect council representatives (one child per class across Key Stage 1 and Key Stage 2). They will lead (assisted where necessary by an adult) class council meetings during some PSHE Education lessons. The class council representatives will also attend School Council meetings (weekly during part of a lunchtime) to discuss matters arising in class or around the school.

The School Council will be organised into sub-committees in areas the children find relevant. At meetings, children will discuss ways to make a positive contribution to the school environment and ethos. They will ensure that the pupils' voice in their class is attended to and will aim to encourage responsibility, confidence, trust, self-worth, value, and other life-skills valuable to themselves and to those they are representing.

Additional student voice includes eco monitors (one child per class across Key Stage 1 and Key Stage 2) who are responsible for the efficiency and ecological aspects of running the school. Beacons (one child per class across Key Stage 1 and Key Stage 2) are selected to liaise and represent the voice of the church within the school.



Appendix

Please read in conjunction with the following policies:

- Religious Education
- Special Educational Needs
- Behaviour
- Mental Health and Well-being
- Child Protection and Safeguarding
- Equality and Diversity
- Relationship and Sex Education
- Anti-Bullying
- Internet Use
- British Values

Review Date: January 2021

Next Review Date: January 2023