

Our Lady of Perpetual Succour Catholic Primary School

PSHE Policy



We learn to love everyone as Jesus loves us

Intent

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

According to the Education Act 2011 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

We use a cross-curricular approach to PSHE which enables pupils to develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

This policy reflects the PSHE Government 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

There are three underlying core themes taught throughout PSHE, within which there is broad overlap and flexibility:-

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

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

PSHE here at Our Lady's provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

It also helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:-

- Live healthy lifestyles
- Address personal hygiene
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect

- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Develop strategies for managing changing emotions

Relationships Education (Statutory)

The focus of PSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's careful PSHE planning teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

PSHE lessons and Computing lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively. Our curriculum also encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In PSHE, this is achieved through a plethora of exciting and innovative learning experiences for in active citizenship. Many aspects of this part of the curriculum are covered through our Come and See lessons.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

Within PSHE we address extremism. In KS1 we cover understanding the differences between 'fact' and 'opinion'; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature. In KS2 we look at how to deal with peer pressure; how extremism manifests itself; homophobia and racism as extremist behaviours.

We also teach about substance abuse. These lessons cover keeping safe; understanding some of the consequences of risk-taking; knowing some of the different forms addiction can take; the names of the most common drugs; how advertising influences our choices.

Sex Education (Sex Education is not statutory in primary schools)

The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. As we are a Catholic School, we follow Journey in Love recommended by the Archdiocese to cover this important aspect of the PSHE curriculum. (See RSHE Policy)

Implementation

How is PSHE taught?

PSHE is taught through a combination of subject knowledge and skill building. Learning takes place both inside and outside the classroom. It is interwoven throughout our curriculum within Come and See, Science, Design technology and Computing but at times it is taught discretely through standalone weeks eg Antibullying Week, Stay Safe Week, My Money Week etc.

Many aspects of PSHE are part of school life and are addressed when incidents occur e.g., fall outs, unkind words, online disagreements etc.

Impact.

Subject leaders are continuously monitoring their subject to ensure that it meets the needs of our pupils. Senior Leaders also monitor each curriculum subject. This is done through:

- Learning walks
- Book scrutiny – looking for cross curricular links
- Lesson observations
- Pupil surveys and discussions
- Staff surveys and discussions.

PSHE is assessed by staff who work with the children and know them well. Whilst PSHE in its entirety is not statutory the health and relationship aspects of PSHE are assessed by class teachers as these two strands need to be formally assessed.

For further guidance on Relationships Education (Primary), Relationships and Sex Education (RSE – Secondary) and Health Education (Primary and Secondary), please visit the following:

[Guidance on Relationships, Relationships and Sex Education, and Health Education](#)

This policy is reviewed annually.

A Heston (PSHE subject Lead)

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