

PSHE Subject Statement

Intent

St Mary's believe that delivering high quality PSHE is vital in providing children with the knowledge, understanding, attitudes, values and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. At St Mary's Primary School children reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

The overarching aim of PSHE education is to provide pupils with:

To develop the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodies;
- responsibility for ones actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long love;
- recognising the importance of marriage and family life;
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To develop the following personal and social skills:

- making sound judgements and good choices;
- loving and being loved, and the ability to form friendships and loving, stable relationships;
- managing emotions within relationships including when relationships break down;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups;

To develop the following knowledge and understanding:

- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation; (Parents may withdraw their child from this aspect of the curriculum)

Implementation

St Mary's deliver a spiral PSHE curriculum by utilising first-hand experience and sharing good practice and it is every staff members responsibility to do this by being a role model and having high expectations of our pupils. The delivered curriculum (scheme of work) reflects the needs of our pupils and is tailored to meet specific needs. We expect teachers to use the PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. PSHE is an important part of school assemblies and collective worship were children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

The curriculum is split into three core themes of: Health and Wellbeing, Relationships and Living in the Wider World. Relationship and Sex Education is taught following Ten:Ten Life to the Full

Programme,. The children will meet these themes throughout the course of the year and the themes are built upon as the children move through school. The three themes are:

- **Created and loved by God** (this explores the individual) The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- **Created to love others** (this explores an individual's relationships with others) God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- **Created to live in community** – local, national & global (this explores the individual's relationships with the wider world) Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

In EYFS, KS1 and KS2 children use floor books to record their responses to and progress in PSHE sessions. These books travel with the children as they move to the next year group so they can look back at their learning and the next teacher can see the starting points. The Ten:Ten lessons are recorded in termly booklets.

At St Mary's we believe that PSHE plays a vital part of primary education and needs to be taught at least weekly; although there will also be opportunity to make cross curricular links and these opportunities should not be missed. This enables staff to ensure full coverage of the PSHE scheme of work. There are always occasions where staff may feel it necessary to teach PSHE as a result of an issue which has arisen in their own class

Impact

As with any learning process, assessment of pupils' moral, personal, social and emotional development is important. 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. Children should 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. In St Mary's 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. Just as in all National Curriculum subjects, opportunities for both Assessment for Learning and Assessment of Learning are built into provision. Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Assessment should encompass teacher, peer and self-assessment.

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.