



St Mary's Catholic Voluntary Academy, Grantham

Mission Statement

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed and Soar** within God's love, to achieve the very best that they can, in all areas.

Our Vision

We are disciples who put our faith into action in all that we do.
We are role models who encourage others to shine and be the best version of themselves that they can be.

We are investigators who ask questions about the past, the present and the future.

We are artists who show our creativity and talents with flair and imagination.

We are storytellers who have a passion for reading and are able to communicate in many ways.

We are problem solvers who tackle tasks with an open mind and a positive approach.

We are team players who work together to achieve our goals.

We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.

We Believe. We Succeed. We Soar.

Our Gospel Virtues

To achieve our full Christian potential, we all need to live out our Gospel Virtues: -

Love

A Christ-like love respects the talent of each person in our school.

Faith

Faith helps us to do God's will in this world.

Hope

Hope helps us to see a new life beyond our present one.

Peace

We know that if we love one another, peace will be all around us.

Mercy

We believe that mercy will be shown by the way we forgive others.

Community

We believe our community here unites us all as followers of Jesus.

PSHE Statement of Intent

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. At St Mary's Primary School, personal, social, health and economic (PSHE) education enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. 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. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Implementation

We believe that PSHE plays a vital part of Primary education and needs to be taught at least weekly. PSHE is taught through the "Come and See" Religious Education Programme for Primary Schools, 'Statements to Live by', a visit from the 'Life Education Bus' and various external agencies e.g. LCC. We use Nottingham Diocese's Statements to Live By scheme to deliver one discrete lesson a week in all year groups. However, there are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class. PSHE within our school often adapts to important events within the local and wider world community therefore allowing children to debate and explore real-life concepts and dilemmas. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured whilst also enabling them to challenge perceived stereotypes. Our PSHE curriculum encourages children to become confident individuals who can make informed decisions about their health, environmental and social issues. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives whilst promoting pupil's health and well-being. Through the PSHE curriculum, children learn about their own relationships and how these fit in with their communities and the wider world. Our PSHE lessons encapsulate the requirements of the DFE for all schools 'to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Impact

To ensure that children at our school are equipped with knowledge and skills that will enable them to be ready for life as an adult in the wider world. We aim to equip children with skills that will allow them to grow into healthy and proactive members of society; who challenge stereotypes and break perceived barriers that are put in their way that stop them from reaching their true potential. We will make children aware of issues in our local community and ways in which they can support others. Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. They 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.

Introduction:

PSHE is concerned with the total well-being of the child. As a Catholic school, it is embedded in the ethos of the school as defined in the Mission Statement and Aims of the school. This policy is therefore linked very closely with the following policies: Behaviour, Religious Education, Relationships and Sex Education, Collective Worship, Science and Race Equality.

It is concerned with:

- The mental, emotional and physical well-being of the child
- The responsibility of the individual towards others and the environment
- The holistic model of personal and social development that encourages the making of healthy choices

Within PSHE we recognise:

Health Education- involves children engaging in activities to promote their physical well-being.

Citizenship – involves encouraging children to take a responsible role in society. It includes developing the children’s awareness of their personal safety and the process by which they can seek help and information as well as learning the behaviour expected of them as responsible citizens

Drug Education – involves educating the children in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and recreational drugs.

Sex Education – involves the information by which the child is enabled to become aware of himself/herself as a person and understand the process of development and reproduction.

Aims:

At St Mary’s we will aim, through implicit and explicit learning experiences, to:

- Nurture mutual trust and respect
- Develop understanding and tolerance
- Develop an awareness of social, economic, political and ecological issues
- Develop positive attitudes to health and encourage the development of healthy life choices
- Foster self-respect and self-esteem among all members of the community
- As a Catholic school, develop a respect for God and each other through the ethos of the school community and the teaching of the gospel
- Prepare children for the opportunities, responsibilities and experiences of adult life
- Within the school community, children will be given opportunities to work on feelings and to practice personal and interpersonal skills

A Healthy School Environment

We seek to achieve:

- A warm and supportive social environment promoting positive relationships and high esteem for all
- A rich and diverse cultural environment that values the variety of people’s background and cultures whilst encouraging a breadth of interests
- A safe and aesthetically pleasing environment
- An environment where healthy choices are established and valued
- An environment where the health of the staff is considered important and adults provide positive role models

Drug Education

Introduction:

At St Mary's we acknowledge that drugs affect all communities in modern society. We therefore have a moral and legal obligation to the children in our school to address this issue and ensure that all is done to:

- Inform them about the risks and consequences of drug misuse and other substances including alcohol, tobacco and solvents
- Teach them the skills needed to resist pressure to misuse drugs, with particular reference to DfES and County guidance.

Aims:

Through implicit and explicit learning experiences we aim to:

- Help children to understand the beneficial part drugs play in our society
- Teach children that all medicines are drugs but not all drugs are medicines
- Educate children on how to make informed choices
- Increase children's knowledge of the dangers of smoking, alcohol abuse, the use of solvents and drug abuse
- Teach strategies to help children to resist pressure from their peers

Children will also be given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home and we believe that these values, alongside school links are an essential part of drug education.

Drug Education Guidance

Drug Education and the National Curriculum

The non-statutory guidance for PHSE outlines specifically how children should be taught:

At KS1:

- all household products, including medicines, can be harmful if not used properly.

At KS2:

- commonly available substances and drugs are legal and illegal, their effects and risks.
- That pressure to behave in an unacceptable way can come from a variety of sources.
- How to ask for help.
- The basic techniques for resisting pressure to do wrong.

Good Practice in Drug Education

It is important that the drug education is planned, integrated and progressive and is an integral part of children's education. It should provide children with the opportunities to develop a range of skills that will enable them to make informed choices in relation to drugs. It should enable them to take increasing responsibility for themselves and their behaviour.

Children should have an understanding of how attitudes and behaviour related to drugs are determined by such things as moral and social values. They should also have a sound knowledge about not only the risks involved in drug misuse but also the medical benefits of drugs.

Health and Safety

All forms of illegal substance are forbidden on the school premises. The school has a no smoking policy that should be observed by all those who visit it. We rely on the support of the staff, the governors and the parents in implementing this programme.

Medicines

(See Administering Medicines policy)

Relationships and Sex Education

Aims:

In our school we aim, through implicit and explicit learning experiences, to:

- Ensure that sex and relationships education is taught in a way that respects the sanctity of life and follows guidance from the Catholic Church
- Ensure that sex and relationships education is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way
- Foster self-esteem and respect for others as the cornerstone of good health education and therefore of good sex education
- Nurture a partnership between caring adults – governors, teachers and ancillary staff and parents – to ensure sensitive support for children as they grow and mature
- Encourage children to enjoy relationships based upon mutual trust and respect
- Generate an atmosphere where questions and discussion take place without embarrassment

Our teaching of sex and relationships education will increase children's knowledge of:

- The human body
- Human growth and development
- Families, parenting and life cycles
- Safety and child protection
- Helping agencies

(See RSHE policy)

Children will be given frequent and regular opportunities to work on feelings and to practice personal and inter-personal skills. We value and respect learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of sex education. It is important to involve, whenever possible, parents about the Sex Education programme within the curriculum. Parents have the right to withdraw their child from receiving sex education at school.

Curriculum

PSHE is taught through the "Come and See" Religious Education Programme for Primary Schools, 'Statements to Live by', a visit from the 'Life Education Bus' and a visitor from Lincolnshire County Council to deliver a workshop on safety and one on harmful substances. The whole school also takes part in an NSPCC workshop.

Teaching and Learning:

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At St Mary's Primary School, we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness. P.S.H.E will be provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra-curricular activities. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are. Activities will be planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used in delivering this policy.

These will include:

- Circle time and class discussion
- Imaginative writing
- Reflection (as developed in the 'Come and See' programmes of work), sharing and showing
- Role-play and drama
- Visits and visitors when appropriate
- Class lesson time
- Reports from School Council
- Peer education
- Structured group work
- Play and games

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

Key Stage One and Two

Within Key Stage One and Two, PSHE is covered during RE and Science lessons, 'Statements to live by' sessions and the Education Life Bus. There may be times during the year that PSHE may also be taught as a discrete session.

Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

British Values

As a school, we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Implementation through Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress. Within the Foundation Stage, PSHE objectives are documented within 'big books' which include specific focussed PSHE objectives and circle time activities. Similar to this, Key Stage One and Two also have a class book/individual books where circle time discussions are recorded, pictures of activities that are completed during PSHE lessons and any comments made by children that are relevant to the topic are included. The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Implementation through inclusion, including meeting the needs of SEND pupils

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the single equality duty policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

PSHE at St Mary's will:

- Address children's individual needs
- Increase access to the curriculum
- Enhance learning skills and develop previous knowledge

It is recognised that some children who have SEN also have difficulties in some areas of PHSE and social interaction. Staff will carefully monitor the progress of these children and respond appropriately.

Management:

There is a designated coordinator for PSHE although many of the aims will be developed through the RE or Science curriculum. The co-ordinator will be responsible for informing the staff of new developments and for training.

All Staff

PSHE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach PSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching PSHE. All staff have been included in the development of this policy and all staff are aware of the policy and how it relates to them.

Implementation and Review of Policy

This policy will be reviewed every 2 years by the Head teacher, PSHE Co-ordinator, the Governing Body and Staff.

The next review date is May 2022.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the PSHE Leader, on behalf of the Head Teacher and Governors.

This policy was completed in May 2020

Mrs Sudha Howle

Approved CC