

Subject Rationale for PSHE

Our vision for PSHE

PSHE is central to the school's philosophy and ethos; its aims and attitudes. At St. Mary's we challenge discrimination, promote a happy atmosphere, value all members, encourage respectful relationships and positive behaviour. We aim for our children to value their achievements, deal with risk and meet the challenges of life now and in the future, relate positively to their neighbourhood and different groups and communities, help promote equal opportunities for all, improve the health and wellbeing of children and develop, maintain and respect a variety of healthy relationships.

Content

The content of our Curriculum for PSHE is compiled with due regard to the Equality Act 2010 and based around the PSHE Associations recommendations in 2020. This takes into account that most of PSHE education became statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education and Health Education in key stage 1 and 2. The PSHE curriculum at St. Mary's provides a comprehensive programme of study that integrates, but is not limited to, the statutory content. Where objectives are covered in other curriculum subjects, such as: Science, RE, computing or Skills Builder, the objectives are condensed or removed.

In EYFS children will use checkpoints (3-4 years old/Reception children) in Personal, Social and Emotional Development (PSED) using development matters (DfE, 2020) following the prime areas of self-regulation, managing self and building relationships.

In Key Stage 1 children will learn about themselves as developing individuals and as members of their communities, including the responsibilities expected of them. They will learn the basic rules for keeping themselves healthy, safe and behaving well. They begin to learn about their own and other people's feelings. As members of a class and community, they will learn social skills on how to share, take turns, play, help others, resolve arguments and build safe relationships.

In Key Stage 2 children will learn about themselves as growing and changing individuals with their own experiences and ideas. They become more mature, independent and self-confident as they manage physical and emotional changes leading up to puberty. As members of a class and community, they will learn social skills on privacy and personal boundaries, positive, respectful and caring relationships. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and groups.

Themes

The overarching themes of our PSHE curriculum are to explore health and well-being, relationships (including anti-bullying) and living in the wider world applying their essential skills to recognise (self-management), enquire (critical thinking) and communicate so pupils are able to manage, develop and support themselves and each other.

Progression of knowledge and skills:

Our curriculum has a strong focus on developing children's skills, knowledge and vocabulary by building on their prior learning. Relationships, health and well-being and living in the wider world are introduced in EYFS and developed throughout each year group, building on prior skills, knowledge and exploring new vocabulary.

Inclusion

At St Mary's, children will have the opportunity to work individually or in groups or partners depending on what the teacher considers appropriate based on the content of the lesson. All content will be taught sensitively and inclusively, with respect to the backgrounds, preferences and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. Work will be differentiated, either by task or outcome to ensure that all pupils enjoy broad and balanced access to the curriculum in a positive and stimulating environment.

Opportunities & Resources

At St Mary's we provide children with the opportunity on a weekly basis to mark their achievements in PSHE through weekly celebration assemblies and 'notes home to parents' (mini certificates). We also use a variety of agencies to enrich the children's understanding of PSHE&C, such as: Road Safety team, Living Streets, Money mentors, HH Kids and the Life Education Centre. EYFS has a PSHE floor book where children can write

comments or show their work/understanding of the objectives taught to them. KS1 and KS2 children have plain books to record their reflections and thoughts in a creative way. Resources are kept in the PSHE&C tubs in the curriculum resource room (next to Y6), as well as those already distributed to individual teachers.

Relationships and Sex Education (RSE) element of PSHE

The department for education recommends that all primary schools should have a RSE programme to the age and physical and emotional maturity of the pupils to prepare them for the transition to secondary school, where they have the opportunity to learn about this in more detail. At St. Mary's we have always delivered this element. The aim is to ensure that all pupils are prepared for the changes that adolescence brings by delivering puberty lessons in Year 5. We then follow this up with an additional lesson on the menstrual cycle for Year 5 girls and additional lessons in Year 6, where we will invite an outside agency (HH Kids) to undertake the RSE element. Parents will be notified before this additional lesson and parents/carers have the right to request (in writing to the head teacher) for their child to be withdrawn from the lesson, if they wish. However, at St. Mary's we feel that this is a crucial part of our programme for equipping pupils with the information they need for the next step in their education (see: SRE policy on school website).

Assessment

In PSHE&C, assessments will be made over time based on evidence of a range of activities across the core themes taught over a period of time. The nature of assessment will vary from formative to summative assessments, through observation, discussions and evidence of work - including the progression of skills, knowledge and vocabulary.

Monitoring

Following an action plan, the PSHE lead will complete work to carry out the tasks; book monitoring, auditing, pupil voice, teacher feedback and observations. The feedback will then be shared with colleagues, including what is working well, areas to consider and next steps – this will then be reviewed and will feed into the following academic year's action plan.