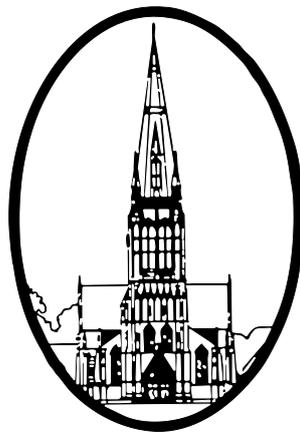


# St. Mary's C. of E. Primary School

*St Mary's... feeding the mind, body and spirit so we can be the best we can be."*



## Personal, Social, Citizenship, Health & Economics Education Policy

Revised: April 2022  
Review date: April 2023

### St Mary's Equalities and Vulnerability Statement

Our school vision and spiritual values promote inclusion and equality and tackle discrimination. We have high expectations for all our pupils irrespective of their age,

disability, gender including gender reassignment, race, religion or belief, sex or sexual orientation. This is in line with the Equality Act 2010.

Our school spiritual values of Kindness, Truth, Courage, Hope and Love underpin all that we do. As a school we understand that the community we serve is a diverse one. Our community can be vulnerable for different reasons and these are not always visible. We as a staff team are aware of the different factors that can impact on our community, families and a child's well-being. These could include living with or having any of the following factors:

- Special educational needs (SEND) or an Educational and Healthcare Plan (EHCP)
- Social worker involvement
- Being a looked after child (LAC)
- Family members with chronic or serious illness
- Living in temporary accommodation
- Being a young carer

However, this is not an exhaustive list and we recognise that everyone needs to be treated as an individual and their personal situations taken into account to ensure that all get equal access to education and opportunities.

### **Introduction**

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

PSCHE is a non-statutory subject within the National Curriculum. However, here at St. Mary's we are committed to the development of the whole child and as a consequence we place Personal, Social, Health, Citizenship and Economic Education (PSCHE) and Relationships and Sex Education (RSE) at the heart of all that we do. We recognise that schools support pupils to develop in many diverse aspects of life, and the responsibility of preparing pupils for their adult lives is one that St. Mary's School takes pride in, and assumes with integrity and purpose.

This policy outlines the **Intent, Implementation** and **Impact** of how PSCHE is taught using a spiral curriculum in our school. The PSCHE Policy should be read in conjunction with the following policies: Behaviour, RSE, Online Safety and Safeguarding.

The **Implementation** of this policy is the responsibility of all teaching staff.

### **Intent**

Through our curriculum, our school environment, our school ethos and the strength of our relationships, we strive to promote pupils' self-esteem and emotional, spiritual and physical well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home and in the community.

Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues.

Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making.

In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils at St. Mary's develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

### **Implementation**

At St. Mary's, the emphasis placed on both PSHE and RSE blends seamlessly into everyday school life in order to maximise the impact of acquiring essential knowledge.

We use a range of teaching and learning styles to meet the RSE, PSHE and citizenship requirements of the National Curriculum. Where appropriate, lessons are taught through drama and circle time activities. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

We also develop PSHE and citizenship through various activities and whole-school events, for example:

- Online Safety week
- International Evening
- Aspirations Day
- Antibullying week
- Child Mental Health Week

Mission Statement and School Values: The school's mission statement and values focus on the acquisition of key qualities that ensure pupils are able to meet St. Mary's PSHE Intent Statement.

The level and depth of pupils' understanding of individual values progresses and deepens as they themselves mature during their journey through school. Positive Relationships are central to our values which are:

### Mission Statement and Values

**“St Mary’s .... Feeding the mind, body and spirit so we can be the best we can be.”**

We foster everyone’s potential and hunger for learning by serving up a wonderful diet of generosity, sharing and a sense of belonging. We are here to serve our community and we welcome children from all faiths and none.

Sit around the table at St Mary’s and you will discover a warm welcome and a great community!

The Spiritual Values to which we aspire are:

**Kindness:** in treating others as we would want to be treated ourselves.

**Truth:** in the choices we make and in our dealings with family, friends, school and community.

**Courage:** to stand up for what is right, overcome our fears and aspire to make a positive change.

**Hope:** about the future and know that tomorrow can be even better than today.

**Love:** for ourselves and others, knowing that God loves us.

A different value is introduced and focussed upon each week during whole collective worship and then continued in class. Pupils are rewarded daily with green dot stickers and house points when displaying the school values. Every week one child is selected in each class to receive the *head teachers award* for displaying the value of the week. Those selected children are announced in a Thursday collective worship session and get to attend a tea party as a reward. The children are also given a certificate and celebrated in the weekly newsletter. In addition, at the end of every term, house points are counted and the team in the lead receives a special reward.

### **Supporting those with SEND**

At St. Mary’s we ensure every part of the curriculum is accessible to all. To guarantee inclusion is happening within PSHE, we do the following:

- Have SEN children a part of school council
- Undergo regular SEN pupil voice groups to ensure the children as accessing the curriculum
- Active lessons
- Pre-learning of vocabulary
- Zones of regulation
- Quality books linked to specific topics

PSHE and RSE Framework:

• PSHE & RSE schemes of work: During weekly timetabled lessons, using a combination of the PSHE/RSE Frameworks, the following topics are taught in a systematic and progressive manner:

Relationships	Health and Wellbeing	Living in the Wider world
<ul style="list-style-type: none"> <li>• Ourselves &amp; others</li> <li>• Similarities &amp; differences</li> <li>• Our bodies</li> <li>• People who care for us</li> <li>• Groups we belong to</li> <li>• Families</li> <li>• Friendship</li> <li>• Feeling lonely and managing loneliness</li> <li>• Managing arguments</li> <li>• Behaviour</li> <li>• Bullying</li> <li>• Words and actions</li> <li>• Respect for others</li> <li>• Making positive friendships</li> <li>• Respect for self and others</li> <li>• Courteous behaviour</li> <li>• Safety</li> <li>• Human rights</li> <li>• Becoming independent</li> <li>• Online safety</li> <li>• Changing and growing Adulthood</li> <li>• Moving to secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• Being Healthy</li> <li>• Hygiene</li> <li>• Medicines</li> <li>• People who help us with health</li> <li>• Recognising risk</li> <li>• Rules</li> <li>• Feelings, mood</li> <li>• Times of change</li> <li>• Loss and bereavement</li> <li>• Growing up</li> <li>• Keeping safe at home and in school and out and about</li> <li>• Household products</li> <li>• Eating a balanced diet</li> <li>• Keeping active</li> <li>• Healthy sleep patterns and routines</li> <li>• Dental care</li> <li>• Self esteem</li> <li>• Self-worth</li> <li>• Personal qualities and goal setting</li> <li>• Managing set backs</li> <li>• Puberty</li> <li>• Recognising and managing risks</li> <li>• Identity</li> <li>• Individuality</li> <li>• Stereotypes</li> <li>• Basic first aid</li> <li>• Accidents</li> <li>• Dealing with emergencies</li> <li>• Drugs, alcohol,</li> </ul>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Making choices and decisions</li> <li>• Needs and wants</li> <li>• Caring for others</li> <li>• The world around us</li> <li>• Growing and changing</li> <li>• People and jobs</li> <li>• The role of the internet</li> <li>• Community</li> <li>• Caring for others, the environment and animals</li> <li>• Shared responsibilities</li> <li>• Spending and saving</li> <li>• Careers</li> <li>• Aspirations</li> <li>• Role models</li> <li>• The future</li> <li>• Media literacy and digital resilience</li> <li>• Influences and decision making</li> <li>• Online safety</li> </ul>

	tobacco <ul style="list-style-type: none"> <li>• Healthy habits</li> </ul>	
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Positions of Responsibility:

At St. Mary’s, the children are encouraged to apply for many different roles of responsibility. Some of the roles are mentioned below:

- School Council: The School Council at St. Mary’s is made up of pupils from year groups 1-6 with three pupils from each year. Two of the pupils are selected through a democratic process where the pupils put themselves forward as candidates and are then voted for by their peers. One of the three members is chosen by the class teacher who has SEN needs.

The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school.

- Prefects: Pupils in Year 6 are encouraged to apply for a prefect role at the start of the school year and at the start of each term. To apply, each student must fill out an application and undergo an interview process. Once elected, the student will be appointed an area of responsibility around the school. Jobs vary from: helping out in assemblies, collecting house points, hosting weekly reward tea parties, collecting recycling and writing a piece for the school newsletter.
- Within the classroom: Every class has daily classroom jobs that the children are responsible for. Jobs are changed weekly, ensuring all children have a turn at having a different duty. This sense of responsibility allows for the children to develop organisational skills and take pride in the smooth functioning of the classroom.

Impact

Pupils at St. Mary’s are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values, living a healthy lifestyle, how to be safe online and the essential requirements for effective communication and the development of positive relationships. The children leave St. Mary’s in year six being well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today’s world

Monitoring PSCHE

The PSHE Coordinator monitors teacher's planning and will perform book looks every term. Learning walks and pupils voice are completed a couple times every school year. Pupils and staff are involved in evaluating the PSHE teaching programme as part of the annual review.

#### Assessing PSHE

Pupils' progress in learning in PSHE is assessed by class teachers through questioning, circle time and book work. The PSHE coordinator also undergoes a process of collecting pupil voice from each class to assess whether PSHE and RSE knowledge is being remembered and skills are being mastered by the children.

#### Key contacts

PSHE Co-ordinator –Sherry Power

Designated Safeguarding Lead- Anna Barker