



PSHE and RSE

Policy Updated	April 2023
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ST MALACHY'S SCHOOL MISSION STATEMENT

- ❖ St. Malachy's is a Catholic School where we will all do our best to do the work of Jesus.
 - ❖ We will study, pray, play and celebrate together.
 - ❖ We will care for each other and look after each other, just like a big family.
 - ❖ It is important to remember that we are all good and clever in different ways.
 - ❖ We will learn important lessons that will help us when we are grown up.
 - ❖ In our school it will be fun and we will strive to make it a safe place.

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This policy runs in conjunction with the safeguarding policy to ensure that school is a safe place for children to express their views and ask questions. Staff will challenge any extreme views and foster critical thinking. Our PSHE curriculum raises pupils' awareness of personal safety. It explores a range of strategies for pupils to ensure their own protection and the importance of protecting others.

The National Context for Personal, Social, Health and Economic Educations (PSHE)

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that a well-delivered PSHE programme has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

The PSHE Programme of Study aims to develop the following skills and attributes:

- resilience
- self-esteem
- risk-management
- teamworking
- critical thinking.

These skills and attributes are developed in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world.

Here at St Malachy's R.C Primary school we want to also ensure our Social and Emotional Learning (SEL) provision helps our children further achieve the above attributes evidenced by the following outcomes during their time in primary school:

- To learn about families and people who care for me
- Caring relationships
- Respectful relationships
- Online relationships
- Being safe

Furthermore, there are five core skills at the heart of SEL which are covered within our curriculum. These include:

- **Self-awareness**- Accurately assessing one's feelings, interests, values and strengths; maintaining a well-grounded sense of self-confidence
- **Self-management**- Regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately
- **Social awareness**- Taking the perspective of and empathising with others; recognising and appreciating individual and group similarities and differences; recognising and using family, school, and community resources
- **Relationship skills**-Establishing and maintaining healthy and rewarding cooperative relationships; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed
- **Responsible decision making**-Making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and probable consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community.

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

The new relationships and health aspects of PSHE education will be compulsory in all schools from September 2021, when all schools will be required to teach health education in addition to relationships education. This makes the majority of personal, social, health and economic education mandatory for all pupils, in all schools from 2021. The Education Secretary recognised that many schools successfully cover health and relationships education already through a broader PSHE framework, and should "continue to do so, rather than starting from scratch". With concerns about young people's mental health on the rise, and physical health - including obesity and healthy lifestyles - an ongoing issue, these new commitments to PSHE can only have a positive impact on the health, wellbeing and safety of this generation and generations to come.

Our intention is to create independent young people so it is essential that we provide the learning to enable our students to take gradual responsibility for these outcomes.

The National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens. It aims to:

- provide consistency and high standards in all that is taught in schools to ensure children are taught the essential knowledge in the key subject disciplines.
- allow teachers greater freedom to use their professionalism and expertise to help all children realise their potential.

We aim to provide a comprehensive, developmental PSHE programme that is:

- Supported by a curriculum that provides opportunities for personal and social development

- Set within a 'Healthy School' that models supportive behaviours and offers opportunities for young people to practice personal and social skills and make real decisions about their lifestyle is central to our school's response to these requirements.
That prepares all children who are part of St Malachy's for the challenges and demands of the 21st Century.

This policy is in line with guidance from the DfES (www.dfes.gov.uk), the National Curriculum, PSHE Association Toolkit and the Healthy Schools Programme, of which St Malachy's is part.

The Purpose and School Context for PSHE and RSE

PSHE and RSE, is central to the development of the pupils in our school. This planned programme is designed to help pupils to deal with the difficult moral, social and health related issues that arise in their lives and in society. It also helps pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. The PSHE curriculum at St Malachy's covers a range of current issues that are prevalent for our children and young people today, including those relating to both mental and physical health, positive relationships, staying safe and aware online, financial literacy and careers.

The provision of a comprehensive PSHE programme is central to achieving St Malachy's aims, objectives and mission statement. PSHE provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing learning that promote positive relationships and thus supports young people in reaching their full potential.
- Developing the key concepts, language, skills, strategies and understanding that enable young people to make positive lifestyle choices now and in their future.
- Developing the key concepts and skills that both support and transcend academic learning (for example building resilience and developing entrepreneurial skills) and that are essential to employability in a rapidly changing global economy.

The PSHE programme is embedded within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The full PSHE provision should be accessible to every young person, although parents have a right to withdraw their children from sex education that is not part of the statutory national curriculum. Classroom pedagogy should take into account the ability, age, readiness and cultural backgrounds of young people and be adjusted to enable all young people to access the learning.

The PSHE Education Programme

To fulfil our aims and meet the requirements of the National Curriculum we use the following schemes of work to provide a comprehensive and developmental PSHE for all children at St. Malachy's.

- **Citizenship**

This involves encouraging the children to take responsible roles 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. For which we use CARITAS in Action (please also refer to SMSC Education in the R.E. Policy). All children in Year Six are given a job role that they must apply for (at the end of Year Five), interview and then undertake throughout their final year which provides experience and preparation for demands that they will face in the coming years.

- **Drugs Education**

This 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. For which liaise with the PSHE association as well as working closely with the school nurse.

- **Health Education Including Mental Health.**

This involves engaging the children in activities that promote their physical and mental well-being. For which we collaborate with the Manchester Healthy Schools team and invite visitors to school to enrich learning. There is also a dedicated 'healthy me week' which promotes different sporting opportunities, cookery lessons and health lessons. These are run by class teachers, sports coaches and the school nurse. We are working closely with our school nurse to ensure that any health needs that arise are addressed appropriately and quickly. We have the 'shooting-star room' available for children who are identified as needing extra support to promote and cultivate a healthy mind and positive behaviour. In addition to this, we have a 'worry monster' which gives the children a chance to speak at any time about anything that may be having an impact on their mental well-being. This is then followed up by a dedicated member of staff. All children have the opportunity to speak up and be listened to if they need to.

- **Sex and Relationship Education**

This 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. The SRE scheme of work is supplied by tenten and is called 'Life to the full.' This is followed within each year group. We also work alongside the school nurse when planning and delivering these sessions.

Equal Opportunities

We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

Special Educational Needs and Inclusion

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the PSHE programme.

Outcomes, Assessment and Record Keeping

At St Malachy's school, teachers assess the children's work in PSHE through observation during lesson and baseline and end of topic assessments of the children's completed work. We have clear expectations of what pupils will know, understand and be able to do at the end of each Key Stage:

- PSHE in the Foundation Stage is a prime area of learning. At St Malachy's much of this development is done continuously through talking and interacting with children and is linked closely with the teachings of R.E. All children in the Foundation Stage take part in circle time sessions. They begin to learn how to keep safe online, through computing sessions and also during dedicated super learning days.
- Key Stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to learn how to keep safe online. They begin to take an active part in the life of their school. They also begin to develop financial literacy through moneymatters workshops and planned in class lessons. Children will also have the opportunity to learn how to cross the roads safely as this is something that they need to be able to do daily in order to reach school safely.
- Key Stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. 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 political and social institutions. They learn how to take part more fully in school and community activities. All children in Year Six are given a job role that they must apply for, interview and then undertake throughout their final year which provides experience and preparation for demands that they will face in the coming years. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying. They continue to develop strategies to keep safe online. They learn how to resist online bullying. They also begin to develop financial literacy through moneymatters workshops. Children will have the opportunity to learn how to cross the roads safely as this is something that they

need to be able to do daily in order to reach school safely. Key Stage 2 pupils also have bike riding lessons that teach them how to ride a bike and how to keep safe when riding on the roads.

Monitoring

The PSHE co-ordinator is responsible for the monitoring the standards of children's work and the quality of teaching. Our co-ordinator supports colleagues in their teaching by giving them information about current developments in the subject. The co-ordinator is responsible for the action plan and this must be reported annually to the Head Teacher.

Marking

Work should be marked in accordance with St Malachy's marking policy (see marking policy). Work should be marked in relation to the learning intentions. Comments should encourage children to reflect, analyse and deepen their understanding. All teachers' comments should be responded to by the children.