



**St Mary's CE Primary School**

**N8 7QN**

# **PSHE Policy**

**(Personal, Social, Health & Economics)**

Jesus said, "Love one another as I have loved you." (John 15:12)

## **Our Vision**

As we love, we flourish

As we flourish, we aspire

As we aspire, we achieve

Together, we are a family.

**Friendship, Compassion, Hope, Wisdom,  
Community, Endurance.**

## **Statement of intent**

Through our daily school life at St Mary's Church of England Primary School we encourage our children to build respectful friendships and demonstrate compassion towards others. Through this we build a strong community spirit, as together we are a family. Our teaching and learning provides the children with the wisdom and endurance they need to expand their minds socially, morally and academically so allowing them to achieve and flourish so living out the Church of England's belief of 'Life in all its Fullness' (John 10:10). We encourage our children to demonstrate and develop a dignity in their work and themselves which enables them to hope and aspire to be the best they can possibly be.

### **1. Rationale and ethos**

At St Mary's CE Primary School, we value Personal, Social, Health and Economics (PSHE) education as an area of the curriculum that focuses on the development of the whole child by supporting them to understand how they are developing personally and socially as well as promoting their social, mental and physical development. Through their learning, children will respect who they are, feel empowered and be equipped for life and learning.

We believe that PSHE assists in providing the fundamental skills for children to flourish and to live safe, healthy and productive lives, while enabling them to confidently face the challenges presented by modern day Britain in order to become successful adults. We are aspirational for our children and we will continue to do all we can to help each and every one of them know and understand what success feels like. We are strong advocates in educating our children about their rights and responsibilities both in school and through the wider world around them. This is recognised through our accomplishment of receiving the Rights Respecting Schools Bronze Award.

As a Church of England school and as stated in our school ethos, our Christian values are embedded into the fabric of every aspect of school life. We also align PSHE to our 'relationships, sex and health education' (RSHE) framework as this is also about developing in children lifelong learning relating to their physical, moral and emotional development. We present both frameworks within a moral, family orientated and Christian framework, whilst demonstrating a fully inclusive approach to the nine protected characteristics.

"The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity." (Valuing All God's Children, Church of England 2017 p11)

### **2. The aims of PSHE at St Mary's are to:**

- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Help children develop feelings of self-respect, confidence and empathy
- Allow children to acknowledge and appreciate difference and diversity
- Promote spirituality, and the moral, and cultural, and mental and physical development of all children
- Teach children the correct vocabulary to describe themselves and their bodies
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Equip children with skills to manage finances and provide knowledge about various career options
- Provide children with a toolkit for understanding and managing their emotions
- Encourage children to value themselves and others

### **3. Statutory requirements**

PSHE is a non-statutory subject. Teachers and schools have the flexibility to adapt their framework to suit and meet the needs of their children through high quality teaching. The Department for Education (DfE) describes PSHE as being an 'important and necessary part of all children's education'.

Additional documents that also inform our policy are as follows:

- Equality Act 2010
- Keeping Children Safe in Education (KCSIE) 2021
- Working together to safeguard children 2018
- Children and Social Work Act 2017

### **4. Delivery of PSHE**

At St Mary's, we teach the PSHE curriculum using the Jigsaw PSHE scheme of work with the ethos that follows the mindful approach. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The programme has a strong focus upon themes such as relationships, living in the wider world, health & well-being and emotional and mental health; these will change termly. Lessons will follow a theme set across six puzzles (units) which are as follows:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

An overview of the programme can be seen on the school website. [www.stmarysn8.co.uk](http://www.stmarysn8.co.uk)

As part of the PSHE curriculum, certain areas such as financial and economic education and teaching about career choices, will be supported by programmes such as PSHE Association's kite marked 'Values, Money & Me' resource from Experian. Our school also holds an annual ambitions event (When I Grow Up Day) that supports the 'Dreams and Goals unit'.

PSHE follows a spiral curriculum which sees this subject supported and revisited throughout other subject areas such as RE, Maths and computing.

We have developed the curriculum taking into account the needs of children. If children ask questions outside the scope of our curriculum, teachers respond in an age-appropriate manner, so that children are fully informed and less inclined to seek answers online.

For more information about our PSHE curriculum scheme of work, see Appendix 1.

### **5. Children with SEND**

In line with our SEND Policy at St Mary's, and with particular reference to children with special educational needs and/or disabilities, we expect the same PSHE programme to be taught, albeit with adaptations to curriculum made as required and appropriate, including for children with EHCPs. It is therefore important that PSHE is fully inclusive, with careful consideration given to differentiated needs and content delivery.

## **6. Sensitive Issues**

When dealing with questions, teachers will establish clear boundaries about what is deemed both appropriate and inappropriate in a whole class setting through the implementation of ground rules. It is important for children to feel comfortable to ask questions. They are welcome to ask further questions or address any concerns they may have. Teachers will aim to respond to questions in a concise and relevant way, using the correct terminology and giving factual information appropriate to the age and maturity of the children.

Teachers will make professional judgements about the appropriate way to answer children's questions, such as the use of an anonymised 'question box'. There may be some instances where the teacher liaises with the parents about discussions to be had with their child. If a teacher is unsure about how to answer a question appropriately, they should make it clear to the child that they are going to find out the information required and get back to them at a later time with an answer to any questions raised. Teachers should not attempt to answer questions that they do not know the answer to as this may lead to the imparting of misinformation.

## **7. Confidentiality and child protection**

Teachers are aware that when teaching PSHE, child protection disclosures may emerge. However, staff will not offer confidentiality to children and children are made aware of this. Please see the Safeguarding and Child Protection policy for further information and procedures to follow when disclosures are made.

## **8. Roles and responsibilities**

The governing board is responsible for approving the PSHE policy. The headteacher is responsible for ensuring that PSHE is taught across the school, and for managing requests to withdraw children from components of the RSHE curriculum.

### **Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress of the children they teach
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE
- Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching particular aspects are encouraged to discuss this with the headteacher.

### **Children**

Children are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **9. Child withdrawal procedures**

At St Mary's, we understand that parents and carers are the prime educators of their children and we remain fully committed to working in strong partnership with them to support their children's learning. This will be built on the foundation of mutual understanding, trust and co-operation. This objective will be met in the following ways:

- The PSHE policy and scheme of work will be readily available on our school website.
- Maintaining our 'open door' policy to answer questions or queries related to the PSHE education of their child.
- Take seriously any issues that parents may raise with any member of staff or governor regarding this policy or any aspect of the PSHE curriculum at our school.
- Encouraging any teaching at home to support our learning in school. We believe that through a mutual exchange of knowledge and information, children will benefit from the provision of consistent messages about their changing body and their increasing responsibilities.

Following our commitment of parents' right to withdraw, children will be able to be excused from sex education within the RSHE aspects of PSHE (this excludes any aspects of sex education that is taught within

the science national curriculum). With regard to Relationships Education, the statutory guidance states that there is no right to withdraw children. See RSHE Policy.

#### **10. Training**

Staff will receive training on the delivery of PSHE as part of their induction by the subject lead and this is included annually as part of our continuing professional development. There may also be occasions where we have external organisations such as school nurses or sexual health professionals to provide support and training to school staff.

#### **11. Monitoring and Assessing PSHE**

The delivery of PSHE is monitored by the PSHE lead through lesson visits, learning walks and book-looks. Children will also have opportunities to review and reflect on their learning during lesson time through questioning and responding to marking from their teacher. The views of children, parents, governors and staff will be influential in helping our school to continually respond to and review the quality of our PSHE provision.

## Jigsaw RSHE Curriculum Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and Others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their Differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARRT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>