



St. Mary's  
Catholic Federation

## St Mary's Catholic Federation, Carshalton

*Learning, playing and growing together in the love of Jesus*

### PSHE Policy (Non Statutory) (Bi-Annual)

This policy is to be read in conjunction with the following policies:  
Teaching, Learning and Assessment, , Equal Opportunities, Inclusion , Relationships and Sex Education (Human Love), Positive Behaviour Policy and Re and Collective Worship

**Author:** Christine Mayanja and Ellen Marlow

**Committee:** SLT

**Date Prepared:** Feb 2020

**Date Approved:** June 2020

**Date of Review:** June 2021

**Approved by Full Governing Body on Date:**

**Chair of Governors**.....

**St Mary's Catholic Federation, Carshalton**

#### **Safeguarding Statement**

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

**Lead Safeguarding Person Junior School:** Mrs S Hulme

**Lead Safeguarding Person Nursery & Infant School:** Mrs M Quinn

**Safeguarding Deputy:** Mrs H Nicholls, Miss F Sullivan and Miss E Bryant

**Governor designated safeguarding officer:** Mr T Richmond



*"St Mary's is committed to being a Rights Respecting School to inspire and support the children, parents and school governors in school and the wider community."*

## Mission Statement

## ***Learning, playing, and growing together in the love of Jesus***

***“ Love one another “ John 1.***

**St Mary’s is a welcoming school based on our shared Gospel values where we give witness to God’s love, knowing that every child is embraced with the love of Jesus as they pray , play and grow together as friends.**

**Every child is unique and we are proud of our inclusive and supportive learning environment , where we celebrate each others’ achievements. Children have the opportunity to reach their full potential as we guide them to become life long learners.**

**We all aspire to do the best we can within God’s family , living Christian values and sharing spiritual links with those in our home, parish and wider community.**

### **Mission Statement**

At St Mary's Catholic Federation, Carshalton, we share in the mission of the Catholic Church to proclaim the Gospel. We are a Christian community, which welcomes and brings together priests, governors, parents, staff and pupils in developing a special relationship with God. The Gospel values of love, justice, tolerance, kindness, forgiveness and respect are reflected in our policies and practices.

Our aim is to develop the full potential of each child, spiritually, intellectually, morally, emotionally, physically and socially. We offer equality of opportunity to all children regardless of gender, disability, and colour, ethnic origin. We celebrate the uniqueness of each child.

Everyone who is involved with the school shares their gifts for the benefit of every child. We are committed to supporting the Catholic ethos of the school helping our children towards an understanding of the Catholic way of worship. Through offering children this experience of life in a community founded on Gospel values, we aim to prepare them for life as Christians in the wider world.

### **Commitment, Purpose and Rationale**

In the light of our Mission Statement we are committed to the importance of personal, social, health education (PSHE), Relationship and Sex education

(RSE) and spiritual, moral, social and cultural development (SMSC) taught through the PSHE lessons every week). The use of an approved scheme of work complements our commitment to the teaching and learning of Modern British values; St Mary's is committed to fulfilling its statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development in order to prepare them for the opportunities, responsibilities and experiences of life with God at the centre. In doing so, we aim to produce informed, active and responsible Modern British citizens of the future.

By taking part in a wide range of activities and experiences, both within and beyond the curriculum, children learn to recognise their own worth, attempting to work well with others and becoming increasingly responsible for their own learning and development.

Children reflect upon their experiences to understand how they are growing both physically, mentally, socially and, above all, spiritually with Jesus Christ and the Holy Spirit.

Children can learn to respect our common humanity; diversity and differences so that they go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The school's role is to provide opportunities for a wide variety of experiences while providing a time and place to reflect upon these activities. In doing so children are given valuable scope in considering:

- **The search for excellence**, as an integral part of the spiritual quest;
- **The uniqueness of the individual**, made in God's image and loved by Him; and
- **Moral principles**, put into practice within a Christian community
- **Safety, rights and responsibilities**, within a multicultural, multifaith, inclusive, global community.

Elements of this policy can be found within those of other curriculum areas, but most notably, there are links within the Positive Behaviour Policy, the Policy for Religious Education, the Inclusion Policy, the Policy for teaching and learning, Confidentiality Statement, Healthy Eating Policy, Policy for Drugs Education and Sex and Relationships policy.

## Intent

- To develop self-confidence and self-esteem and make informed choices to contribute positively to society and accept responsibility for their behaviour.
- To develop an awareness of a healthy, safer lifestyle as well as the democratic processes that influence decision-making and the law made and applied in England.
- To understand what constitutes good and healthy relationships with others.
- To develop good relationships, respect, accept and tolerate differences between people regardless of culture, ethnicity, gender, sexual orientation, faith, belief and differing abilities.
- To become independent, responsible and respectful members of the school and wider community
- To prepare children to appreciate that living under the rule of law protects individual citizens (pupils) and is essential for their wellbeing and safety so that they can play a positive, active role as Modern British citizens now and in the future.
- Where appropriate children will record or investigate their work using a variety of mediums, including books, internet, specific visits from external agencies e.g., the Police Service, Fire Service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.
- To promote these aims through the core British Values that we explore through themed events and coverage within our PSHE curriculum.

## Implementation

- The PSHE curriculum is delivered as a spiral curriculum and builds on common themes each year of study. In this way, progression is ensured whilst targeting the messages contained within the above aims and delivering content that is age appropriate.
- PSHE education at St Mary's has the intent to address both the pupils' current experiences whilst preparing them for their future.
- The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.
- The impact of this has been an established evidence base for effective practice in PSHE education.
- In KS1 and KS2, there is a weekly timetabled lesson, in order to develop themes and share ideas. In the Foundation Stage, it is an integral part of the topic work covered throughout the year.

- The implementation of the scheme is organised as follows :  
The programme of study covers Nursery and Key Stages 1 to 2 and is based on three core themes which are revisited each year.

Theme of lessons	Coverage during academic year
Core theme 1. Health and Wellbeing	Autumn 2 / Spring 1
Core theme 2. Relationships	Autumn 1 / Spring 2
Core theme 3. Living in the Wider World	Summer 1/ Summer 2

PSHE Juniors Long term plan overview of topic						
Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme :	Living in the Wider World		Relationships		Health and Wellbeing	
Topic of lessons :	Belonging to a community  Media literacy and digital resilience	Money and work	Ten Ten See RSE policy	Ten Ten See RSE policy	Physical health and Mental wellbeing	Growing and Changing Keeping Safe

### Impact

There are opportunities for the promotion of PSHE within other curriculum areas and PSHE is not always taught as a discrete subject area. These include :

- Visiting agencies that assist with the PSHE programme - [School Nurse](#), [E Safety Officer](#), [Police](#) and [Fire officers](#) and [specialist organisations such as the NSPCC](#).
- Throughout the year, there is an annual rolling programme of working with the local, national and global community in order to raise pupil awareness and fundraise to support different causes.
- Assemblies in the course of the year are themed and also linked to PSHE and personal safety. Themed events and weeks are promoted throughout the school; organised by activities throughout the school

- day, during the PSHE lesson slot.
- Whole School Assemblies, class assemblies, class discussions and Circle Time.
- When issues arise that need to meet the needs of the children.
- Themed weeks and Days eg. Anti Bullying Week, Road Safety Week.
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### **Assessment and Reporting on Learning**

PSHE is reported to Parents at the end of school year report. At Parent's Evening in October and February; Class teacher will discuss the personal, social and learning behaviour of the child.

### **Resources:**

Each Year group from Nursery to Y6 has a PSHE planning tool kit folder, which contains the following contents:

- Long term plans
- Medium term plans for year group
- Guidance for planning baseline assessment
- Guidance for activities in lessons
- Floor book samples

These have been allocated by subject leaders and Year Group teachers prior to implementation. Every teacher has access to the PSHE Association planning toolkit, which is saved on each school's system and St Marys Federated curriculum site

**Staffing:** Class teachers deliver the PSHE curriculum directly through the PSHE association scheme of work, however all members of the School Community have a role to play in its implementation both in school, the playground, on visits and in the wider community.

**Visitors:** the subject leader liaises with these agencies directly for timetabling and content/approaches and seeks approval from the Head teacher. Visitors, who are directly responsible for pupil safety (both virtual and real time) like the police liaison officer, visit on an annual basis while others, like the school nurse, visit on an ad hoc basis.

**Progression:** the curriculum is designed to spiral upwards in terms of depth although recurring themes are visited repeatedly within a child's journey through the school. See PSHE Association Planning Toolkit and PSHE long term plan for all year groups.

**Staff Development:** the subject leader is developed by attending subject leader sessions. Other staff can develop skills in PSHE by attending

external courses or in-school INSET given by the subject leader. Feedback relating to PSHE issues in the wider world are also given to staff through staff briefings/meetings to inform current practice.

### Teaching and Learning

We use a range of teaching and learning styles with an emphasis on active learning by involving the children (participation and leadership) in discussions, investigations and problem solving activities. SRE, PSHE will be provided in a variety of ways to reflect the age of the children and ensure a whole school approach to the subject. Evidence of PSHE lessons is evidenced in a class Floorbook as well as examples of whole school events and workshops delivered by visitors.

- Within the other curriculum areas there will be links with PSHE through drama and role-play, literacy, working together in pairs or small groups, [improving health in P.E, E-safety and within other topics taught through Science, Geography and R.E.](#)
- Other devices used for the communication of PSHE are provided within school events and initiatives e.g. school productions and assemblies for parents.
- Weekly 'Star of the Week' assemblies in KS1 celebrate children's personal achievement and thoughtful, caring behaviour in KS1 and KS2 these are weekly sharing assemblies, as well as weekly celebrations of 'Star of the week in class'
- In the Foundation Stage PSHE is related to the objectives set out in the seven areas of learning matching the aim of developing a child's personal social and emotional development (PSED) and within Understanding the World.
- [Year 2 children are given extra responsibility as playground monitors to deal with any playground issues amongst the children.](#)
- In KS2 Year, 6 pupils act as buddies for Year 3 pupils after they have transferred from Year 2 (Key stage and site due to location of buildings).
- Much of the curriculum is delivered through a vast range of oral, practical and written opportunities, which are demonstrated in each class' floor book.
- Children are involved in decision making: each class has chosen a council member and this school council meet up regularly to discuss school issues with the Head teacher or Deputy Headteacher.

### **Inclusion**

[PSHE is taught to all children with the learning opportunities matched to the individual needs of children with any learning difficulties and all individual](#)

needs. Differentiated activities and questions provide inclusive opportunities, which appropriately challenge every individual.

### **Monitoring and Evaluation**

PSHE is monitored on a termly basis by the Subject leader and PSHE team. The aim is for children to become responsible, informed citizens of the school and wider community.

Teachers involved in the teaching and learning of PSHE need:

- Regular safeguarding training including E-Safety and RSE meeting DfE requirements.
- A Safeguarding focus at each staff meeting to discuss.
- Identified opportunities for the learning in planning via differentiation
- An understanding of clearly stated learning outcomes;
- A view of the full range of learning and social activities across the school and beyond;
- To follow and evaluate long term, medium and short term planning
- Access to a range of teaching strategies to cater for and develop children's interests
- Strategies for providing self-evaluation opportunities
- Strategies to provide effective feedback to childrenBe able to report to parents at the end of the school year

There is an organised programme of PSHE, which delivers the non- statutory national framework for PSHE education based on Emotional Literacy and Social skills, including enhancements that are relevant to children living in today's world. Such enhancements will help children to understand and be equipped to cope with issues like body image, bullying and internet safety. Lastly the curriculum will provide them with the relevant knowledge, attributes and skills they will need to become well rounded citizens