



# PSHE Policy

Mission Statement:

*'In St Margaret Mary's School  
we welcome everyone into our community  
in order to live, love and learn  
together in the light and example of the life of Christ.'*

*Co-ordinator: Mrs Anna Barker*

*'In St Margaret Mary School we value the wellbeing of all Stakeholders.'*

## St Margaret Mary PSHE Policy

### **Rationale**

At St Margaret Mary's School we believe that delivering high quality PSHE is vital in providing children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

At St Margaret Mary's School, children reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

### **Aims**

The overarching aim of PSHE education is to provide pupils with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Opportunities to promote fundamental British values.

### **Implementation of the Policy**

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 well delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

At St Margaret Mary's School, our programme of study for PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk management, team working and critical thinking in the context of learning grouped into three core themes:

- health and wellbeing,
- relationships
- living in the wider world (including economic wellbeing and aspects of careers education).

The national curriculum also 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 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. PSHE can help us to remove any barriers to learning which pupils sometimes experience, significantly improving their capacity to learn and achieve.

Our PSHE curriculum is delivered through regular discrete lessons. Each half-term there will be a different theme and lessons will be delivered using the 'Jigsaw PSHE' Approach.

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## **St Margaret Mary's School Approach to PSHE**

### **Key stage 1**

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys). Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old. Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

### **Key stage 2**

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money. Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety). Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

### **Assessment**

At St Margaret Mary's School, we assess the children's work in PSHE by making informal judgements as we observe the children during lessons.

Evidence of activities undertaken is located in the large evidence book and pupils' own SMSVC exercise books. Staff will store digital evidence including photos and videos on a secure iPad or on the school network.

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## **SMSVC**

At St Margaret Mary's School makes a significant contribution to pupils' spiritual, moral, social, vocational and cultural (SMSVC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

## **Differentiation**

At St Margaret Mary's School we aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

## **More Able Learners**

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential.

## **SEND/Inclusion**

Children who are identified as being on the SEND register will be given support as identified on their Individual Provision Map. Children are supported in the first instance through quality first teaching. Lessons will be differentiated in line with the individual needs of the children. All provision for pupils with SEND is in line with the school's SEND policy.

## **Equal Opportunities**

At St Margaret Mary's School the curriculum for PSHE will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the PSHE Curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

## **Monitoring and Evaluation**

At St Margaret Mary's School the PSHE Co-ordinator monitors assessments and the curriculum delivery.

Sample photographs and videos of completed work and displays may be kept digitally by the Co-ordinator as a portfolio, in order to monitor and support the raising of standards in PSHE within the school. The co-ordinator takes responsibility for addressing any needs or concerns that arise as a result of this monitoring.

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To monitor and evaluate PSHE the PSHE subject co-ordinator does the following:

- Purchases and organises the appropriate resources.
- Keeps up-to-date on the use of PSHE in the curriculum and regularly attend training for subject leaders held by the LA and feedback new information and ideas to staff.
- Regularly reviews and updates the PSHE Policy and contribute to the school's self-evaluation programme.
- Collate evidence across the school of PSHE activities

**To be reviewed July 2025**