

St Anne's R.C.
Nursery and Primary School
PSHE Policy 2022-23

“To help every person here to **achieve** his or her best in **work** and in **play**. To **celebrate** whatever is **good** and to **follow** in the footsteps of **Jesus** by supporting and forgiving each other, For the honour and glory of God.”



Intent:

What our PSHE curriculum looks like this:

St Anne's R.C Primary School is committed to providing a P.S.H.E education that supports the growth and development of all our children to enable them to thrive in a modern society.

Our school promotes a culture of positive reinforcements to support behaviour. Our P.S.H.E curriculum aligns with our school rules: 'Be Responsible, Be Respectful, Be Ready to Learn'. These rules are understood and embraced by our children; they are where our P.S.H.E journey begins.

The physical and emotional well-being of all our children is paramount. We commit ourselves, in partnership with parents, to provide our children with a P.S.H.E education that is compatible with the physical, cognitive, psychological, and spiritual maturity of each individual child; an education that is rooted in a Catholic vision of education together with the human person.

Implementation:

How PSHE is taught at St Anne's R.C Primary School:

As a school, we follow the 'My Happy Mind' scheme of work (see additional mapping document for detailed overview). The needs of our children are met with additional resources such as the Ten: Ten RSE scheme.

The knowledge and experience of our children is enhanced further through a plethora of additional opportunities, access to extra-curricular activities and the inclusion in an array of events throughout the year. This includes (but is not limited to) workshops, assemblies, after school clubs, guest speakers and school trips.

The PSHE Association state the following aims for PSHE education:



Our P.S.H.E lead works collaboratively with our Learning Mentor and other curriculum leads, such as those for Science, P.E, R.E and Computing, to ensure opportunities for cross curricular links are also optimised.

P.S.H.E is an important part of school assemblies and collective worship where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

Impact

In EYFS evidence is recorded on our Evidence Me recording platform a floor book is used to record children's responses to and progress in P.S.H.E sessions. These books are shared with the year 1 teacher as the children move into KS1. This supports transition and allows the next teacher to understand the children's starting points.

In KS1 and KS2 the children use their individual 'My Happy Mind' learning journals to record their responses in a reflective/personal way.

The PSHE, Mental Health and Well-being Lead monitors the provision of our curriculum by looking at samples of work, checking coverage on our 'My Happy Mind' portal, obtaining pupil voice, conducting questionnaires and considering assessments across the year groups.

Baseline surveys and end of unit surveys are undertaken at the end of each unit of work from Year 1-6. Teachers use their knowledge of the individual child and their progress to make judgments. Assessments are monitored by our P.S.H.E lead and supported with teacher discussions.

By the time children leave St Anne's R.C Primary School, we aim for them to have developed respect for the dignity of every human being, in their own person and in the person of others.

We aim to develop the following personal and social skills:

- Making sound judgements and good choices which have integrity, and are respectful
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- Managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- Managing conflict positively, recognising the value of difference;
- Cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- Developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;

- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.
- To understand the physical and psychological changes that accompany puberty including menstruation.
- To understand the process of reproduction.