

## St. Mary's Catholic Voluntary Academy

### All About Me Policy

'God shines within our hearts, Jesus walks by our side. The Holy Spirit gives us strength.'

#### Policy statement

In this policy, the governors and teachers, in partnership with pupils and their parents, set out our rationale and approach to Personal, Social and Health Education (PSHE) in our school. (Refer to RSE Policy)  
All About Me (or (PSHE) Personal, Social and Health Education) at St. Mary's closely links with the Catholic life of our school as many of the themes and ideas taught in our 6 units involve Spiritual, Moral, Social, Vocational and Cultural issues. The school uses the Diocesan approved Ten Ten plus scheme.

#### All About Me

PSHE enables children to become healthy, independent, and responsible members of society. The umbrella of our curriculum for PSHE encompasses Relationships Education, Health Education, Relationships and Sex Education, Mental Health and Online safety. We encourage our pupils to play a positive role in contributing to the life of St. Mary's school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed, about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. Therefore, pupils are developing their individual character through an understanding of resilience, diversity and well-being. This programme is also enriched with the following teaching in KS1- Picture News and KS2 Global Learning.

#### The aims of PSHE and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- have respect for others;
- understand what makes for good healthy relationships with others;
- understand appropriate behaviour within a relationship and what to do
- be aware of safety issues;
- know how to keep themselves safe online
- develop a positive mindset that builds resilience and allows children to deal with difficult situations
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop good relationships with other members of the school and the wider community.

When delivering PSHE at St Mary's, we intend to provide a curriculum which is accessible to all through high-quality, age-appropriate teaching and materials.

As a result, children will be taught how to stay healthy, how to stay safe on and off-line; how to manage risks safely; how to manage their emotions and to understand and develop safe and healthy relationships both now and in their future lives.

Pupils will be taught how to make informed decisions in their lives, enabling them to become confident, healthy, independent, and responsible members of a society.

PSHE is a vital part of our whole school approach to pupil's wider development, which is also supported by promoting positive relationships, increasing pupil's self-esteem, encouraging teamwork and effective group enquiry, enabling young people to make positive lifestyle choices, helping pupils to deal with emotions appropriately and encouraging right choices.

The children are taught Key Objectives taken from the Ten Ten Plus Programmes of Study, which is a Diocesan approved scheme.

These key objectives are taken from three overlapping and linked 'Core Themes' as follows:

#### **Health and wellbeing**

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental, and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. To identify different influences on health and wellbeing

#### **Relationships**

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships.

#### **Living in the Wider World**

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people's lives
8. A basic understanding of enterprise.

Following these objectives and delivering them via our own themed units, allows the school to provide our children with a broad, balanced and effective PSHE curriculum which includes all of the requirements included within the DfE statutory guidance document for school on Relationships and Sex Education and Health Education. Please refer to the link for further details of our RSE Policy and wider curriculum coverage.

<https://www.stmarysnewmills.srscmat.co.uk/information/school-policies/#1630502815410-f3d91ef0-448b>

At St Mary's our PSHE planning has been developed using the Ten Ten Plus Diocesan approved scheme which provides children with up-to-date learning, relevant to their own lives in the modern world, with a particular focus on the context of our school. (Please refer to the Relationships and Sex Education (RSE) policy, which not only meets the new statutory guidance but will provide a truly faith-based programme which will provide the foundation to enable the entire school community to build positive and healthy relationships now and in the future

However, PSHE is continually re-enforced on a day to day basis in our weekly 'Worship Assemblies', Science lessons, Religious Education lessons through the Diocesan Programme-Come and See, class discussions, RSE and many PSHE related activities e.g. circle time, road safety, multicultural lessons, British Values Assemblies, Bike-ability, Harvest festival and charity events.

### Teaching and Learning Approaches

The PSHE education programme is taught within a safe and supportive learning environment, where young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives. Creating a safe learning environment is a vital part of allowing children to access PSHE lessons where sensitive and complex issues can be explored and discussed.

### Teaching and learning

As there is a large overlap between the PSHE programme, RSE and Religious Education (RE), we deliver a considerable amount of PSHE through collective worship and RE lessons.

We use a range of teaching and learning styles to meet the PSHE requirements of the National Curriculum. This also includes other National Curriculum subjects, like Science and PE, and wider enrichment subjects such as Global Learning (CAFOD -British Council)

We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves.

We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts.

### The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum.

PSHE is about making connections and is strongly linked to learning through play. It is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

The children also experience PSHE through Collective Worship both as a whole school and with KS1.

### KS1 and KS2

Our PSHE programme exposes children to the key strands addressed above in each year group which helps to show progression throughout their time at St Mary's CVA.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community. These activities also encourage pupils to understand how their choices and behaviours can affect others.

The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities.

The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others.

All aspects of British values are integral to the children's learning and experiences.

Children in both KS1 and KS2 will participate in sessions with outside agencies including:

NSPCC, bikeability, community police Officer, Water safety by New Mills Leisure Centre, railway safety with Northern Rail, Trent Valley Water Projects, CAFOD and representatives from other faith communities.

### PSHE curriculum planning

Each class teacher is responsible for developing and using the medium term and long-term plans.

Activities are planned in PSHE so that they build upon the prior learning of the children and are relevant and sensitive to the needs of the children.

While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

These skills are then assessed by the class teacher and the subject lead, to ensure progression for all children.

### PSHE and Computing

Computing contributes to the teaching of PSHE as children learn to work together in a collaborative manner during their computing lessons.

They also develop a sense of global citizenship by using the internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Online role-play software provides a very safe arena to try out actions with harmful consequences.

### Teaching PSHE to children with special needs

We teach and deliver PSHE opportunities to all children, whatever their ability. PSHE forms part of our school curriculum policy to provide a broad and balanced education for all our children.

Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties or barriers to learning.

Work in PSHE considers the targets set for individual children in their Support Plans.

### Assessment and recording

Assessments are made through observations during lessons, discussions, activities and events. Teachers record the progress made by children against the learning objectives for a series of lessons. Attainment information is used by teachers to plan future work. This system also enables teachers to make an annual assessment of progress and attainment for each child, which is passed on to the next teacher at the end of each year.

The Trust assessment framework is used to monitor pupil progress.

Other evidence is kept through individual class PSHE folders. Evidence will also be collated through school and class displays, the website and Twitter feeds.

These demonstrate what the expected level of achievement is in PSHE in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the DfE.

### Links to Other Policies

Other school policies contribute to the personal, social, health and emotional development of pupils:

- <https://www.stmarysnewmills.srscmat.co.uk/wp-content/uploads/sites/30/2023/02/RSE-policy-2023.pdf>
- <https://www.stmarysnewmills.srscmat.co.uk/wp-content/uploads/sites/30/2024/01/Anti-bullying-policy-2024-25.pdf> Anti-bullying
- [https://www.stmarysnewmills.srscmat.co.uk/wp-content/uploads/sites/30/2023/09/Final-SRS\\_Safeguarding-Child-Protection-Policy-V2-2324-1.pdf](https://www.stmarysnewmills.srscmat.co.uk/wp-content/uploads/sites/30/2023/09/Final-SRS_Safeguarding-Child-Protection-Policy-V2-2324-1.pdf)

### Monitoring and review

The monitoring of the standards of children's work and of the quality of PSHE teaching is the responsibility of the PSHE subject leader (Mrs Mallabar) who is also a Mental Health First Aider (Level 2) and Mental Health Ambassador. The work of the subject leader also involves supporting colleagues in the teaching of PSHE and being informed about current developments in the subject.

The PSHE leader creates a subject action plan for the upcoming year (refer to PSHE and RSE Development plan). All activities and visiting external agencies or partners will adhere to our Safeguarding policy and procedures.

### Accountability

An annual action plan is produced for the Senior Leadership team. This is then summarised by the subject leader in their annual subject report which is shared with the Governing Body.