

St. Theresa's Catholic Primary School

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Catholic Primary School



PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY

“We learn together, we play together, we pray together, we grow together in the love of God”

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Catholic Primary School



Validation Grid

Title	Personal, Social and Health Education Policy
Author	Barbara Costa
Associate Author	N/A
Committee	RE
Target Audience	All staff
Stakeholders Consulted	All staff
Curriculum / Non Curricular	Curricular
Associated Policies / Documents	Religious Education, Behaviour, Anti-Bullying, SEND, Relationships and Sex Education, Equality, Drugs and Alcohol, Online Safety, Child Protection and Safeguarding
New Policy or Review of Existing Policy	New
Date of Submission	October 2021
Date for Review	October 2023
Review Term	2 years
Statutory	No

Headteacher

Barbara Costa

Barbara Costa

Chair of Governors

Fiona Kerin

Fiona Kerin

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1. Introduction

This Personal, Social and Health Education (PSHE) policy, in action, will provide a stimulating, high quality learning experience within a safe and happy environment for all our pupils in their own learning, developing skills and knowledge for today and tomorrow. It will create a rich and balanced learning culture which develops the individual academically, morally, spiritually and culturally. It will provide opportunities to enable children to develop skills; to investigate, make sense of and communicate with the world around them, in order to become responsible, active, safe and healthy members of the community.

2. Aims of the PSHE Curriculum

Pupils will learn to:

- Understand what constitutes a healthy lifestyle.
- Understand safety issues, both in real life and online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural / ethnic / religious / gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

3. Teaching methods and learning style

A range of teaching and learning styles will be used to teach PSHE. These include:

- Circle time activities and class discussions
- Reflection

- Role-play and drama, story-telling, games, etc.
- Visits and visitors when appropriate
- Time allocated in the classroom for lessons to be taught
- Use of ICT, DVDs
- Reports from the school councils
- Class teaching and group work
- Individual work when appropriate
- Whole school focus through our themes

We will use visiting speakers, such as health workers and the police, to broaden the curriculum and share their real life experiences. Any such speakers must be closely monitored by the class teacher who should use their professional judgment to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

4. Key stage 1 and 2 Programme of Study

The programme will cover:

- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- Managing change, including puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in various emergencies.
- Identifying different influences on health and wellbeing.
- How to develop and maintain a variety of healthy relationships within a range of social / cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse, as well as how to respond to these and ask for help.
- How to respect equality and diversity in relationships.
- Respect for the self and others, and the importance of responsible behaviours and actions.
- Rights and responsibilities as members of families, other groups and ultimately, as citizens.

- Different groups and communities, and how to respect equality and be a productive member of a diverse community.
- The importance of respecting and protecting the environment.
- Where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives.
- A basic understanding of enterprise.

All of the above will be covered through the use of the Barnet Health and Wellbeing framework (Appendix 1); this can also be found on the school website: <https://www.st-theresas.barnet.sch.uk/>

5. Mental Health and Wellbeing

Pupils will be taught that:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests
- Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

- It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

The school will recognise and celebrate World Mental Health day.

The school will also arrange additional support for pupils where appropriate (e.g. referral to Counsellor/Family Therapy etc.).

6. Early Years Foundation stage programme of study

The foundation stage will still follow the Social and Emotional Aspects of Learning programme

- Learning about themselves
- Friendships and how to resolve issues
- Respect for self and others
- Basic personal hygiene such as washing hands and brushing teeth. This will be covered through the Early Years Curriculum.

7. PSHE coordinator

The PSHE coordinator will:

- Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
- Agree the overall aims, objectives and priorities of the PSHE curriculum.
- Establish a shared view of best practice to which all pupils are entitled.
- Develop and review this policy.
- Agree the priorities for pupils' personal and social development.
- Identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for all staff.
- Monitor the PSHE programme including the use of outside agencies.
- Evaluate the PSHE programme via an annual pupils' questionnaire.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Attend relevant courses and network meetings.

8. The teaching of Relationships and Sex Education

Please see the Relationships and Sex Education Policy.

Appendix 1

Core Themes:	Core theme 1: Health and Wellbeing		Core Theme 2: Relationships:		Core Theme 3: Living in the wider world	
Strands:	Physical	Sex and Relationships	Social	Emotional	Economic Wellbeing	Being a Responsible Citizen
Y1	Keeping safe and healthy	Growing and caring for ourselves	Beginning to understand me and others	Knowing what to do	Learning about Money	Taking part and belonging
Y2	Keeping myself healthy	Differences	Others and me in my class	Developing confidence	Keeping Money safe	Rights and responsibilities
Y3	Safe and healthy at home, school and locally	Valuing differences and keeping safe	Supporting friends and other people	More about me	Let's go shopping	Diversity and society
Y4	Helping others to keep safe	Growing up	Who are these people?	Taking more control	Work and Money	The environment
Y5	Drug Education	Changes at puberty	Being strong	Moving on with confidence and clarity	Let's make Money	The media
Y6	Safe and healthy in the future	Relationships and reproduction	Me and my place in the world	Celebrate the past and welcome the future	Money in my Future	Democracy and government