



ST MARY'S CE FIRST ACADEMY MARSTON ROAD, WHEATON ASTON

PSHE / RSHE EDUCATION POLICY

We love and value each member of our St Mary's family as precious individuals. Our outward-looking curriculum enables everyone to embrace life in all its fullness while celebrating the everyday and the unique. Through our Christian Values of Belief, Respect and Friendship, we 'Shine As A Light In The World'.

The aims of PSHE at St Mary's are to:

- Provide a good quality education that will help children make the best of their future lives. The best does not just refer to academic qualifications but also good citizenship.
- Teach the necessary skills and foster a positive attitude to learning and knowledge that will develop understanding of the (national) curriculum.

Children are taught the skills of listening, co-operating, organising, working independently and being punctual. They are given a sense of achievement and enjoyment.

- Provide a safe, secure and stimulating environment that is a great place to learn.

Children are involved in making classroom rules. Rules are applied consistently. Displays reflect children's work. The outside environment is considered to be as important as the inside school environment.

- Promote responsible behaviour and self discipline.

The behaviour and discipline policy clearly defines rights and responsibilities. There is an established reward and sanctions system.

- Encourage parents to be involved in their child's learning.

The homework policy gives clear guidelines to parents. Parents are encouraged to help in class, have a dialogue through the homework diary and attend parent consultation and information evenings. The school has an 'open door' policy for parents.

- Celebrate success and commend excellence in all aspects of school life.

Stickers or stars are given for good behaviour, effort and excellence in work. Certificates are given at parent assemblies.

- Value all members of the school community.

All staff are involved in the reward system. Nursery and 'out of school' club are valued throughout the school. PTA and Governing body are active throughout the school.

- Have daily worship that teaches us how to lead a good and caring life.

The spiritual, moral, social and cultural development of children is developed through worship but also through all activities during the school day.

- Provide a programme of extra-curricular activities which enables children to build different skills and relationships.

Lunchtime football club, community sports activities programme, instrumental tuition and 'out of school club' OSHL are all available.

- Develop strong links between school, home and the community.

Actions to improve links with home are always part of the school development plan. There are continued links with the community through the church, other organisations, volunteers, and older people in the community and clubs that use the school for lettings.

At St Mary's, we believe that education in PSHE and RSHE enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of our schools and our wider communities. In so doing, we help to develop their sense of self-worth. Through PSHE, we teach them how society is organised and governed. We teach children about their rights and responsibilities as citizens of their school, their communities, the UK and the wider world. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

We aim for our children to achieve the following:

- They will have personal attributes such as kindness, integrity, generosity, and honesty.
- They will know the importance of respecting others and value diversity.
- They will take responsibility for their actions.
- They will have the knowledge and capability to take care of themselves and receive support if problems arise.
- They will develop resilience and character so that they can be happy, successful and productive members of society.
- They will believe that they can achieve goals (both academic and personal) even when the reward is distant and can recover from knocks and challenging periods in their lives.
- They will have concern for the environment and know ways of having a sustainable future.
- They will know about the characteristics of a healthy family life and that all families are different.
- They will know the characteristics of a good friendship and how to resolve conflict without the use of violence or cruelty.
- They will know how to recognise bullying and how to seek help.
- They will know how to stay safe online.
- They will recognise feelings of being unsafe and will have the vocabulary and confidence to report it.
- They will know a range of vocabulary to discuss a range of emotions.
- They will be able to judge if the way they are feeling is appropriate and proportionate.
- They will know a range of self-help techniques to promote mental wellbeing.
- They will know the mental and physical benefits of a healthy lifestyle.
- They will know the facts about legal and illegal harmful substances including smoking, alcohol use and drug-taking.
- They will know about the importance of personal hygiene including hand washing and oral hygiene.

RSHE education provides an understanding that positive caring environments are essential for the development of good self-image and that individuals are in charge of and responsible for their own bodies. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of relationship skills and positive attitudes, which allow pupils to manage their relationships in a responsible and healthy manner.

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Pupils' personal, social and emotional development can be encouraged by a supportive school ethos, where all are valued, encouraged, positive relationships are seen as important, and there is a safe and secure environment, which is conducive to learning.

Legal requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

(Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers).

PSHE education within school is led by J. Watts and is taught by all teachers within our school. Teachers responsible for teaching PSHE receive training through the PSHE Association website, where videos and tutorials can be found on demand. These cover how to handle disclosures, plan effective sessions, build knowledge and skills and also each subject area.

When using external speakers to deliver aspects of our PSHE programme, we ensure that the content of their presentation is age appropriate and content appropriate to match with the intended learning objectives. Visitors to the classroom can bring their expertise and experiences to enrich pupils' learning. However, we ensure that any input from visitors is part of a planned, developmental programme rather than a substitute for it. We as a school always remain responsible for the content and teaching approaches, and we carefully review materials provided by any visitor or external organisation for suitability. External contributors (such as the below) are used to cover a range of topics where first-hand experiences support the intended learning objectives.

- Road Safety Officer
- People who help us (police, fire, ambulance, nurse)
- Vicar
- Carers
- Charity Workers

PSHE is strongest when there is communication and collaboration between school and home. There is no right for parents to withdraw their children from any aspect of PSHE education. Parents do hold the right to withdraw their child from some or all Sex Education aspects of the curriculum.

Parents who are concerned about the curriculum are welcome to discuss it with their child's class teacher, PSHE Lead, Executive Principal and LAC. To ensure equality, this process is the same for children with SEND.

We offer support and encourage discussion of topics at home by sending an e-safety newsletter to parents monthly, which allows parents an insight to how better to support their child at home with being safe online. If a parent has questions about our PSHE provision, they can approach their child's class teacher to request additional information or send an email into school to arrange an appointment with the PSHE lead for further detail.

Nursery

<u>Half Term</u>	<u>Topic</u>
Autumn 1: What are feelings?	Relationships: • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.
Autumn 2: Who is special to me? Who am I?	Relationships: • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas.
Spring 1: How do I look after myself?	Health & Wellbeing: • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Select and use activities and resources, with help when needed.
Spring 2: How do I make healthy choices?	Health & Wellbeing: • Make healthy choices about food, drink, activity and toothbrushing.
Summer 1: How do other people feel?	Relationships: • Understand gradually how others might be feeling. • Talk with others to solve conflicts. • Find solutions to conflicts and rivalries. • Develop appropriate ways of being assertive.
Summer 2: How can I be a part of the community?	Living in the Wider World: • Develop their sense of responsibility and membership of a community.

Reception

<u>Half Term</u>	<u>Topic</u>
Autumn 1: Why do I have feelings?	Relationships: Ourselves & our emotions, how can we tell our emotions apart, zones of regulation.
Autumn 2: Why am I unique?	Relationships: • See themselves as a valuable individual • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
Spring 1: Do I need to be healthy?	Health & Wellbeing: Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • tooth-brushing • having a good sleep routine

	• Mental health • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Spring 2: How do I stay safe?	Health & Wellbeing: Know and talk about the different factors that support their overall health and wellbeing: • Screen Time • Online Safety • Road Safety • Water Safety • Sun safety
Summer 1: Do I impact other people?	Relationships: • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Show resilience and perseverance in the face of challenge. • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs.
Summer 2: How can I look after my community?	Living in the Wider World: • Explain the reasons for rules, know right from wrong and try to behave accordingly

Year 1

<u>Half Term</u>	<u>Topic</u>
Autumn 1: Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families
Autumn 2: What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies
Spring 1: What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health
Spring 2: What can we do with money?	Living in the wider world Money; making choices; needs and wants
Summer 1: Who helps to keep us safe?	Health and wellbeing Keeping safe; people who help us
Summer 2: How can we look after each other and the world?	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing

Year 2

<u>Half Term</u>	<u>Topic</u>
Autumn 1: What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments
Autumn 2: What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others
Spring 1: What jobs do people do?	Living in the wider world People and jobs; money; role of the internet
Spring 2: What helps us stay safe?	Health and wellbeing Keeping safe; recognising risk; rules
Summer 1: What can help us grow and stay healthy?	Health and wellbeing Being healthy: eating, drinking, playing and sleeping
Summer 2: How do we recognise our feelings?	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up

Year 3

<u>Half Term</u>	<u>Topic</u>
Autumn 1: How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments
Autumn 2: What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products
Spring 1: What are families like?	Relationships Families; family life; caring for each other
Spring 2: What makes a community?	Living in the wider world Community; belonging to groups; similarities and differences; respect for others

Summer 1: Why should we eat well and look after our teeth?	Health and wellbeing Being healthy: eating well, dental care
Summer 2: Why should we keep active and sleep well?	Health and wellbeing Being healthy: keeping active, taking rest

Year 4

<u>Half Term</u>	<u>Topic</u>
Autumn 1:	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing setbacks
Autumn 2:	Relationships Respect for self and others; courteous behaviour; safety; human rights
Spring 1:	Health and wellbeing Feelings and emotions; expression of feelings; behaviour
Spring 2:	Health and wellbeing Growing and changing; puberty
Summer 1:	Living in the wider world Caring for others; the environment. people and animals; shared responsibilities, making choices and decision
Summer 2:	Health and wellbeing Keeping safe; out and about; recognizing and managing risk

At St Marys First Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The PSHE Association offers us a comprehensive, carefully thought-through Scheme of Work based upon a question-based approach, which brings consistency and progression to our children's learning in this vital curriculum area. This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Our PSHE curriculum is based upon a question-based model, which is sequenced following the PSHE Association, which builds on prior learning as pupils progress through school.

There are three key themes which the children come back to each year, these are:

- **Relationships**
- **Living in the Wider World**
- **Health & Wellbeing**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2022 and the Academies Act 2020, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

Class teachers and known adults will deliver the SRE/PSHE curriculum to pupils meaning children feel confident to ask and discuss answers to questions and activities. All staff are appropriately trained and have good knowledge of KCSIE. The reporting procedure remains the same for safeguarding concerns across the academy. Where needed, NSPCC Pants resources will be used for either whole class or individual support. Children asking questions in connection with sex and relationship education will be answered sensitively, truthfully and age appropriately by members of staff. Where necessary, parents will be informed of any questions asked.

Timetabled lessons are the most effective way to deliver PSHE education, to ensure progression through a spiral curriculum. At St Mary's, we teach PSHE weekly within all classes for 30 mins to an hour depending on the content of the lesson.

We have planned enrichment and focus days which we use to extend our school's planned programme.

These dates are planned into our school calendar yearly:

- 10th October – Hello Yellow Day – Children’s Mental Health
- 10-14th November - Anti-Bullying Week
- 14th November - Children in Need
- 17-21st November - Road Safety Week
- 10th February – Safer Internet Day (Online Safety)
- 20th March – Comic Relief
- 22nd April - Earth Day

There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils’ motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.

Assessment allows our team, parents, governors and school inspectors to see PSHE education’s impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact. The DfE also states in the statutory guidance for Relationships, Sex and Health education that “schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas” — therefore assessment for and of learning should be central to any PSHE education provision.

Below are examples of how we carry out different types of assessment of PSHE at St Mary’s and how this can be used again as an end point activity.

- Questioning
- Discussion
- Brainstorming
- Role-play, hot-seating, freeze-frame and other drama techniques.
- Storyboards/cartoon strip/scenario script writing
- Responding to a scenario, picture or video clip
- Mind map or spider diagram.
- ‘Graffiti wall’/ ‘working wall’.
- Quiz
- Questionnaire
- Continuum/ ‘washing line’.
- Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)

Each year group has a set of ‘I Can’ statements matching to the intended learning objectives which are used to assess pupil’s knowledge and understanding of PSHE content that is taught. The smiley faces are used as stated below.

- ☹ Working towards: Pupils are starting their learning in this area and do not yet have secure understanding
- 😊 Working at: Pupils: have met the intended learning outcome in this area and can demonstrate their understanding
- 😄 Working beyond: Pupils have exceeded the intended learning outcome and can confidently demonstrate their learning or apply it to new contexts

Children’s knowledge and learning journey is recorded as pupil voice and activities within a class folder. These notes and activities are recorded in daily sessions.

PSHE & RSHE will be part of the annual monitoring cycle.

Like all subjects, St Mary’s is dedicated to proving the highest standards possible in RSE. Therefore, short tests, written assignments and/or self-evaluations to capture progress may be used. These will be recorded in class floor books.

Monitoring will be reported to LAC and other stake holders.

This policy was produced by J. Watts with guidance from the PSHE Association.

Signed

Chair of LAC

Policy reviewed annually in the Summer Term



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