

PSHE

Intent

At St Mary's, our curriculum is underpinned by the principles of Catholic Social Teaching (CST), ensuring that pupils develop a deep understanding of their role in promoting justice, dignity, and care for others in their community and the wider world. Across all subjects, meaningful links are made to CST values, helping pupils reflect on how their learning contributes to the promoting **Human Dignity, Stewardship, Participation** and **Subsidiarity**.

St Mary's is committed to promoting the spiritual, moral, cultural and physical development of our pupils. We believe PSHE (Personal, Social, and Health Education) to be an essential element in the preparation of our children for adult life.

The PSHE curriculum provides learning opportunities and experiences which will enable pupils to develop the knowledge, skills and understanding necessary for personal and social responsibility.

Through PSHE we seek to:

- Help pupils to live and learn in a Catholic Christian environment encouraging the respect of others in our school community and the wider world.
- Develop a personal identity, to give a focus in life and to motivate the children we teach.
- Encourage children to communicate confidently and express their feelings appropriately.
- Develop healthy, safer lifestyles.
- Prepare the child for the opportunities, responsibilities and experiences of their next stage of learning; and their adult life.

The programme of study includes three core themes:

- Health and Wellbeing – Engaging children in activities to promote their physical and mental well-being.
- Citizenship/Living in the Wider World – Encouraging children to take a responsible role in society, including the development of the children's awareness of their personal safety and the process by which they can seek help and information as well as learning the behaviour expected of them as responsible citizens.
- Human Relationships – Information by which the child is able to become aware of himself/herself as a person and understanding that the process of development is a natural part of growing up.

Teaching PSHE is not confined to a specific slot on the timetable. It is a combination of discrete curriculum time, specialised assemblies, through pastoral care and guidance, visiting speakers, cross-curricular coverage and delivery through whole school events (i.e. internet safety days, Wellbeing Day.)

PSHE Overview

EYFS:	Subject Rationale:	Skills:
	<p>PSHE in the EYFS is embedded within the areas of learning: Personal, Social and Emotional Development, Physical Development and Understanding the World. Children learn about their role in the world around them. They develop their confidence and self-esteem alongside forming relationships with others. They gain an awareness of their own needs and views and show sensitivity to the feelings of others.</p> <p>CST Links – Participation CST Links – Stewardship CST Links – Human Dignity</p> <p>This prepares pupils for their learning in Year 1, where children will learn about their role in the school community. As well as this they will begin to learn how to express their own views with more confidence.</p>	<p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> • Display high levels of involvement for increasing lengths of time. • Be confident enough to take appropriate risks • Develop a sense of self as a member of different communities • Express needs and feelings appropriately • Initiate interaction with other people • Develop awareness of their own needs, views and feelings • Be sensitive to the needs, views and feelings of others • Develop respect for their own cultures and beliefs and those of others <p>Perform simple tasks independently</p> <p>Preparing to play an active role as citizens</p> <ul style="list-style-type: none"> • Develop positive self esteem • Show developing empathy for others • Listen to an adult and to a friend <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> • Dress and undress independently • Manage their own personal hygiene • Begin to understand rules for keeping safe in the local environment <p>Relationships and Differences</p> <p>Value and contribute to own well being and self control</p> <ul style="list-style-type: none"> • Form good relationships with adults and peers • Work as part of a group or class • Take turns and share fairly • Show confidence and the ability to stand up for own rights

		<ul style="list-style-type: none"> • Begin to develop an awareness of the boundaries set and behavioural expectations • Understand what is right, what is wrong and why • Say sorry, please and thank you • Consider the consequences of their words and actions for themselves and others • Begin to develop an awareness of different physical needs
Year One and Two	Subject Rationale:	Skills:
Year 1	<p>In Year 1, pupils learn about playing an active role as citizens in the world around them. They learn about their role in the school community and begin to listen and respond during discussions. They learn how to express their own views with increasing confidence. They will learn to recognise and name some feelings and celebrate their strengths.</p> <p>CST Link – Human Dignity CST Link – Participation CST Link – Subsidiarity</p> <p>This prepares pupils for their learning in Year 2, where they will participate in a simple debate. Learning about their role in the</p>	<p>Developing confidence and responsibility and making the most of their abilities</p> <p>Begin to make simple choices that improve their health and well being</p> <ul style="list-style-type: none"> • Begin to maintain personal hygiene • Begin to understand that certain actions spread disease • Identify the main parts of the body • Say no when subject to pressure/ something feels wrong • Ask for help from adults • Make simple choices that improve their health and well being • Maintain personal hygiene • Understand that certain actions spread disease • Understand rules for keeping safe in the environment (roads, railways, people, fire, water) and recognise potential risks to self and others • Make sensible choices (food, games, television, money) <p>Preparing to play an active role as citizens</p> <ul style="list-style-type: none"> • Continue to develop empathy for others • Recognise what is right and wrong, show responsibility for themselves and others in different situations • Make, agree and follow rules for their classroom • Know how to apologise and make amends • Realise that people and other things have needs • Develop understanding of groups they belong to • Contribute to the life of the class and school • Ask questions of a range of adults • Listen and respond in group discussions

community is further built upon in Year 2, where pupils consider social issues in the wider community.

In Year 2, pupils continue to learn how to express their feelings and views with increasing confidence. They learn about importance of working together as a group. Pupils learn about taking responsibility for the choices they make relating to their health and wellbeing and local environment. They are taught about differences and similarities between people.

[CST Link – Human Dignity](#)
[CST Link – Participation](#)
[CST Link – Subsidiarity](#)

These prepare pupils for their learning in year 3, where they will begin to identify links between values and beliefs, decisions and actions, and how their actions have consequences. They will consolidate understanding of differences and similarities

- Express own views with increasing confidence
- Participate in a simple debate about school issues
- Identify different choices they can make
- Recognise the difference between right and wrong
- Able to make “I” statements instead of blaming others
- Beginning to understand that they have more responsibilities to meet the needs of living things
- Begin to understand what harms their local, natural and built environments, make suggestions to improve them
- Work together as a class or group on a project

Developing a healthy, safer lifestyle.

- Begin to make simple choices that improve their health and well being
- Begin to maintain personal hygiene
- Begin to understand that certain actions spread disease
- Identify the main parts of the body
- Say no when subject to pressure/ something feels wrong
- Ask for help from adults

- Make simple choices that improve their health and well being
- Maintain personal hygiene
- Understand that certain actions spread disease
- Understand rules for keeping safe in the environment (roads, railways, people, fire, water) and recognise potential risks to self and others
- Make sensible choices (food, games, television, money)

Relationships and Differences

- Listen to other people, and play and work cooperatively
- Develop a caring attitude towards family, friends and each other
- Greet and talk with adults
- Develop positive relationships through work and play
- Recognise worth in others and say why someone is special to them
- Make new friends and cope with losing friends
- Recognise how their behaviour affects other people

	<p>between people in the context of wider community.</p> <p>CST Link – Human Dignity CST Link – Participation CST Link – Subsidiarity</p>	<ul style="list-style-type: none"> • Identify and respect the differences and similarities between people • Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying • Consider social and moral dilemmas that they come across everyday • Voice differences of opinion sensitively and courteously • To be aware of different physical needs and how they can help people
<p>Year Three and Four</p>	<p>Subject Rationale:</p>	
	<p>In Year 3, pupils begin to learn about change, including transition between Key Stages.</p> <p>They learn about difference and diversity in the community and ways in which rules and laws keep people safe.</p> <p>They begin to develop their negotiating strategies and learn about resolving differences – agreeing and disagreeing.</p> <p>They learn about wider range of feelings.</p> <p>They learn how to maintain physical, mental and emotional health and wellbeing.</p> <p>CST Link – Human Dignity CST Link – Participation CST Link – Subsidiarity</p>	<p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> • Ask questions and be able to talk about their views, thoughts and feelings on issues that affect themselves and their class • Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements • Be able to face new challenges positively and know when to seek help • Be able to identify the range of jobs carried out by people they know • Be able to explain their views on issues that affect the school environment • Able to reflect on their mistake and make amends. • Begin to make responsible choices and consider consequences • Identify the range of skills needed in different jobs • Recognise the need to ask for support sometimes and whom to ask and how • Be able to express feelings in different ways and recognise the impact on others <p>Preparing to play an active role as citizens</p> <ul style="list-style-type: none"> • Value contributions of others in discussion • Begin to develop negotiating strategies • Participate in making and changing rules • Contribute to decision making in a small group • To continue to develop skills to take part in small discussions about community issues • Continue to value contributions of others • Continue to develop negotiating strategies & know when to compromise

In Year 4 pupils build upon their learning in Year 3. They are encouraged to respect equality as part of being a member of a diverse community. They will discuss and debate topical issues with increasing confidence. They will be prepared to manage risks in familiar situations and keep safe.

Year 4 pupils learn about human rights, and that children have their own set of human rights.

They learn about the importance of respecting and protecting the environment.

They learn how to express their views confidently. Pupils learn how to recognise risky or negative relationships and how to respond and ask for help.

[CST Link – Human Dignity](#)

[CST Link – Participation](#)

[CST Link – Subsidiarity](#)

[CST Link - Stewardship](#)

This prepares them for Year 5, where pupils continue progression of their PSHE knowledge and skills based on their learning in Year 4.

- Understand why rules are needed and that there are consequences when rules are broken
- Understand that there are responsibilities as well as rights
- Use different ways to communicate and express personal and group views about an issue

Developing a healthy, safer lifestyle.

- Begin to make informed choices (food, exercise, lifestyle)
- Follow simple, safe routines to reduce the spread of bacteria/ viruses
- Manage hygiene procedures
- Behave safely and responsibly in different situations
- Follow school rules about health and safety, basic emergency aid procedures and where to get help
- Extend strategies to cope with risky situations and personal safety

Relationships and Differences

- Understand that their actions affect themselves and others
- Able to empathise with another viewpoint
- Consolidate understanding of differences and similarities between people
- Recognise their own and other people's feelings
- Initiate friendships
- Empathise with the lives of people living in other places and times, and people with different values and customs
- Realise the nature and consequences of negative behaviour
- Able to identify strategies to respond to negative behaviour constructively and ask for help
- Develop skills needed for relationships e.g. listening, supporting and showing care
- To understand the different strategies available in school and the wider community to support people with physical disabilities

	<p>They deepen their understanding about being a part of wider community.</p> <p>They take a leading role in discussions and debates, where they listen and respond respectfully and will feel confident to raise their own concerns.</p>	
Year Five & Six	Subject Rationale:	Skills:

In Year 5, pupils learn to research and confidently explain their views on issues that affect wider environment. They begin to learn about the meaning of democracy and having a voice. They will learn a basic understanding of enterprise. They will explore and discuss different types of relationships.

CST Link – Human Dignity
 CST Link – Participation
 CST Link – Subsidiarity
 CST Link - Stewardship

In Year 6 pupils prior learning is revisited, reinforced and extended. Pupils will take even more responsible role in the wider community and will broaden their understanding of democracy. Their increasing independence brings increased responsibility to keep themselves and others safe.

In Year 6, pupils learn about living as a responsible global citizen.

Developing confidence and responsibility and making the most of their abilities

- Talk, write and explain their views on issues that affect wider environment
- Reflect on and evaluate their own experiences and set personal goals
- Talk, write about and identify the skills they need to develop to make their contribution in the future
- Identify needs of the wider community and their roles and responsibilities as members
- Recognise and respond to a variety of emotions in themselves and others such as jealousy, anger and excitement
- Transfer a skill learned in one situation to another context
- Talk, write and explain their views on issues that affect the global environment
- Continue to reflect and evaluate their own experiences and set personal goals
- Take action bases on responsible choices
- Recognise as they approach puberty how people’s emotions change
- Develop strategies to deal with their feelings in a positive way
- Continue to develop the skills they need to make their contribution in the future
- Identify needs of the wider community and develop their roles and responsibilities as members
- Look after their money and realise the importance of saving
- Prepare for and manage the change to secondary school

Preparing to play an active role as citizens

- Be able to lead discussions and debates about wider issues (aware of different rights, roles and responsibilities)
- Understand why and how laws are made and enforced
- Understand there are consequences when rules/ laws are broken
- Resolve differences by looking at alternatives, making decisions and explaining choices
- Participate in school’s decision making process
- Identify the bias in media reporting
- Develop skills to inform choices which have an effect on the sustainability of the environment
- Make informed decisions about how to allocate fund raising money
- Adapt different roles, right and responsibilities during discussions and debates about wider issues
- Realise the consequence of anti-social and aggressive behaviour

	<p>Pupils learn how assertively challenge prejudice and discrimination.</p> <p>They learn about managing change, including puberty, transition and loss.</p> <p>They explore a range of strategies to overcome difficulties or face challenges.</p> <p>CST Link – Human Dignity CST Link – Subsidiarity CST Link - Stewardship</p> <p>This prepares them for KS3, where pupils will begin to learn about PSHE and citizenship further. Children will review what they have learnt in their primary education but they will also deepen their knowledge further.</p>	<ul style="list-style-type: none"> • Understand what democracy is and about the basic institutions that support it locally and nationally • Recognise the role of voluntary, community and pressure groups • Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the UK. <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> • Discuss, ask questions and understand how the body changes during puberty • Know that drugs can be legal/ illegal and that they have effects and risks • Begin to make choices and decisions about issues affecting their health and well being • Decide how to behave responsibly • Develop sensible rules for road use • Use basic techniques to resist peer pressure to behave in an unacceptable or risky way • Follow simple, safe routines to reduce the spread of bacteria and viruses that affect health • Recognise the different risks in different situations • Judge what kind of physical contact is acceptable or unacceptable <p>Relationships and Differences</p> <ul style="list-style-type: none"> • Be aware of different types of relationships • Recognise and challenge stereotypes • Respond assertively to teasing and bullying • Demonstrate tolerance and respect for others • Continue to greet and talk with a wider range of adults • Continue to develop relationships through work and play • Consider social and moral dilemmas that they come across in life • Identify how to find information and advice through helplines • Identify ways to integrate people with disabilities into our school community and support them where appropriate
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