

All Saints Catholic Primary School, Anfield



PSHE Policy

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Statement of intent

All Saints Catholic Primary School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

“In the light of God, we shine bright on our own but we shine brighter together.”

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2022) 'Keeping children safe in education 2023' (KCSIE)

This policy operates in conjunction with the following school policies:

- Primary Relationships and Health Education Policy
- Child Protection Policy
- Complaints Procedures Policy

Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Reviewing the PSHE Policy biannually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Facilitating the day-to-day implementation and management of the PSHE Policy.

The PSHE coordinator is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE education.

Aims and structure of the PSHE curriculum

All Saints Catholic Primary School follows Jigsaw PSHE Programme and Journey in Love Catholic RSE Programme.

Pupils will learn about the following themes the Jigsaw curriculum:

Being Me Jigsaw

In My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Through Journey in Love Curriculum

Changing Me

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

To aid PSHE tailoring, the teacher will use discussions and other activities to ascertain pupils' current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class.

All Saints Catholic Primary School will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Relationships and Health Education Policy – Journey in Love.

Safeguarding

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate reporting procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum

Programme of study

The PSHE programme of study will cover the following topics:

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Standing with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use

A Journey in Love

Relationships and Sex Education Programme

Introduction

'A Journey in Love' is a teacher resource. It 'has as its foundational premise the belief that we are made in the image and likeness of God and as a consequence, gender and sexuality are God's gift, reflect God's beauty and share in the divine creativity.'

To be taught as a whole class by the teacher in each year group as a developmental process.

Overview for each year group

Each year group focuses on physical, social, emotional, intellectual and spiritual.

Year Group	Focus	Learning Objective	Physical	Social	Emotional	Intellectual	Spiritual
Nursery	Wonder at God's love	Children begin to know and understand that they are part of the wonder of God's love and creation.	<ul style="list-style-type: none">• Children focus on their hands.• Children focus on each other's eyes and note colour and shape.• Children focus on their faces and whole body shapes, size, shape, features.	<ul style="list-style-type: none">• Children look at the pictures from previous session. Do they all look the same? Reinforce that all pictures disclose difference but each one is special.• How many boys and girls in the class?• Divide children into groups for a play activity.	<ul style="list-style-type: none">• Children begin to observe and become sensitive to facial expressions.• Focus on individual expression.• Help children to discover the beauty of their smile.	<ul style="list-style-type: none">• Children focus on the cause of happy and sad feelings.• Identify the signs of feeling happy/ sad.• Observe expressions in photographs/ newspapers, etc.	<ul style="list-style-type: none">• Children focus on the wonder of God's world.• Children see their special place as part of the wonder of God's creation.• Read scripture- Psalm 139:13

Reception	God loves each of us in our uniqueness	Children know and understand that God has made them unique and that although we are all different we are all special to him.	<ul style="list-style-type: none"> Does it matter if we are different? Look at me-how am I different from you? Look at you-how are you different from me? 	<ul style="list-style-type: none"> With whom do I play with at school/ home? Why does [x] play with me? Name favourite games. 	<ul style="list-style-type: none"> How do you feel about your friend? Do you both have other friends at school/ home? Why do you play with them? 	<ul style="list-style-type: none"> Is it important to have friends? Describe a good friend. 	<ul style="list-style-type: none"> Is Jesus our friend? Read the story Jesus welcome the little children
Yr 1	We meet God's love in our family	Children know and understand that they are growing and developing as members of their own family and God's family.	<ul style="list-style-type: none"> Who is in my family? How many children have babies in their family? Remind children that babies come in different sizes. Talk about how fast babies change and grow. 	<ul style="list-style-type: none"> Invite children to share their home research (first words, steps). Parents share the wonder and excitement of these moments of growth and development for them. 	<ul style="list-style-type: none"> What are the happiest moments in your family? What are the saddest moments in your family? How is love shown in your family? 	<ul style="list-style-type: none"> Why do we need to grow up in families? What happens if you grow up without a family? Would it be a happy experience? What would you miss? How would it be different? 	<ul style="list-style-type: none"> We are members of God's family. How were we born into God's family?? What special title do we give to God as members of God's family?
Yr2	We meet God's love in the community	Children know and understand that they are growing and developing in a God-given community.	<ul style="list-style-type: none"> Do you belong to a community? What other community do you belong to? How do you belong to 	<ul style="list-style-type: none"> Is belonging to a community important? What do we receive from the community we belong to? What do we 	<ul style="list-style-type: none"> How does a community help us to develop our feelings and emotions? Are we always happy in our 	<ul style="list-style-type: none"> Could people feel alone even though they belong to a community? What would they miss out on? 	<ul style="list-style-type: none"> If God is called 'Our Father' what does that make us? As children of God how should we treat each other?

			these communities?	give to the community we belong to?	community?	<ul style="list-style-type: none"> What are the advantages of being on your own? 	
Yr 3	How we live in love	Children know and understand the virtues essential to friendship and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness	<ul style="list-style-type: none"> Who takes care of me? How do I look after myself? How am I changing? 	<ul style="list-style-type: none"> How do I keep myself safe? How do I help others to make and keep friends? How do I take care of others? 	<ul style="list-style-type: none"> How do I feel when a friend is not there for you? How do your friends feel when you are not there for them? How can you be a more supportive friend? 	<ul style="list-style-type: none"> Can you recognise the difference between being alone and being lonely? To recognise the need for personal privacy. 	<ul style="list-style-type: none"> Read the story of Zacchaeus who was an outcast. Jesus accepted him as a friend, welcomed and forgave him. How can I forgive and include others as Jesus did? Write on a card what you like about your friends and share.
Yr 4	God loves us in our differences	Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change	<ul style="list-style-type: none"> Continue to recognise that all pupils grow and develop at a different rate. Name the different male and female body parts and introduce their various 	<ul style="list-style-type: none"> How do I learn to accept and celebrate who I am? How do I accept difference in others? How do I deal with difference and manage the conflicts 	<ul style="list-style-type: none"> How do I appreciate my own gifts, talents, achievements and all that makes me unique? How do I appreciate others and the gifts they have 	<ul style="list-style-type: none"> Can I identify and name my feelings? Do I know and understand what these feelings are? How do I deal with what I feel, and can I analyse my feelings and 	<ul style="list-style-type: none"> St. Paul's teaching on love (1 Cor 13:4-7)

			<ul style="list-style-type: none"> functions. Identify the development of the baby in the womb. 	that arise?	<ul style="list-style-type: none"> been given? How do I deal with the natural, negative emotions that present themselves? 	actions?	
Yr 5	God loves me in my changing and development	Children know and become aware of the physical and emotional changes that accompany puberty and grow further in their understanding of God's presence in their daily lives.	Physical and Intellectual <ul style="list-style-type: none"> Identify and celebrate the ways I have changed since birth. Discuss the external and internal changes which happen to boys and girls in puberty. 		Social and Emotional <ul style="list-style-type: none"> Recognise behaviour changes as we grow up. Expectations are different and are often dependent on our experiences and treatment of others, and our view of the world in which we live. Reflect on ways to become more sensitive to the emotional development of oneself and others. 		<ul style="list-style-type: none"> Ask children to share their understanding of change through poetry, prayer, etc. Share with each other and celebrate the wonder of change.
Yr 6	The wonder of God's love in creating new life	Children develop, in an appropriate way for their age an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God	<ul style="list-style-type: none"> Explain how human life is conceived. Understand how a child grows within the mother's womb. 	<ul style="list-style-type: none"> Recognise and compile a list of the signs of love expressed in those around us. Reflect on the different degrees of friendship that exist 	<ul style="list-style-type: none"> Relationships develop and eventually you may be able to use the word love. 		<ul style="list-style-type: none"> Understand that God causes new life to begin through the love that parents have for each other. Celebrate God's creative love in creating us as his children and recognise that we grow as

							<p>human beings to the extent we give and receive love. The on-going understanding of marriage is living out love.</p> <ul style="list-style-type: none"> As Christians we can appreciate the sheer wonder of the sexual act. God create the incredible natural process by which husband and wife bring new life into the world. The Church celebrates all this in the Sacrament of Marriage.
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6. Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress.

7. Monitoring and review

This policy will be reviewed by the headteacher and PSHE coordinator on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is November 2024.