

Personal, Social, Health and Economic Development

Policy (PSHE)

At St. Mary's, we aim to fulfil our mission to cherish and value each child, and enable them to grow in confidence through all aspects of their school life and especially through Personal and Social Development. We encourage children to learn and achieve whilst supporting them in their spiritual, moral, social and cultural development.

Personal and social development is implicit throughout every experience in the school, but is also integrated as part of the curriculum entitlement for every child. We aim to give children the knowledge, skills and understanding to lead confident, healthy and independent lives and to take up their role as active citizens. Children are given opportunities throughout the curriculum and in specific activities designed to encourage Personal and Social Development (PSHE). They are also given opportunities through a range of enrichment activities.

Aims of PSHE

- to continue to develop faith in God, and to see themselves, and others, as God's creation.
- to promote development of the whole child through curriculum knowledge and skills, and through passing on lifelong values and attitudes guiding them to act according to Gospel Values.
- to promote a positive self image and the confidence to develop satisfying relationships based on the values Jesus taught.
- to help with recognising successes; to accept failures and to learn from them.
- to help children to be more responsible citizens encouraging them to be more aware of their responsibilities to society, recognising that they have a voice and can make valuable contributions, and to prepare them to work democratically for the common good.
- to provide the experience of decision making, and of dealing with the new situations, challenges and dilemmas that life brings.
- to give children the vocabulary to allow them to articulate and take an active role in society, and to enable them to question through appropriate channels.
- to encourage awareness of justice and an empathy with others, especially when there are inequalities amongst peer relationships, the community and in the global family.
- to encourage a healthy lifestyle, to be aware of ways to care for their bodies and to recognise hazards

Guidelines

PSHE is taught through a range of activities; through curriculum subjects, at designated times and through a variety of enrichment activities. All aspects of school life contribute towards personal and social development of each individual child, and many children benefit from choosing to join in with the growing number of additional activities on offer through after school clubs. Encouragement of the knowledge, skills and values of Personal and Social Development must therefore be the responsibility of every member of the school community.

Subject opportunities include: -

Examples

R.E. - family, loving, world, community, inter-relating, belonging.

Science - green plants as organisms, living things, animals, life cycles, life processes, classification, humans as organisms.

P.E. - safety, games, gymnastics, use of apparatus

D.T. - safety, hygiene

Geography - neighbourhood, local environment, energy resources, non-European society, sustainable development goals

Art - awareness of different times and cultures through their work on famous artists, designers and craftspeople.

English - study of different authors, issues, genres

Mathematics - equality, accountability

French - respect for other cultures

History - citizenship

Music - diversity, wellbeing

ICT – internet safety, rights and responsibilities, access to information

Designated time includes: -

Circle time

Assembly

Prayer and Liturgy

Celebrations

Meetings in classes held by school councillors

Enrichment Activities include: -

Discussions on school procedures (playtime, cloakroom practice, lunchtime preparations etc.)

Role Play

Visits

Residential visits

Home / School Agreement

Individual Target Setting

Cycling Proficiency Awareness

Secondary Liaison

Visitors

Courtesy awards

School Council

Managers

House Captains

Record of Achievement.

Buddying

Charities
Rewards
Sacramental Preparation

Other opportunities, as they arise, are grasped to contribute to PSHE including theatre visits and prominent artists. Children are encouraged to take up offers of opportunities to provide a service to others in the school community through a variety of ways, including 'School Leaders.'

Whenever an opportunity is used for the purpose of personal and social development it is planned for in terms of specific learning outcomes outlining the skills, knowledge and values to be visited. Children are given the opportunity to discuss, and reflect on, the learning outcomes enabling every child within the cohort a chance to appreciate their newly acquired abilities.

SMSC opportunities: -

SMSC (social, moral, spiritual and cultural) coverage underpins the PSHE aims.

Conclusion

We acknowledge that parents are the first educators of their children and that we are building on the foundations laid at home. The links between home and school are therefore vital in securing the personal and social wellbeing of every child.

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Examples of SMSC Opportunities in subjects

Maths	
Symmetry	I can consider the pattern, order, symmetry and scale of the man-made world and in the natural world.
Division	I understand that someone might be upset if they received less than other people.
Subtraction/difference	I can think about the difference in amounts of money spent on non-essentials compared with food aid/water aid.
Problem solving	We can work together to solve the world's problems.
Maths/History	What did the Egyptians, Greeks and Indians discover that we still use in maths today?
English	
Poetry	I can appreciate the beauty of language.
History/English	I can consider different perspectives when looking at the motives of (Churchill, Hitler, William the Conqueror, etc.)

History/English	Culture – everyone has a story to tell/ I can explore different cultures
Science	
Investigations	Some answers cannot be provided by Science
Flora and Fauna/biology	I can appreciate the wonder of the natural world
Environment	We can make the world a better place
Discoveries/famous scientist	I understand that not all developments have been good because they have caused harm to the environment and to people.
Scientific advances	It is important to keep other people safe
Scientific advances	Scientific advances can make the world a better place if used for the good of mankind
culture	There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.
French	
Spiritual	We can explore the beauty of languages around the world
Spiritual	The way language is constructed is different around the world, e.g. Traditionally Chinese text was written in vertical columns which were read from top to bottom, right-to-left; the first column being on the right side of the page, and the last column on the left.
Moral	We appreciate the need to have an accurate and truthful understanding of another culture.
Moral	In the past, the British Government did not always treat other cultures with respect, e.g. Britain expresses regret over killing of Maori in Tahiti 250 years ago.
Social	The skill of learning to communicate in different ways means we can interact with more people
Social	We celebrate the different social conventions, e.g. forms of address
Cultural	We can appreciate the languages and customs of others
Cultural	We can explore the literature and culture of other countries.
History	
Spiritual	We can consider how things might have turned out differently if the course of events had been different. What difference would it have made if the Normans had not been successful in 1066.
Spiritual	One person can be a force for good or evil, e.g. Gandhi, Hitler
Spiritual	We mark important events from history and the people who shaped them.
Moral	We can explore the results of right and wrong behaviour in

	the past
Moral	We can consider some of the characteristics of people who have had a bad influence and caused suffering to others.
Moral	We understand the need to stop injustice, e.g. Greta Thunberg.
Moral	We can discuss what would have turned this tragedy into a triumph.
British Values	
Moral Cultural	<p>Children can make choices and take responsibility.</p> <p>Children should have a voice and are entitled to question and challenge things if they are unsure.</p> <p>Everyone should have high expectations of their own and others' behaviour.</p> <p>We understand the importance of rules and laws and know that everyone is responsible for them.</p> <p>We understand that rules are there to protect us</p> <p>We are entitled to have a voice, know it will be heard and we, in turn, can listen to others.</p> <p>People should have opportunities to express their views and there should be support in place for those who find this difficult.</p> <p>We know how the local council and parliament operate.</p> <p>We should peacefully challenge perceived injustices.</p> <p>We understand that people's faiths and beliefs are different and respect that</p> <p>We understand that not everyone's life is the same</p> <p>We show respect for other people's ideas, views and opinions even if they differ from their own</p> <p>We respect ourselves, others, school and the environment.</p> <p>We demonstrate respect and tolerance through speech, behaviour and body language.</p>