



St Mary's RC Primary School
Personal Development Policy (PSHE/SRE) Policy 2022-23

Context and Rationale

This policy covers the personal, social, health, mental wellbeing and relationship education that our pupils receive during their educational journey as St Mary's RC Primary School.

It was produced by Catherine Wilkinson (Personal Development Coordinator) through consultation with the head-teacher, staff and pupils. The consultation took the form of teacher discussions, pupil interviews regarding the previous scheme and analysis of internal and local data to identify the areas of greatest needs of our pupils and their families. The policy will be reviewed annually and revised based upon the needs and voice of our pupils and their families.

Policy Availability

Parents and carers and external agencies will be able to access this policy on the school website and will be available in printed form if requested.

Intent, Implementation and Impact

At St Mary's RC Primary school, our personal development policy underpins our school's mission statement:

'Our School, Our Family, Modelled on Christ'

Moreover, it further fulfils our 'REACH' ethos for our wider school curriculum – for all our pupils to be Resilient, Enterprising, Aspiring, Citizens of the world and Healthy for life.

- **Intent** – Our goal is to ensure that all of our pupils are supported in their personal development by developing and implementing a high-quality PSHE/RSE curriculum that is reflective of the needs of our pupils and their communities

- **Implementation** – We will endeavour to utilise the pupil and parent voice to make the content of the personal development curriculum relevant and engaging. Teachers will actively promote discussion and encourage the whole-hearted participation of pupils, without an over-concentration on outcomes and with a far greater emphasis on knowledge, skills and the personal development of the whole pupil.

- **Impact** – We believe that, through our whole-school vision, our pupils will have been immersed in life-equipping, resilience building experiences, have been given detailed, age-appropriate knowledge and have developed useful skills across the personal development curriculum, so they have the best possible opportunity to become socially mindful, health-aware, economically-conscious and resilient future citizens.

Creating a safe and supportive learning environment

As personal development education at St Mary's will be drawing upon pupils' real life experiences, it is crucial that we create a safe learning environment for them to learn within. To do this, teachers are aware of the need to discuss clear 'ground rules' with all pupils and that they exemplify the importance of confidentiality.

Entitlement and Equal Opportunities

At St Mary's we advocate and actively promote equality, diversity and inclusion. Each day, our classroom practices take into account each pupil's individual ability, age, readiness and cultural backgrounds, and our planning and delivery is adjusted to enable all pupils to access learning to its fullest. We will use our personal development curriculum, alongside the RE curriculum, to celebrate diversity, uniqueness and understand other faiths and cultures, as well as to address issues and to ensure equality for all within our school. Our personal development curriculum is accessible for every pupil and although parents have a right to withdraw their children from certain parts of the RSE areas, they are not able to for the areas that sit within the National Curriculum science programmes of study (See SRE policy for further detail)

SEND

Here at St Mary's, we recognise the right for all pupils to have access to personal development education in a way which meets their individual needs. As far as possible, teachers at St Mary's will endeavour to ensure that pupils with special educational needs or disabilities should follow the same personal development educational programme of study as all other students. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants will work with individual pupils where required, and if appropriate. Unless absolutely necessary, we will try to avoid the withdrawal of pupils with special educational needs from their personal development education to catch up on other National Curriculum subjects

Teaching and Learning

Principles and Methodology

- Here at St Mary's, we understand that pupils will bring divergent levels of knowledge and understanding to any issue explored during personal education lessons and we therefore recognise the value of determining pupils' prior knowledge. To do this, each pupil will complete a simple pre-unit assessment task for each half termly block. This will help teachers identify the key areas of strengths and needs within the class, and help them to plan in a more targeted way and utilise their teaching time more wisely.

- To ensure all pupils understand and retain knowledge and skills taught in the sessions our programme of study will be delivered through a range of teaching methods, including visual, kinaesthetic, dramatic, practical and written methods.
- As research shows that any attempts to shock young people into making a healthy choice rarely work (and can inadvertently cause detrimental impact by generating excitement, curiosity or even status among pupils who accept the risk), we understand the need to identify potential consequences of the lifestyle choices, but we know that balance is important. We will therefore ensure that pupils are reassured that the majority of young people actually make positive, healthy lifestyle choices.
- Throughout each unit, teachers will ensure that pupils are facilitated in making connections between the learning they receive during their personal development education and their current and future life experiences. To help with this, all pupils will be introduced to, and gradually develop the skill of critical reflection, as a way of understanding the choices they, and others make.

Planning and timetabling

Alongside the social and moral teachings of the Catholic church (delivered in weekly RE sessions) Pupils at St Mary's receive 30 minutes of discreet PSHE/SRE teaching each week in their mixed age classes.

Our scheme

Careful consideration was given, and research was undertaken to select the most appropriate scheme of work for our personal development curriculum. The scheme selected was 'SCARF', created by Coram Education. We deliver our weekly sessions based on half-termly units of work, which are broken down into six key themes:

Autumn 1 – Keeping Myself Safe

Autumn 2 - Me and My Relationships

Spring 1 – Valuing Difference

Spring 2 - Rights and Responsibilities

Summer 1 – Growing and Changing

Summer 2 – Being my Best

- Each theme is the same in each class at any given time, but the complexity of coverage in each topic/theme will deepen the further up the school the child is.
- Where there are more lessons in the unit than number of weeks in the half-term, teachers will either amalgamate more than one lesson or decide, based on the pre-unit assessment, the key lessons to focus in on that half-term.
- An overview of the key ideas and content for each theme can be found in our long term plans (see appendix 1)

As with most small schools, mixed aged classes can make coverage and curriculum mapping more challenging. At St Mary's we have carefully mapped a child's journey across our school and have created a two year rolling programme to best ensure a progressive curriculum is accessed

throughout their time with us. Each class will follow the half-termly blocks from the year grouped planning resources as follows:

Year A (2023-2024)

Class 1	Reception / Yr 1
Class 2	Y2
Class 3	Y4
Class 4	Y4
Class 5	Y6

Year B (2022-2023)

Class 1	Reception / Yr 1
Class 2	Y2
Class 3	Y3
Class 4	Y5
Class 5	Y6

The only exceptions to the above will be seen mainly in the Autumn 2 unit of 'Growing and Changing'. This is due to it being the main unit focussing in on SRE areas. Teachers will decide, through discussion, which lessons need to be taught discreetly in individual year groups, and/or in single-sex groups, and these sessions will be timetabled separately as deemed appropriate.

Additional enrichment of the curriculum

Our provision is further enriched by:

- The development of the skills taught in personal development and citizenship through whole school assemblies such as worship sessions, hymn practices and have a weekly 'REACH' recognition assembly, where we praise and value children's attitudes as well as academic achievements.
- In EYFS (Early Years Foundation Stage) Personal Social and Emotional Development (PSED) is one of the prime areas of learning in the revised Early Years curriculum alongside Communication and Language and Physical Development. These three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn how to form relationships and thrive. The learning intentions within PSED will help children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and have confidence in their own abilities.
- The use of carefully selected external visitors to develop and support the curriculum such as Coram Education's Life Caravan sessions and visits from groups such as Young Enterprise.

- Social enterprise and fund raising events are arranged throughout the academic year and such as coffee mornings and Lenten stalls (where the children work together to come up with an enterprising idea to raise money for CAFOD).
- Additional session linked to education children about safety in the local area including safety around water, road safety and railway safety
- Additional 1st aid training for all classes provided by a reputable external provider that goes above and beyond NC requirements
- Annual fire safety visits from the fire brigade for class 2 and class 5
- Butterfly moments – visits or visitors that many of our children may not have otherwise experienced developing cultural capital and aspirations.
- An emphasis on Protected Characteristics / British Values within PSHE but also across the curriculum (e.g tolerance and respect in 'The Windrush Generation' topic in History or the citizenship elements of protecting our habitats in science).

Assessment

Although we recognise the importance of assessment to ensure the children's knowledge and skills are progressing, the DfE suggest that standard types of assessments are not appropriate for the personal development curriculum. To address this, Coram Education have produced an easy, pre and post, half-termly assessment activities that will track a child's progression throughout a unit. These assessments will be kept in an individual folder that will follow the child through the school and evidence their progression throughout their school journey with us at St Mary's.

We will further evidence pupils' learning and progression through the use of a class book. Within these, the overarching learning and skills taught in a unit will be exemplified on the front cover sheet and each lesson will be evidenced in a way that the teacher deems appropriate. This may take many forms including: photos, drawings, worksheets, written reflections, links to video clips or a summary by the teacher.

TEACHING RESPONSIBILITY AND STAFF TRAINING

The scheme will be led by the Personal Development coordinator - Catherine Wilkinson - who will deliver the appropriate training and focussed staff meetings regarding planning, delivery and assessment. She will further monitor the effectiveness and impact of the curriculum through monitoring of class books, individual assessments and pupil interviews on a termly cycle.

Teaching of the curriculum will be delivered by appropriately qualified adults, wherever possible, this being the class teacher. Any sessions deemed more sensitive in nature, or regarding SRE elements of the scheme, will be delivered by the class teacher only.

We may use external contributors or external speakers to deliver aspects of our programme, if we feel they will bring additional expertise to a certain area, or there is an area of specific requirement for our pupils that needs additional emphasis.

PUPILS' QUESTIONS, CONFIDENTIALLY AND HANDLING DISCLOSURES

Many of the topics covered within the Personal Development curriculum will raise many points of discussion. Pupils' questions will be answered by the class teacher and in certain situations, if a pupil is embarrassed or unsure if they should ask a question, they can write it down and place it into a question box. The teacher then can carefully consider the content of such questions before choosing how best to answer them.

Due to the nature of this curriculum, we are aware that pupils' learning may result in them seeking advice or support on a specific personal issue. All teachers will set ground round rules at the start of every lesson so that they are aware of appropriate topics to discuss and so they understand the need for confidentiality. Children will also be made aware that teachers cannot offer complete confidentiality and for everyone's safety, teachers, pupils and external agencies will be made aware, and given examples of what can and cannot be kept confidential. Anyone working in the school will be signposted to the school's confidentiality policy if in any doubt.

If a pupil makes a disclosure during one of the sessions, the staff member who it has been disclosed to will report this to the DSL in school, and may be asked to record the disclosure on the school's safeguarding system – CPOMS. The DSL will then make the necessary judgements regarding the disclosure and act upon this as per the safeguarding policy. Any disclosures will be kept confidential and only shared on a need-to-know basis with anyone working closely with that child.

LINKS TO OTHER SCHOOL POLICIES AND AREAS OF THE CURRICULUM.

This policy and the learning taking place within the Personal Education curriculum complements and supports the following policies:

- RSE policy – As part of the new guidelines, children at primary age have a statutory right to Sex and Relationship Education. This will be taught through both the Personal Development curriculum and Science curriculum and there is a separate policy detailing this.
- Computing and Online Safety – Children will be learning of the importance of keeping information safe and confidential, learning how to stay safe online as well as developing essential computing skills they will need as future citizens.
- RE – Children will learn about, and develop, positive qualities and attributes, celebrating difference and uniqueness and gain a good understanding of a wide range of faiths and cultures.
- Topic - Pupils will be taught our creative curriculum for wider curriculum areas with key drivers underpinning it – These are to be: curious, knowledgeable, adventurous, ambitious, creative, collaborative, reflective and positive. These drivers link to, and promote further, the knowledge and skills and attitudes developed with the Personal Development curriculum.
- Safe guarding and confidentiality Policies – this supports decision making and confirms the legal responsibility the school has to take appropriate and timely action in regards to any disclosures made during sessions.
- Science – Within the science curriculum, elements of SRE overlap. These elements will be taught within science lessons and are a statutory right for the child. No pupils will be able to be withdrawn from these sessions.

Protected Characteristics

The UK government recognises how important it is that, "All children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. When we inspect schools, we assess how well they equip children to do this."

Teaching and learning about protected characteristics is therefore fully integrated into our curriculum for PSHE and also across the wider curriculum. We develop an understanding and respect for protected characteristics, through age-appropriate content across our spiral, 2 year rolling programme, as well as through assemblies, our REACH vision and through the behaviours and attitudes modelled by all at St Mary's. However, some protected characteristics benefit from the in-depth coverage that will give children time to explore the knowledge and attitudes that will help them develop an appreciation of them. We follow the SCARF lessons that provide this greater depth to the relevant protected characteristics, as previously stated, our teaching and learning about them threads through the vast majority of our lessons.

In our more in-depth lessons, children study the following areas, in a deeper way each time they revisit them as they move through school, at an age-appropriate level.

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Involving Parents and Carers

We are committed to working with parents and carers in order to achieve the greatest impact with our Personal Development curriculum. We will communicate with parents regarding the curriculum by letter and where appropriate, through telephone conversations or face to face meetings. We will communicate to parents about their right to withdraw their children by official letter. However, if a parent wishes to withdraw their child we will seek to understand the reasons why behind this and ensure they understand the benefits of the programme of study. Although for SRE areas of the curriculum, it is possible to withdraw their child, the parents will also be made aware that, if areas of the SRE curriculum are covered through the science curriculum, they do not have the right of withdrawal as it is their child's statutory right to receive this.

If the topics raised during the teaching of the Personal Education policy impact upon the wider families of the children, we will offer support to parents and carers by: putting on family workshops if we feel there is a greater area of need; ensuring that we have an open door policy; supporting them with concerns or problems they face as best we can and, where needed, by signposting them to external agencies for additional support.

We have also set up a Parent Panel for Personal Development, through which, parents are shared resources and policies and asked to evaluate them. This helps inform and review our content and policy within PSHE and RSE.

Monitoring and review

The scheme of work and the impact of the curriculum will be monitored by the coordinator – Catherine Wilkinson – through class book scrutiny, learning walks and pupil interviews. This policy will be reviewed in November 2023 by Catherine Wilkinson and Donna McNicoll and any changes will be informed by the needs and views of our pupils and their local communities. This review process will ensure that the curriculum has the maximum intent, implementation and impact for our children. The policy and supporting document as well as content relating to our curriculum will be shared with our 'Personal Development Parent Panel' and their feedback will be considered as part of the review process.

Date: November 2022

Review Date: November 2023

Appendix 1

Year B (2022-23)

St Mary's RC Primary School Haslingden - PSHE curriculum – Long Term Overview Year B|

Year B 2022 /23	Autumn 1 Keeping Safe	Autumn 2 Me and my Relationships	Spring 1 Valuing Difference	Autumn 1 Rights and Responsibilities	5 Growing and Changing	5 Being my Best
Class 1	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Taking care of things: Myself My money My environment	Getting help Becoming independent My body parts Taking care of self and others	Growth Mindset Healthy eating Hygiene and health Cooperation
Class 2	Safe and unsafe secrets Appropriate touch Medicine safety	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Cooperation Self-regulation Online safety Looking after money – saving and spending	Life cycles Dealing with loss Being supportive Growing and changing Privacy	Growth Mindset Looking after my body Hygiene and health Exercise and sleep
Class 3	Managing risk Decision-making skills Drugs and their risks Staying safe online	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets	Keeping myself healthy and well Celebrating and developing my skills Developing empathy
Class 4	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Managing difficult feelings Managing change How my feelings help keeping safe? Getting help	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community
Class 5	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Coping with changes Keeping safe Body Image Sex education Self-esteem	Aspirations and goal setting Managing risk Looking after my mental health

Year A (2023-24)

Year A 2023 /24	Autumn 1 Keeping Safe	Autumn 2 Me and my Relationships	Spring 1 Valuing Difference	Autumn 1 Rights and Responsibilities	5 Growing and Changing	5 Being my Best
Class 1	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Taking care of things: Myself My money My environment	Getting help Becoming independent My body parts Taking care of self and others	Growth Mindset Healthy eating Hygiene and health Cooperation
Class 2	Safe and unsafe secrets Appropriate touch Medicine safety	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Cooperation Self-regulation Online safety Looking after money – saving and spending	Life cycles Dealing with loss Being supportive Growing and changing Privacy	Growth Mindset Looking after my body Hygiene and health Exercise and sleep
Class 3 And Class 4	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Body changes during puberty Managing difficult feelings Relationships including marriage	Having choices and making decisions about my health Taking care of my environment My skills and interests
Class 5	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Coping with changes Keeping safe Body Image Sex education Self-esteem	Aspirations and goal setting Managing risk Looking after my mental health