

ST. HELEN'S CATHOLIC INFANT AND NURSERY SCHOOL



PSHE Policy

Written by	Date	Ratified by	Date
J. Boness	2026	Governors	June 2026

To be reviewed	Annually	Every 3 Years
Reviewed on	Reviewed by	Next review date
		2029

With Jesus alive in our hearts, we celebrate each other and learn together as a family.

SUBJECT INTENT

At St Helen's Catholic Infant and Nursery School, our intent for PSHE is to provide a broad and balanced curriculum which develops children's independence and resilience and equips them with the knowledge and skills to play a positive role in school life and beyond and to have **lifelong** healthy lifestyles.

- To ensure full coverage our new PSHE curriculum is taught in 6 blocks throughout the year. Cross curricular links are made wherever possible to ensure provision is **broad and balanced** especially with RSHE and PE.
- We celebrate **diversity** by providing active lessons with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. We invite visitors from a variety of backgrounds to share their experiences with the children.
- **To enrich the curriculum** we have adopted a Walk to School Initiative and take part in the British Nutrition Foundation's Healthy Eating Week. Our School Council leads activities to promote positive contributions to the school community and we have developed links with our local community through supporting The Brentwood Foodbank and Classroom to Care Home Project.

Growing friendship with themselves

The child will:

- be encouraged to appreciate their personal worth, talents and achievements
- be given opportunity to solve some problems alone
- experience support in the face of personal failure
- learn about their body and how to care for it, e.g. health and hygiene, appropriate use of medicine (appropriate to circumstances of the children)
- be taught the proper terminology of naming all parts of the body and a basic understanding of their functions.
- appreciate the need for personal privacy
- be encouraged and supported in expressing feeling related to abuse

Growing in friendship with others

The child will:

- understand the co-operative role of parents and other adults in the nurturing of human life
- understand the responsibility to contribute to their own family life
- explore family history and the family's unique identity
- learn to appreciate the value of friendship and loyalty
- appreciate and celebrate the goodness and achievements of others
- be encouraged and supported in expressing feelings related to bereavement and loss
- develop a capacity for tolerating and appreciating differences in others
- learn to distinguish between 'good and bad' touching
- begin to accept responsibilities for others

Growing in friendship with the world

The child will:

- have opportunities to develop their sense of wonder at the beauty of creation
- be encouraged to care for the school environment and the natural world
- learn to respect and care for their classroom and school resources

Growing in friendship with God

The child will:

- be helped to grow in their love of God as their Father, of Jesus – God's Son and their Brother, and of the Holy Spirit who is always with them

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- be encouraged to speak with God using both the formal prayers of the Church and in their own words
- learn to praise and thank God for the beauty of creation and the gift of His love to us through all those around us
- appreciate forgiveness in the home as an expression of Christian forgiveness.

LEGISLATION AND GUIDANCE

Every Child Matters

Keeping Children Safe in Education – (DFE September 2018)

Early Learning Goals

Health for life

PSHE- Association

Guidance from the Department of Education for PSHE

The Education Act 1988 requires that the offered curriculum promotes the spiritual, moral, cultural, mental and physical development of the children.

Spiritual, moral, social, cultural - SMSC

SMSC is defined in the Ofsted School inspection handbook November 2019

Catholic Education Service

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further

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- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

ROLES AND RESPONSIBILITIES

Role of Governors

Governors have the legal responsibility of deciding whether or not Sex Education should be taught in school. Diocesan advice is that the needs of the children require that schools provide such education, through the Journey in Love materials. Governors, in consultation with staff and advisors, should be involved in the decisions as to what materials might be used to teach PSHE.

Role of Parents

The links between home/school are of fundamental importance. The aim of our PSHE/Healthy Schools curriculum is to complement the teaching and life of home and family. The school's supportive role is of special importance, when the home environment is limited; or in need of support itself. The school's role will be carried out sensitively and the children's privacy always respected.

Role of Staff

To ensure that everyone connected with the school is aware of our core Christian values and general aims and principles.

To ensure a consistent approach to the delivery of PSHE issues through collective worship, the curriculum and the general life of the school.

To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.

To ensure that pupils know what is expected of them and why.

Others involved in PSHE/Healthy Schools

- All non-teaching staff
- Parish – priests, deacons
- Healthy Schools
- Brentwood Catholic Children's Society
- Children's counsellor
- Medical – school nurse, diabetic nurse, epilepsy nurse, cystic fibrosis nurse.
- Educational Psychologist
- Child Protection Officer
- DSL
- Police
- EWO

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ORGANISATION AND PLANNING

We place an emphasis on active learning by including children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote citizenship e.g. charity fundraising, the planning of school special events such as class assemblies or open evening, or an involvement in activity to help others who are less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. Children have the opportunity to hear visiting speakers, such as doctors, nurses, police and members from the local parishes, who talk about their role in creating a positive and supportive local community. Visits play an important part in the spiritual, moral, social and cultural development of pupils. Of particular benefit are visits to places of worship, places of natural beauty or special scientific interest.

PSHE/Healthy Schools is taught in a variety of ways and across many aspects of school life. It is also addressed through half-termly topics taught in a weekly 20 minute session in KS 1.

The topics are:

Year 1

Relationships – Ourselves and others; similarities and differences; individuality; our bodies

Relationships – Ourselves and others; people who care for us; groups we belong to; families

Health and wellbeing – Being healthy; hygiene; medicines; people who help us with health; what being healthy means and who helps them to stay healthy

Health and wellbeing – Keeping safe; people who help us

Living in the wider world – Money; making choices; needs and wants; ourselves and others; the world around us; caring for others; growing and changing

A Journey in Love – We meet God's love in our family

Year 2

Relationships – Friendship; feeling lonely; managing arguments

Relationships – Behaviour; bullying; words and actions; respect for others

Living in the wider world; People and jobs; money; role of the internet

Health and wellbeing – Keeping safe; recognizing risks; rules

Health and wellbeing – Being Healthy; eating, drinking, playing and sleeping; feelings; mood; times of change; loss and bereavement; growing up

A Journey in Love – We meet God's love in the community

Throughout the scheme core knowledge and understanding is taught in accordance with pupils' readiness and appropriateness across all Key Stages, building upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others. PSHE education should respect and take account of pupils' prior learning and experiences. PSHE education should be taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils thinking. PSHE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives.

Other subjects that link with PSHE/Healthy Schools

Geography - local environment issues and the wider world

Science - body parts, health, hygiene and use of medicine

PE - importance and effect of exercise, wellbeing

RE - spiritual, moral, social, cultural

RSHE – relationships, health, social

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EYFS

PSHE/Healthy Schools is taught as an integral part of the topic work covered during EYFS. These aspects of the children's learning are related to the objectives set out in the Early Learning Goals for personal, emotional and social development, physical development and understanding of the world.

A Journey in Love

Sex Education is taught through 'A Journey in Love' which is the Diocesan programme recommended for the teaching of Sex and Relationship Education in Primary Schools.

This is taught throughout the school in Summer 2.

Each year it takes up a theme of love.

EYFS: God loves each of us in our uniqueness.

Year 1: We meet God's love in our family.

Year 2: We meet God's love in the community.

Healthy Schools

Healthy Schools Status has been achieved and is being maintained on an ongoing basis.

INCLUSION

The aim of the school is to provide a broad and balanced curriculum which is creative and challenging and ensures that all children reach their full potential.

St. Helen's Catholic Infant and Nursery School is committed to a policy of equal opportunities for all pupils. PSHE development is an entitlement for all pupils regardless of their own particular belief or lack of belief. School expectations will promote the development of aspiration, self-awareness and personal responsibility of each child.

All curriculum areas will use examples, illustrations and images to reflect a wide range of cultural diversity.

All displays will encourage reflection and respect for diversity of cultures.

School policies promote equality of access and opportunity for all pupils.

Activities which encourage the development of initiative and understanding of living in a diverse community.

Visitors will be chosen to provide positive role models for all students.

Ceremonies and celebrations will promote the recognition of individual worth, spiritual awareness and reflective attitude to life experiences.

All colleagues will promote and demonstrate our school's Catholic values.

All subject leaders will ensure that pupils' PSHE development and opportunities to encourage British values will be clearly outlined in staff curriculum planning.

MONITORING ARRANGEMENTS

Assessment in PSHE /Healthy Schools should be active and participatory, helping children to recognise the progress they are making. Children need to reflect on their experiences, ask questions, make judgements and begin to make plans about how to progress and set personal targets. The progress of each child will be recorded according to the assessment policy. Data is collected and analysed each half term.

The PSHE/Healthy Schools leader will review samples of children's work related to the half-termly topics, to monitor teaching and learning. Discussions with staff and pupils will also be part of this process.

Links with other policies

- Mission statement
- RE policy
- Science policy

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- PE Policy
- Geography Policy
- Behaviour Policy
- Bullying Policy
- Child Protection Policy
- Sex Education Policy
- RSHE Policy

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