



PSHE

Intent

Vision Statement:

We recognise that the Curriculum reaches far wider than the learning that happens in formal lessons in each classroom. It includes everything that a child experiences in their time at our school and develops the very person they are becoming, with their talents, their needs and their aspirations for the future. Each experience provides a learning opportunity to develop and prepare our children for life in modern Britain as global citizens through the lens of Catholic life.

At St Gregory's, we are inclusive and recognise that everyone has their own unique God-given talents. Our curriculum is progressive and builds on prior knowledge, understanding and skills so that we develop our whole school community academically, spiritually, emotionally, morally and socially. This enables our children to develop cultural capital and become righteous citizens who give to society. We provide creative and engaging opportunities that inspire and motivate our children to become lifelong learners and have aspirations to be the very best they can be.

In PSHE, we aim for all of our children to see themselves both as valued individuals and important members of communities e.g. our school, our parish, their family, the country and the world. We endeavour to promote a sense of physical, mental, emotional and spiritual wellbeing across the school and share with children the importance of taking care of their own and others health and wellbeing whilst having a positive impact on God's world around them.

To be able to make safe and informed decisions, children will need to build up the skills, knowledge and understanding of personal, social, health and economic education. They will need to understand and use the language of PSHE and apply their acquired knowledge across the curriculum, making connections both within PSHE and Mental Health lessons and across other subjects too.

Although PSHE is a non-statutory subject, we tailor the Gloucestershire Healthy Living and Learning Pink curriculum and a diocesan approved Relationships and Sex Education scheme of work to equip children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Implementation

Statement of Implementation:

The statutory guidance issued to school states that by the end of primary school children should know:

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health



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that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical Health and Fitness

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)



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- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy Eating

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, Alcohol and Tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and Prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing Adolescent Body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

Alongside curriculum coverage through Science, PE, DT and RE, we use the Gloucestershire Healthy Living and Learning PinK Curriculum objectives and **Facts4Life schemes of work as part of our PSHE provision to ensure that the Physical Health and Mental Wellbeing statutory guidance is covered in full.** As a Catholic school, we use a diocesan approved Relationships and Sex Education scheme of work.

The wider curriculum includes a number of vehicles to develop the whole child and includes:

- **Inclusion using teaching for mastery** – Our mastery approach ensures that all children are exposed to the same curriculum content by breaking sessions down into small learning intentions and focusing on developing deep understanding, providing support and intervention



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to address each individual pupil's needs. This enables all children, including those with SEND, from disadvantaged backgrounds and from multi-lingual backgrounds to achieve their true potential through careful support and scaffolding.

- **Oracy, vocabulary and reading for pleasure** – We provide a language-rich environment with a sharp focus on Oracy and the development of rich vocabulary which includes technical vocabulary relevant to the progression of each child's learning. Talk is central to learning and as such, Oracy activities are woven through all activities and experiences to give children plenty of opportunity to develop and practise their speaking and listening skills. Reading is integral to our curriculum design with daily opportunities to hear and read a range of texts – this exposes children to a wider range of vocabulary and develops a love of reading.
- **Catholic Social Teaching** – are the principles to living life through the lens of a Catholic. They are principles that support children to make links from their learning through to the world in which they live and helps them to be givers rather than takers in our society. These are woven carefully through the subject lessons and also used to apply the knowledge of the topics through discreet lessons to help deepen their understanding of the context of their learning in the wider world and empowering them to challenge social injustice.
- **Metacognition and self-regulated learning (including growth mind-set and restorative practice)** – Children are supported to manage emotions, develop a positive sense of self, set themselves aspirational goals and have confidence in their own ability. This is supported by the use of our St Gregory's learning profile and growth mind-set approach giving our children a better awareness of how they learn, the emotions linked to this and the transferable learning skills needed to be the very best they can be and reach their potential.
 - Teachers support pupils to plan, monitor, and evaluate their learning. Developing the children's **metacognitive** knowledge of how they learn and their knowledge of themselves as a learner and strategies that help them – these things support them in becoming independent learners.
 - **Restorative practice** helps our children to develop stronger relationships, and become problem solvers within these relationships, setting firm foundation for learning, so that they are more resilient to overcome adversity within their lives.
 - **Self-regulated learners** are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.
- **Retrieval opportunities** – enable our learners to embed knowledge by transferring it from their working memory to their long term memory. We make deliberate connections between current and prior learning and recall learning by providing opportunities such as quizzes, oracy activities and challenging discussions based on question stems.
- **Extracurricular opportunities** – provide a wide range of additional experiences for the children to inspire them within their learning and add a wider context for them. This also enables us to seek out and develop the talents in every child e.g. targeted SEAL groups, Go Givers, trips, workshops, festivals, clubs, liturgies, mass, chaplaincy, school council, residential, outdoor learning, assemblies and the Y6 production.



These aspects are expanded further in our [teaching and learning policy](#).

How we plan for progression in PSHE at St Gregory's:

The St Gregory's Curriculum is designed around year group themes. Each has been structured and sequenced in order to engage pupils in purposeful learning by building on prior knowledge and helping connect knowledge, understanding and skills year-on-year both within PSHE and across other subjects too.

As a Catholic school, PSHE objectives are covered in a variety of ways such as through collective worship, **liturgical prayer**, assemblies, Catholic social teaching, Relationships, Sex and Health Education, RE and foundation subject lessons as well as discrete PSHE teaching. Whilst PSHE skills are developed across subjects and within school life (e.g. healthy eating and hygiene in Science, the importance of exercise in PE and self-regulation through restorative practice), **each class completes at least one discrete PSHE lesson per term. These lessons also provide an opportunity to explore and build an understanding of Mental Health.**

Our PSHE curriculum is based on the Facts4Life scheme of work and designed around key themes such as 'Homeostasis', 'Healthy Me' and 'The Family'. Each has been structured and sequenced in order to engage pupils in purposeful learning by building on prior knowledge and helping them to connect knowledge, understanding and skills year-on-year. Opportunities for additional learning include SEAL group work, CAFAW interventions such as play therapy, SkillsZone trips, Bikeability and balanceability lessons, NSPCC workshops, a mock trial competition, visits from PCSOs, **Big Walk and Wheel fortnight** and financial education workshops.



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PSHE Teaching Overview Example

Pink curriculum objectives have been audited to ensure full coverage across the age and subject range:

Developing risk management

Keeping Safe, People who help us	
Fire safety	Taught in SkillsZone Taught in Year 3 and Year 5
Road safety	A whole school assembly is led by the link school Police Community Support Officers to raise awareness of Road Safety.
Sun Smart	Taught through Facts 4 Life scheme of work
Safe use of medicines	Taught through Facts 4 Life scheme of work
Taking responsibility for themselves	Taught through Physical Development lessons and circle time.
Know what adults are responsible for	Taught through Prayers, Saints and Feasts RE topic. As part of this topic pupils talk about responsibility of adults and role models inside and outside of school.

Understanding personal change & responsibility

All about me	
Valuing their bodies and capabilities	Taught through Facts 4 life unit of work, RE and Journey in Love teaching
Knowing what makes each of us unique and special	Taught through RE and Journey in Love teaching and targeted SEAL group work
Brushing teeth	A dentist visits the children to teach them about oral hygiene Pupils do busy learning activities focused on brushing teeth.
Hygiene	Taught through Physical development lessons
Being aware of body needs e.g. sleep, water, exercise etc.	Taught through Physical development lessons

We recognise that foundations for PSHE are laid in the Early Years Foundation Stage through all seven strands of the Early Year Framework (especially understanding the world) and therefore PSHE teaching and learning opportunities begin from EYFS.

To ensure progression, the teaching team worked together to plan out curriculum coverage and then the subject leader identified the progression of skills and vocabulary required at each stage of learning to prepare children for the next stage in their learning.



PSHE curriculum coverage and progression of skills

PSHE teaching across the school is clearly outlined in our PSHE overview document to ensure a progression of skills. **An example of which can be found below:**

Years 1 & 2						
Core Resource Theme	Outcomes	Key Questions	F4L Supplementary Materials	Link to DFE Statutory Requirements	Curriculum Link	Ten Ten RHSE Focus
Baseline assessment: Conversation/circle time/card sort (p17)	Children will be able to share their understanding of what helps or hinders our health.	What helps us to feel healthy and happy? What might be unhelpful?	MW Focus -Discussion themes on Mental Health Qs 1&2		NC Science Year 1 Animals, including humans Statutory requirements identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notes and guidance (non-statutory) Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. NC Science Year 2 Animals, including humans Statutory requirements Pupils should be taught to: notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right	Year 1 Autumn II - Let the Children Come - God Loves You Spring I - Special People - Treat Other Well... - ... And Say Sorry Spring II - Being Safe - Good Secrets and Bad Secrets - Physical Contact - Harmful Substances - Can You Help Me? Summer I or II - Three in One - Who is My Neighbour? - The Communities We Live In Year 2 Autumn II
This is Me (p18)	Y1 Children will ... -be able to present a personal fact file demonstrating what makes them unique and special focusing on physical traits and will compare and contrast with their peers. - be able to talk about the range of normality. Y2 Children will ... -be able to present a personal fact file demonstrating what makes them unique and special focusing on, emotional and personality traits and will compare and	What do people look like? How are these bodies similar? How are they different?				

Planning

PSHE is taught through a mastery approach which avoids mechanical repetition and creates an appropriate path for practicing the thinking process with increasing creativity and independence.

Typical lesson design:

Starter / Oracy Activity – Normally reviewing previous learning and an opportunity to recap the meaning and importance of personal, social, health and citizenship education.

WALT - The WALT should be linked to the NC objective and Facts4Life or Sometimes my Brain Hurts scheme of work.

Main Teaching – Hook e.g. statement, question, video, image, poem, song etc to prompt thinking and promote discussion.

Main Teaching – Conceptual variation e.g. what it is / what it's not used in some sessions

Main Teaching – Procedural variation e.g. applying learning to our lives

Main Teaching – Twist it e.g. considering differing views or opinions

Independent Activity / Paired or group work

Review of learning – can be completed during or at the end of a session

Notebook planning is used to support most lessons e.g.



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WALT: understand what a healthy me is.

How can we keep ourselves healthy?

WALT: understand what a healthy me is.

Sleep

Sleep is more important than you may think. Can you think of a time when you didn't get enough sleep? That heavy, groggy feeling is awful and, when you feel that way, you're not at your best. So if you're not too tired, let's talk about sleep.

Why You Need Sleep

The average kid has a busy day. There's school, taking care of your pets, running around with friends, going to sports practice or other activities, and doing your homework. By the end of the day, your body needs a break. Sleep allows your body to rest for the next day.

Everything that's alive needs sleep to survive. Even your dog or cat curls up for naps. Animals sleep for the same reason you do — to give your body a tiny vacation.



How much sleep does my child need?

AGE GROUP	HOURS PER NIGHT
Infants 4 - 12 months old	12 - 16 hours per 24 hour period
Children 1 - 2 years old	11 - 14 hours per 24 hour period
Children 3 - 5 years old	10 - 13 hours per 24 hour period
Children 6 - 12 years old	9 - 12 hours per 24 hour period
Teens 13 - 18 years old	8 - 10 hours per 24 hour period

Your Brain Needs Zzzzzs

Your body and your brain need sleep. Though no one is exactly sure what work the brain does when you're sleeping, some scientists think that the brain sorts through and stores information, replaces chemicals, and solves problems while you snooze.

Most kids between 5 and 12 get about 9.5 hours a night, but experts agree that most need 10 or 11 hours each night. Sleep is an individual thing and some kids need more than others.

When your body doesn't have enough hours to rest, you may feel tired or cranky, or you may be unable to think clearly. You might have a hard time following directions, or you might have an argument with a friend over something really stupid. A school assignment that's normally easy may feel impossible, or you may feel clumsy playing your favorite sport or instrument.

One more reason to get enough sleep: If you don't, you may not grow as well. That's right, researchers believe too little sleep can affect growth and your immune system — which keeps you from getting sick.

Mastery techniques are embedded across the curriculum to deepen childrens' knowledge and understanding. In order to support children in becoming emotionally literate, discussion and oracy skills play a vital role in PSHE lessons. Opportunities to build metacognition skills are also provided to enable children to retain and recall learning.

Support for additional needs in PSHE

We recognise that some pupils may require support in particular lessons or tasks. Support is planned mindfully and tailored to the needs of each pupil. Teachers are flexible in their approach to planning support and intervention and recognise that specific SENDs do not necessarily need support across the entirety of the curriculum.

Typical support in place within PSHE includes: deliberate talk partner choices and seating arrangements, targeted questioning, oracy and reading opportunities, availability of manipulatives and wider resources, pre-teaching of key vocabulary and concepts. Additional support is offered where a need is identified e.g. least active children are invited to PE clubs first, SEAL group work is provided for children in need of support in social and emotional aspects of learning and CAFAW support and interventions are provided to both children and families where necessary.

Where children are withdrawn from PSHE for interventions within other subjects, we endeavour for them to be removed from different areas of the curriculum each time so they continue to receive their broad and balanced curriculum.

Children requiring a number of interventions join a group called a 'high needs' group – these children have all been interviewed to understand which are their favourite subjects and, where possible, they're not taken out of these lessons.

Planning to challenge in PSHE

As a school, we have developed a working descriptor for Greater Depth learning which is used across the curriculum. Through teaching for mastery, all children are exposed to opportunities for greater depth thinking. A child who is learning at Greater Depth can consistently:

- Apply their learning to different contexts, identifying relationships within the subject and between other areas of the curriculum.
- Work independently, showing resilience.
- Apply their skills and knowledge consistently and fluently.



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- Explain and reason using accurate vocabulary.
- Show curiosity and take responsibility for deepening their own learning by asking questions.
- Teach others what they have learnt in a sensitive and thoughtful way to enable them to learn too.

We recognise that a child will often show a particular gift or talent in specific subjects rather than across the whole curriculum and therefore in PSHE we are specifically looking for children who do this within the knowledge, skills and understanding in PSHE. We provide further opportunities for these children through roles such as Restorative Stars, Communication Team, Chaplaincy Team and play leaders.

Because we teach using the teaching for mastery approach, we expect all pupils to meet the objective to a greater or lesser extent (some will require support to do this), with all children being exposed to aspects of greater depth learning and some children able to prove they've learnt at greater depth about a specific objective.

How are staff skilled to teach in PSHE

Whole staff training takes account of training in curriculum drivers such as metacognition, retrieval, growth mindset, vocabulary building, oracy, reading, teaching for mastery and how to support and challenge.

Training specific to PSHE tends to be offered in response to staff needs or new initiatives and is based upon staff audits. It is delivered in groups or 1:1. Subject leadership time is given for this to take place.

PSHE staff meeting time has been allocated and this is a chance for the subject leader to share their passion with others to inspire the staff team in PSHE and wellbeing.

Impact

Statement of Intended Impact and Monitoring of this:

As a school, we continuously reflect on the impact that our PSHE curriculum has on our whole school community, in helping our children to know more and remember more as well as preparing them to be the best they can be as righteous global citizens.

To assess how a child is progressing in PSHE, we utilise a range of monitoring opportunities to ensure the intended curriculum and the way it is implemented at St Gregory's is having an impact on their journey. These monitoring methods include pupil conferencing, pupil, staff and parent questionnaires, teacher observations, CPOMs records and SEAL assessment data.

Our vision for PSHE is that each and every child sees themselves as valued individuals and important members of communities. To do this, we use our progression documents which consider what knowledge, skills, vocabulary and understanding a child should have at assessment points throughout their St Gregory's journey.

To reflect on the impact that the PSHE curriculum is having on each child, we use both qualitative and quantitative means including:



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- Teachers evaluate children's knowledge, understanding and learning characteristics through a range of informal and formal means. This informs the further implementation of the curriculum.
- Data in its widest sense forms the strategic direction of each subject. This is detailed in our [subject leader guidance](#) booklet. It helps us to identify areas of strength and areas for development within our subject curriculum and wider curriculum so that CPD can be put in place, support can be structured and gaps can be identified. This also allows for us to identify whether there are particular groups of pupils who have similar strengths and areas for development so that whole school practice can be altered in response to emerging trends and ensure that our curriculum offer continually meets the needs of our pupils.
- We strive for every child to be able to make safe and informed decisions and be able to talk about the skills and knowledge they have that would help them in doing so both now and in the future. They can make links with their learning both within the PSHE curriculum and across the wider curriculum.
- Children are self-regulated learners who can talk about their strengths and weaknesses, and can motivate themselves to engage, and improve, their learning by using tools such as the learning pit, self and peer assessments, metacognition strategies. All of these help them to apply their learning both now and in their future lives to satisfy the ambitions that they have for themselves.
- Children are righteous citizens who have high ambitions for themselves, are economically active and give to society in a variety of ways. They value the gifts and talents that everyone brings to the diverse local and global community in which they live. They recognise ways that they can challenge social injustice and are empowered to do this both now and in the future.

Subject leader time is allocated to allow for this monitoring of impact to take place throughout the year. The school leadership team receive headlines and triangulate this with their own monitoring. Members of the governing board attend Key Area Team meetings to understand the implementation and impact of each subject within their KAT and annual formal monitoring by the Curriculum Committee takes place through a report and consequent pupil conferencing to triangulate the information they have received. This allows for the testing of impact and support and challenge about PSHE at many levels.