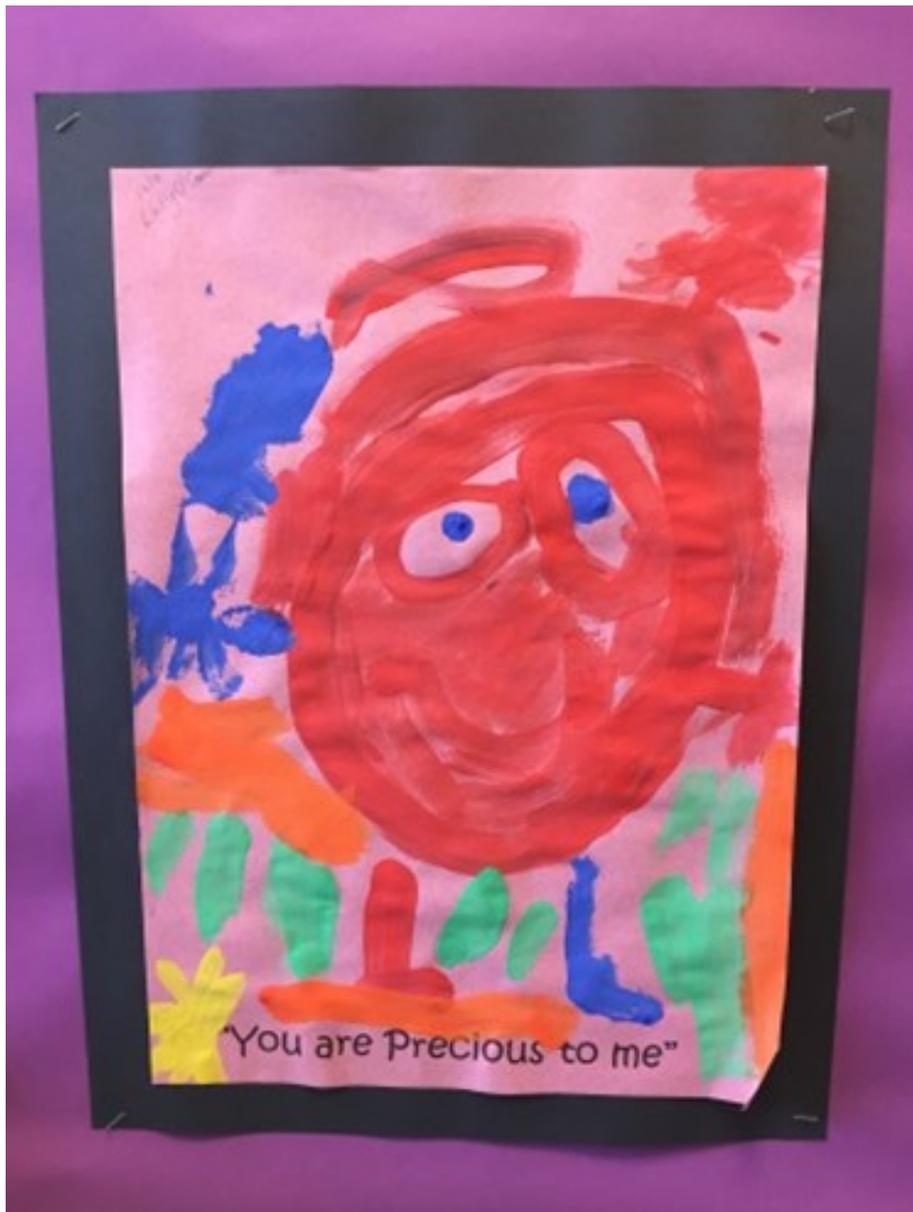


Personal, Social, Health and
Emotional Education (P.S.H.E)
at St Cuthbert Mayne.



At St Cuthbert Mayne we recognise the value and worth of each individual and recognise the importance of PSHE in our curriculum.

Throughout the school year children are made aware of how to feel good and feel safe and be good citizens keeping Gospel Values at the core of all learning.

The DfE has stated as part of its national curriculum framework that *'All schools should make provision for PSHE education, drawing on good practice'*.

In line with Diocesan guidance we follow the programme of study produced by the PSHE Association. This is based on the needs of our pupils and reflects the rapidly changing world in which our pupils are living and learning. By following the Programme of we ensure that the is relevant to our pupils at each stage of their school learning ensuring that they can develop the essential skills they will need to manage their lives now and in the future.

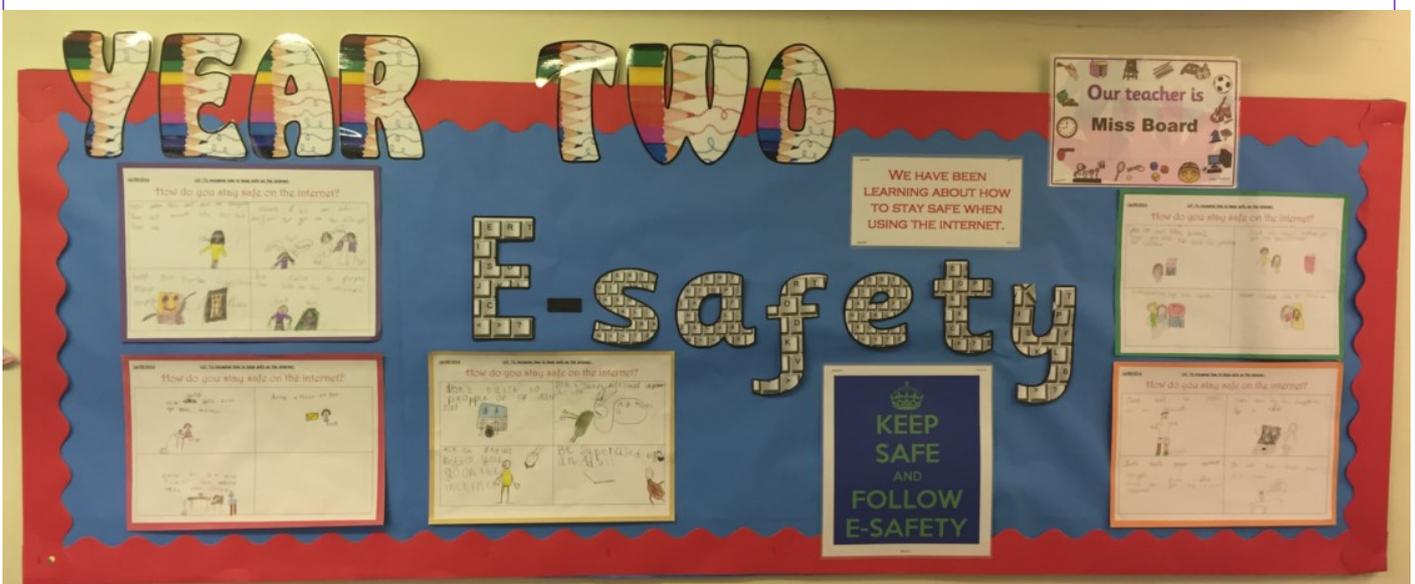
In our school, the PSHE programme of study identifies the key concepts and skills that underpin PSHE education, making links to *'Statements to Live By'*, our RE programme *'Come & See'*, our Diocesan Education for personal relationship (EPR) and Relationship & Sex Education (RSE) policy, Social and Emotional Aspects of Learning (SEAL) and CAFOD. Each year we take part in Anti-Bullying Week and follow the theme set by the Anti-Bullying Alliance.

Through our PSHEs curriculum we aim to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, underpinned by the Gospel Values of the Catholic Church; linking to British Values.

Teaching high quality SRE/RSE is essential to our inclusive ethos and is central to developing healthy relationships and behaviours where our children are able to assess and manage risk.

Pupils at St Cuthbert Mayne:

- are made aware of the strategies to deal with issues of bullying and what to do in different situations, including situations of cyber bullying.
- participate in role play work in class as part of EPR and SEAL to deal with any situations the children may find themselves in.
- have a raised awareness of how to stay safe through RE, cross curricular themes, drama, story writing, literature and theatre visits.
- make links to their rights and how to be responsible.
- stay safe on the internet in school and outside school.
- are good role models for younger children.
- know that feeling safe is dependent upon each individual having choice and control.
- know how peer pressure should be challenged.
- understand that families come in all shapes and sizes. Many families consist of a mother, father & children but not all families are like this.



THE FOUNDATION STAGE

Foundation Stage PSED involves helping 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 to have confidence in their own abilities.

The following simple statements of personal growth could be used to guide development of behaviour and character with the under-fives. They link with the Early Learning Goals (DfE 2014)

In the Foundation Stage our aims are that all children are growing to become children who:

- can deepen their relationship God.
- notice others and think of others.
- can talk about how to stay safe.
- can talk about why they are feeling happy or sad.
- choose kindness.
- know what the truth means.

