

Our Lady of Compassion

Catholic Primary School



PSHE and Citizenship Policy

January 2019

Policy for PSHE and Citizenship



Flying on the Wings of God's Love and Compassion.

Purpose of PSHE and Citizenship

The purpose of this policy is to provide a cohesive framework for Personal, Social, Health and Economic (PSHE) Education. The National Curriculum guidance in 2013 states that PSHE is an important and necessary part of all pupil's education.

A planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. (PSHE Association, 2009)

Aims

The aim of PSHE is to empower the pupil through the whole curriculum and to take responsibility for their lifestyle now and in preparation for future learning and decision making.

We aim to provide a balanced and broadly-based curriculum in relation to personal development, behaviour, welfare and safeguarding.

Objectives

- The development of a positive-self-concept.
- The development of personal skills to support positive relationships.
- To enable pupils to manage their physical and social environments.
- The development of decision making skills.
- To gain understandings and handle knowledge relevant to personal, social and health behaviour.
- To enable pupils to explore attitudes and values and develop their own value framework.
- Play an active role as members of a democratic society.
- To become involved in the life of their community.
- Learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

Key Factors

- At the heart of policy and practice is pupil entitlement and well being.
- We recognise that whole curriculum is the setting for PSHE and all interactions in the school setting contribute to the learning experience and provide valuable learning opportunities.
- Teaching methods of PSHE are crucial.

That children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

(The Childrens Act 2004 – Every Child Matters)

Values

PSHE is underpinned by values that reflect our school values. These values are examined within the curriculum to enable pupils to understand other people's beliefs and attitudes and to gain understanding and clarification about their own. The following school values will operate as a context for learning in PSHE.

School values underpinning PSHE

Respect for self and others
Knowledge and the search for truth
Difference/diversity
Justice and fairness

Honesty
Tolerance
Feelings
Co-operation

Teaching and Learning

PSHE is organised as part of the management of pupils in the classroom, as an element within the formal taught curriculum, the informal curriculum and extra curricular activities. A spiral approach to formal curriculum planning will revisit key topics in greater breadth and depth. This will be matched by the progression in the nature of the tasks and the quality of pupil participation. Pupils need to participate in order for the curriculum to have relevance and meaning.

Teachers will use approaches in which pupils are active, that enable pupils to share their feelings, their knowledge their opinions and are provided with opportunities to listen to what others understand, think, feel and do. (See schools' teaching and learning policy)

Role of the Teacher

- To be non-judgmental
- To empathise
- To encourage
- To challenge
- To respond sensitively to pupils backgrounds and experiences
- To start with children understandings
- Pupil's questions in PSHE will be dealt with, as in any other lessons, in an honest and sensitive manner appropriate to the pupil's level of understanding, religious and cultural background.
- Ground rules will be used to ensure a safe learning environment and to enable the pupil to respond appropriately

The provision is largely cross-curricular and planned with other curricular requirements such as science and literacy with some discrete lessons with a PSHE theme. Some specific elements are developed through circle time work. As a Catholic school, the morals and values of our faith provide an excellent context for teaching PSHE. Our work is further reinforced through our assemblies as part of a whole school approach with a focus on attitudes, values and celebrating success. We offer children the opportunity to hear visiting speakers (police, health workers) to talk about their role in creating a positive and supportive local community.

School Council is a role which is used to give children an understanding of the democratic process. They are actively involved in promoting PSHE and issues. The roles of peer mentor and play leader are also fundamental to the children's contribution to PSHE.

PSHE and Citizenship Curriculum Content

We teach PSHE and Citizenship in a number of ways. Often, PSHE is taught holistically through other subjects such as Science for drug education, Geography for local environment issues and Computing for E-Safety. There is a large overlap between the programme of study for Religious Education and the aims of PSHE and Citizenship. We deliver a considerable amount of PSHE and citizenship curriculum through our Religious Education lessons.

The curriculum programme is developed taking account of our pupil needs, listening to pupils and local and national guidance. Within this framework we identify various issues and skills that need to be covered in a way that reflects the pupils' age and stage of development such as looking after yourself, eating, physical activity, safety, relationships, family; friendship, safety, personal safety, finance, decision making skills, managing change and personal skills.

Note there is a requirement to provide an entitlement in Drug and Sex and Relationship Education (see school policy) and a curriculum response to safeguarding and bullying (see Safeguarding policy and Anti-bullying policy)

No Outsiders in our School

To support our teaching of PSHE, we follow the programme 'No Outsiders'. This programme focuses on teaching the equality act in school and targets main areas of PSHE and supports many of our school values by addressing equality, culture, respect for others, diversity, justice and fairness.

This programme is taught from years Nursery-Year 6. The programme is taught through 3 relatable life stories for each year group, based on PSHE. This programme gradually progresses each year in greater depth and covering a wider variety of issues.

A Journey in Love

To support the teaching of Relationships and Sex Education (RSE), we teach the programme 'A Journey in Love' from Nursery to Year 6. This programme gradually develops children's knowledge of relationships. (See RSE policy)

Evaluation, Assessment, Monitoring and Reporting

The following types of assessment will be developed as appropriate to inform policy and practice:

1. Pupil self-assessment that will enable the pupil to reflect on their learning experiences and what these mean to his/her understanding, beliefs and behaviours.
2. Teacher and pupil assessments on the quality of the learning experience, the level of participation, the use of resource materials and the learning outcomes.
3. The assessment of curriculum experiences outside the classroom in support of pupil's personal and social development.
4. Summative assessments will provide evidence on the quality and impact of the programme. These will mainly be anonymised.

All parents will receive information about a pupil's achievements and participation in the school's programme of PSHE as part of the school's normal reporting procedures. Pupils will also be provided with opportunities to take activities home to share with parents.

PSHE and Citizenship and Inclusion

We teach PSHE and Citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties.

For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

PSHE and Citizenship in the Community

Our curriculum practice takes account of the needs of pupils through an understanding of our local community in which decisions are taken and attitudes influenced. The communities in our school, our parish and outside in our local community provide the context for our PSHE curriculum and citizenship.

The school will regularly take account of community issues and seek to include them within appropriate teaching and learning experiences.

Resources

All materials used for teaching PSHE and Citizenship will be assessed using the following criteria:

	Yes	No
Conceptual level and language match the age and ability of the child		
Provide positive messages and images regarding racial groups, sexuality and physical and learning ability.		
Challenge or avoids stereotypes		
Open up debate rather than close communication down		
Avoid more subtle messages that promote a particular viewpoint		
Engage students in a non judgmental approach		
Are ones that the teacher feels comfortable with but enable them to take risks		
Are accurate and up-to- date		
Make links to parents and the community		
Are stimulating visually and conceptually		
Are not patronising		
Are produced by people and organisations with educational motives rather than promotion of a single interest or commercial organisation		

Visitors and Outside speakers

Perhaps unlike other areas of the curriculum because of the importance of the teaching approaches and the sensitivity of many issues, there is a need to be cautious about the process and objectives for such sessions.

As with other areas of the curriculum, the teachers will take full responsibility for planning, teaching and evaluation. They will ensure that they are fully involved in all such sessions and visitors are not left alone with a class of pupils.

The co-ordinator will review and monitor the visitor experiences to ensure it contributes to and enhances the schools PSHE programme.

Code of practice for involving external services

1. The service/individual has a remit to work within a school setting.
2. Their aims are compatible with educational aims for young people in a school setting.
3. They don't use approaches designed to shock or undermine the self esteem of pupils.
4. Their training and resources match the age group they intend to work with.
5. They have vetted staff and clear procedures that will safeguard children (see *Safeguarding Policy*)
6. They are enhancing the work of the teachers rather than duplicating the teacher's role.
7. They have the support of credible organisations such as the local Children's Services.
8. Whether they have recommendations from other schools.

Co-ordination

This policy reflects the main aims of the school and will provide a framework for related policies such as Sex and Relationship, Drug Education, Anti-bullying, Safeguarding, Food and Physical Activity Policies. It will also be supportive of behaviour related policies and contribute to the co-ordination of policies related to adults such as the school No Smoking policy and Health and Safety.

As this is a policy to co-ordinate a whole range of curriculum and whole school issues this is reflected in the co-ordinator's position and remit.

The co-ordinators role is to:

- Plan and co-ordinate the implementation of PSHE education.
- Work with an agreed action plan on aspects of the PSHE curriculum.
- Establish monitoring and evaluation strategies.
- Liaise with parents and the wider community on aspects related to PSHE.
- Attend relevant training to keep up to date and improve skills and knowledge.
- Establish and monitor a staff development strategy to support the implementation of PSHE.

Staff Development

As there is little or no initial training in these areas, there is a staff development strategy that takes into account the following:

1. Awareness sessions for all staff that reflect their responsibilities within a whole school approach.
2. Training in sensitive areas where teachers require greater confidence.
3. Training for key staff that reflect their co-ordination and /or management responsibilities.

Monitoring and Review

This policy will be monitored by examining:

1. Planned curriculum practice
2. Staff development
3. Whole school practice

As part of this monitoring an action plan will be put in place that will prioritise areas for change. This plan will set time specific targets and clear achievable outcomes. This will be reviewed and reported upon each year to the governing body. A member of the governing body will take responsibility for providing support for the implementation of this policy.

Consultation process

1. With pupils
1. With parents
2. Governors
3. All staff
4. Children’s Services

Documentation Consulted

- Ofsted framework, 2012
- Education Act, 2002
- National Curriculum PSHE guidance 2013
- PSHE Association, 2009
- The Children’s Act, 2004 – Every Child Matters
- No Outsiders in our School
- DFEE guidance—Sex & relationship Education
- Safeguarding Children 2004 DfES,

This Policy will be reviewed in January 2021.

Signed: (PSHE Coordinator)

Signed: (Head teacher)

Date:

See also:

- Relationships and Sex Education (RSE) Policy*
- Spiritual Development Policy*
- Moral Development Policy*
- Social and Cultural Policy*
- Religious Education Policy*
- Collective Worship Policy*
- Sacramental Preparation Policy*