

**St. Catherine's C. of E.
Primary School**

**Personal, Social, Health
Education and Citizenship
Policy**

St. Catherine's C of E Primary School

Policy Statement for Personal, Social and Health Education and Citizenship

Introduction

This document is a statement of the aims, principals and strategies for teaching and learning of PSHE & C at St. Catherine's. This will be reviewed, in consultation with staff, pupils and Governors, as part of annual review, to incorporate use of SEAL (Social and Emotional Aspects of Learning) materials into the teaching of PSHE & C and to take account of the "Every Child Matters" directive.

Aims

At St. Catherine's School we believe that

- ◆ Teaching PSHE & C helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives, thus promoting well-being and self esteem.
- ◆ PSHE & C encourages children to become informed, active, responsible citizens in both the school and wider community.
- ◆ PSHE & C is vital to children's emotional growth and achieving a real sense of self-worth.
- ◆ PSHE & C encourages respect for and consideration of other people's contributions and needs and enhances children's ability to work successfully as part of a group.
- ◆ PSHE & C give children the knowledge and skills to be safe in all aspects of their life including Online Safety.

Every Child Matters

The PSHE & C curriculum is one of the most important ways in which schools can ensure they are addressing all the requirements set out in the "Every Child Matters" document. There are five strands that define the basic rights and expectations for all children:

1. Enjoy & Achieve - (attend/enjoy school; achieve high standards; achieve personal/social development)
2. Make a Positive Contribution - (make decisions; support community; positive behaviour/relationships; develop self –confidence; *deal with challenge/change; develop enterprising behaviour.*)
3. *Economic Well-Being - (Ready for further education/employment)*
4. *Be Healthy - (physically; emotionally; mentally; sexually; have healthy lifestyles; make good choices)*
5. Stay Safe - (safe from abuse/neglect; injury/accident; bullying/discrimination; crime; have security stability.)

Principles of Teaching and Learning PSHE & C

PSHE & C and Online Safety is important because:

- ◆ It develops children's self awareness and empathy towards others.
- ◆ It encourages self-esteem and promotes well-being.
- ◆ It allows children to explore spiritual, moral, social and cultural issues within a safe environment.
- ◆ It informs children about the main political and social institutions that affect their lives and their rights and responsibilities within this framework.
- ◆ It encourages understanding and tolerance of all individuals and the skills necessary to achieve positive, worthwhile relationships with others.

PSHE & C is a recommended subject in the National Curriculum. PSHE is taught both through discrete lessons and in cross-curricular subjects, such as Online Safety, Literacy, RE, history, geography, science, PE , art, DT and music. Most elements of PSHE & C are taught through SEAL units which provide clear learning objectives for children in a carefully structured spiral curriculum. It allows for a cross-curricular approach through whole school themes, which results in shared language and progression that can be planned and assessed.

The SEAL resources are organised into six half-termly themes, plus an extra unit on "bullying" in the Autumn Term. The units occur in order as follows:

1. New Beginnings
2. Getting On and Falling Out
3. Say No to bullying

4. Going for goals!
5. Good to be Me
6. Relationships
7. Changes

Christopher Winter

Sex & relationships and Drugs & Alcohol are taught through the use of the Christopher Winter SRE Schemes from Years 1 to Year 6.

Other teaching and learning opportunities include:

- ◆ Use of the QCA Citizenship scheme of work for citizenship issues.
- ◆ Some aspects are incorporated into the science, Literacy, history, RE, geography, art, DT, music and P.E. curriculum.
- ◆ Other resources and outside agencies, (Fire Service, School Nurse, Police Service) may be used for other aspects of the curriculum.
- ◆ Participating in the School Council.
- ◆ Whole school support/ events for a variety of charities.
- ◆ Life Skills Award scheme, which encourages creative thinking and independent learning.

Staff record termly and half-termly planning with reference to National Curriculum statements. PSHE & C is timetabled for 30 minutes per week in KS 1 and 45 minutes in KS 2.

Foundation follow the Cornwall Footsteps Early Years Curriculum, (please see below).

For working in PSHE & C children may be organised in a number of ways:

- As pairs or individuals.
- As small groups.
- As whole class.
- As mixed age groups with other classes.
- As a whole school.

Teaching Assistants and HLTAs may be used in PSHE & C as deemed appropriate by the class teacher:

- To enable SEN pupils to take a full part in lessons.
- To make positive contributions to topics under discussion.
- To lead sessions as appropriate.

Children's skills and knowledge are developed in the following ways:

- ◆ Listening to and discussing stories/accounts of others' lives.
- ◆ Taking part in topical and relevant debates.
- ◆ Using Circle Time to explore issues and make decisions.
- ◆ Using 2R Time" scheme
- ◆ Being given responsibilities for roles within the school community, (eg. Monitors/Playground Leaders/ Playground Buddies/ School Councillors).
- ◆ Meeting with and talking to other individuals.
- ◆ Making real and informed choices about their lives.
- ◆ Being given the factual information necessary to understand themselves, their bodies and how to be responsible for their health and well-being.
- ◆ Giving children the skills and confidence to ask for help and advice.
- ◆ Giving children the skills to understand and be in control of their emotions and behaviour.
- ◆ With a mixture of individual, group, whole class and whole school recording and some practical work.
- ◆ Using a variety of resources, including: fiction and non-fiction books; posters; games; videos; flash cards and ICT.

Progress and Continuity

KS1 visit all National Curriculum statements once KS2 visit National Curriculum Statements twice.

Skills, knowledge and understanding are appropriately developed as children progress through the school.

Whole school use of Circle Time ensures continuity of a safe and valued vehicle for children to explore issues with confidence.

Work is planned to incorporate and move on from previous experience and prepare the way for following experience. There is opportunity for all learning styles to be catered for and individuals to be supported as necessary.

The role of the PSHE & C co-ordinator is to:

- Lead staff in policy development.
- Support colleagues and liaise on matters concerning PSHE & C.
- Give advice/support when needed.
- To be responsible for ordering/caring for resources.
- To keep up with developments in this area.
- To help with planning across the Key Stages.
- To monitor progress throughout the school.
- To provide INSET when required.
- To monitor and evaluate teaching of PSHE & C through the school.

Monitoring, Assessment and Recording

Each child is assessed termly, against the criteria Sex and Relationships; Drugs Education; Healthy Eating; Health Related Exercise; Emotional Health and well-Being and Citizenship. The assessment is designed to be progressive and track developing skills/ knowledge/ understanding from Years 1 to 6. Mostly recorded as teacher assessments of skills and abilities. Reports to parents are given via parent meetings and annual report.

Foundation Stage

Nursery and Reception follow the EYFS (Early Years Foundation Stage).

The guidelines for personal, social and emotional development are divided into six Early Learning goals:

1. Early Learning goals for managing feelings and behaviour.
2. Early Learning Goals for self-confidence and self-awareness.
3. Early Learning goals for making relationships.
4. Early Learning Goals for health and self-care.
5. Early Learning Goals for people and community.

Each goal has comprehensive guidance as to opportunities/activities and what to assess within this framework.

Resources

- ◆ Stored in wooden cupboards/on shelves next to RE resources in the Infant Area.
- ◆ Also in Infant Resource Room.
- ◆ Variety fiction/non-fiction in Infant and Junior libraries.

EVALUATION

The PSHE Coordinator will ascertain the views of children and parents through the use of a questionnaire as part of the self-evaluation process.

A report for the Governors will be submitted annually with termly updates as required on any developments or activities highlighted in the School Development Plan.