

THE FEDERATION OF ST. EDMUND'S AND ST. PATRICK'S R.C. PRIMARY SCHOOLS

P.H.S.E. POLICY

We come to a Roman Catholic School and so believe that Jesus was born, died and rose again for everyone. We aim to help, encourage and show God's way to our families, making sure that our Catholic traditions and faith are kept alive. Each year at school, we learn a little bit more about our faith so that we can grow to love God and each other more."

At our schools, we seek at all times to be a witness to Jesus Christ. We remember this when putting our policies into practice. Therefore, this pay policy will reflect the Catholic identity and mission of our schools and the values it proclaims.

1. Introduction

PSHE is the study of Personal, Health and Social Education and includes Citizenship Education and Economic Well-being. It is central to the development of the pupils in our school. PSHE continues to be a major part of the curriculum and day to day life at our schools and is closely interwoven with our SMSC learning both throughout our school and within our 'Ambassadors for change' curriculum time.

Our mission is to enable our children to:

- Develop a secure sense of identity and are able to form positive relationships
- Have the confidence to talk, listen and think about their feelings
- Have a curious and reflective approach to learning
- Have a greater understanding of the issues they face in their emotional and social development
- Be able to protect themselves and ask for help and support
- Be able to make positive health and lifestyle choices
- To provide pupils with a range of social skills, applicable to different contexts in order to prepare for life in modern Britain
- To equip children for conflict resolution, based on mutual respect and tolerance
- Be provided with the knowledge, understanding, skills and attitudes to make informed choices about their behaviour and learning

2. Aims

Together with SMSC, PSHE is central to all we do at our schools. This approach enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council as well as our debating teams. We teach pupils about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. It provides a basis for children within which they can grow in confidence as Christian people and become informed, thoughtful, responsible, healthy and safe members of society. Through our SMSC and PSHE curriculum, we encourage children to show respect to all members of our school family, Church family and wider community and build friendships with each other.

We aim to make school a place where children have the confidence to try their best and make mistakes but learn to develop a growth mindset. We aim that the children in our Catholic school:

- Know that they are unique individuals made in the image and likeness of God.
- Develop confidence, resilience and responsibility by making the most of their abilities.
- Learn about citizenship and how to play an active role as citizens.
- Develop a healthy lifestyle and make healthy choices.
- Learn how to keep safe.
- Develop healthy relationships.
- Respect differences between people
 - know and understand what constitutes a healthy lifestyle;
 - be aware of safety issues;
 - understand what makes for good relationships with others;
 - have respect for others;

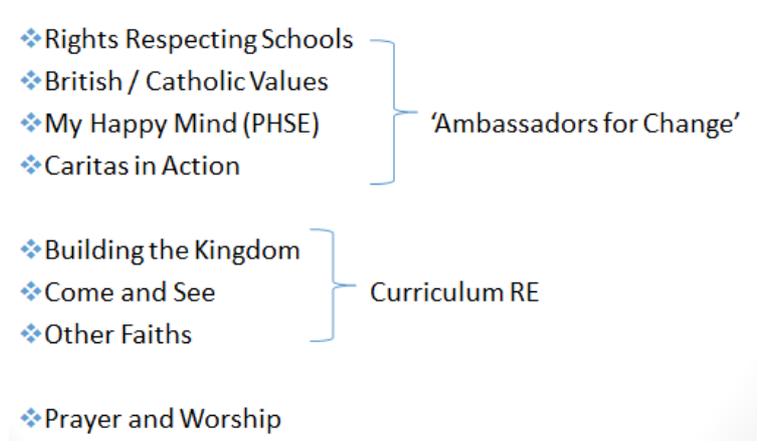
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

3. Teaching and learning style

Across the curriculum, we use a range of teaching and learning styles. Emphasis is placed on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events or involvement in an activity to help other individuals or groups 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. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church and other places of worship, whom we invite into the school to talk about their role in creating a positive and supportive local community.

4. PSHE and citizenship curriculum planning

At the Federation of St. Edmund's and St. Patrick's Schools, all areas of the curriculum and collective worship are underpinned by our distinctive Catholic character and will contribute to both our Christian and British values as well as our PSHE focus. Furthermore, weekly 'Ambassadors for change' time allocation ensures that particular SMSC and PSHE issues are given the necessary time for our pupils to meaningfully challenge, suggest change and plan transformation. (Please also refer to SMSC policy as well as the Curriculum RE policy).



We teach PSHE and citizenship in a variety of ways. In some instances, e.g. drugs education, we teach PSHE and citizenship as a discrete subject on occasions.

Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the planning of proposed local developments. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we some of the PSHE and citizenship through our religious education lessons.

We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer residential visits to North Wakes for year 6 children, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

5. Parental and Community Involvement

Parents are invited to join in events in school, including assemblies, collective worship and workshops on relevant themes. Parents are regularly informed of events and developments on the weekly newsletter as well as on our Facebook pages. Working with parents is a vital part of the whole school approach to PSHE and Citizenship. Aspects of it are included in our home – school agreement. There will also be links with local businesses and councillors, as part of the work in Citizenship. We also work closely with the local church, and strong links with Father Jim and the Parish of St. Patrick's. We involve outside agencies e.g. School Health Advisors, School Police liaison officer, dental health advisors etc. as much as possible to deliver aspects of the curriculum. This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE and Citizenship curriculum for our children.

6. Celebration

Celebration of achievement contributes to building pupils' sense of pride. Rewards, certificates and positive praise, using a growth mindset approach throughout the school are used to promote good work and behaviour. Pupils are given opportunities to reflect on their own learning and personal experiences and to set personal goals/ targets and agree strategies to reach them.

7. Foundation Stage

We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

8. Teaching PSHE and citizenship to children with special educational needs

At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event at a local church hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9. Assessment and recording

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage as set out in our Curriculum Coverage and monitoring files.

10. Resources

- My Happy Minds
- Anam Cara scheme – Statements to live by
- Caritas in Action
- Debate Mate
- Social media and other forms of media

11. Monitoring and review

The PSHE and citizenship subject manager together with the Headteacher is responsible for monitoring the standards of children's work and the quality of teaching of this subject. The subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for reporting to the headteacher evaluating strengths and weaknesses in the subject and indicating areas for further improvement.