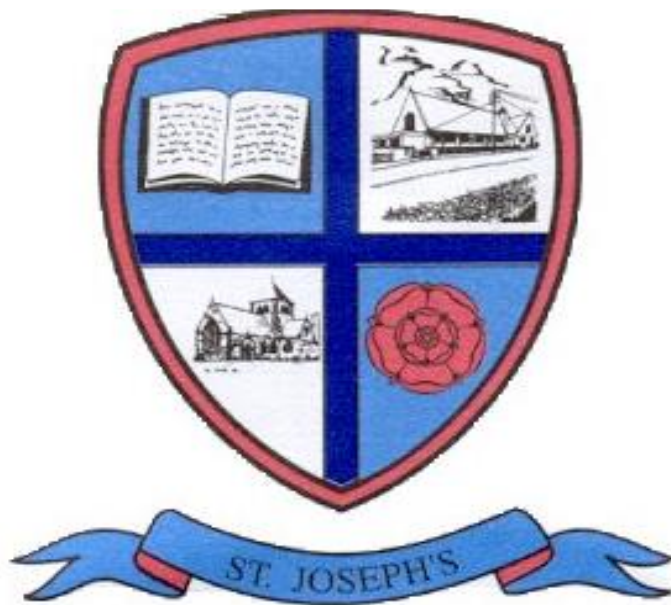


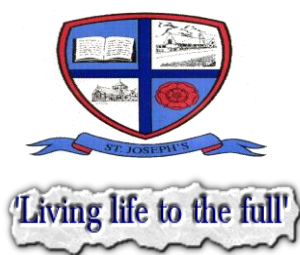
ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



PSHEE & CITIZENSHIP Policy

Reviewed April 2023

To be reviewed April 2025



ST JOSEPH'S PRIMARY SCHOOL **PSHEE AND CITIZENSHIP POLICY**

Objectives:

Personal Social, Health and Economic Education [PSHEE], Citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive and active role; in contributing to the life of the school and the wider community. In doing so, we develop in them a sense of self worth. We teach them how society is organised and governed. We ensure they experience a process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Aims:

The aims of Personal Social, Health and Economic Education [PSHEE] and Citizenship are to enable the children to:

- Know and understand the six Nurture Principles
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others;
- Know and understand what constitutes a healthy lifestyle;
- 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 community.

Teaching and Learning Styles:

We use a range of teaching and learning styles. We place an emphasis 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 citizenship, e.g. charity fundraising, the planning of a school special event such as an assembly, open evening, talent show 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 and targets. We offer the children opportunities to listen to visiting

speakers such as NSPCC, health workers and police and representatives from the parish and wider locality who we invite into school to talk about their role in creating a positive and supportive local community.

If a pupil talks about personal information best practice is to offer positive support, to ask relevant questions and agree a relevant and helpful way forward. If after reflection and discussion with a pupil it is agreed further action needs to be taken this is done with the pupil understanding the process and its implications. If there is uncertainty about further action senior management will be consulted. Before embarking on any sensitive or controversial issues clear 'ground rules' will be agreed upon in order to clarify boundaries.

Child Protection:

As there may be sensitive issues raised in PSHEE, there may be opportunities for pupils to make unexpected disclosures to staff. Staff should be familiar with the Child Protection policy and be aware of who is the DSP. If a disclosure is made or if staff need advice they should consult with the DSP immediately.

The Health and welfare of Saint Joseph's children underpins all our decisions.

PSHEE and Citizenship planning:

At St. Joseph's we follow the SCARF framework alongside the 'Journey of Love'. The SCARF framework embeds a comprehensive PSHEE and Wellbeing programme throughout our primary school. SCARF is a whole-school approach to promoting behaviour, safety, achievement, wellbeing and community cohesion. We adapt lessons to suit the needs of children in the class and hold themed weeks throughout the year such as 'Health week', 'Anti-bullying week' and 'Mental health week'. Our year 6 children start the academic year with a trip to the Houses of Parliament to gain a deeper understanding of democracy and citizenship. School council members from each year group are elected termly to promote pupil voice. On a daily basis, we instill the 6 principles of nurture. We run nurture groups, Forest school sessions, self-esteem programmes and develop meditation. Our school includes PSHEE as a timetabled subject in its own right at each of the primary stages. Each class devotes half an hour a week to PSHEE. It features on the termly curriculum newsletter and on the annual report. It is also delivered through other curriculum and subject areas.

There is a large overlap between the programme of study for Religious Education and the aims of PSHEE and Citizenship. PSHEE and Citizenship are often – implicitly - taught through other subject areas:

English: Emotional Literacy; discuss and debate; enquiry and communication; stories that illustrates aspects of personal and social development; how the media present information; opportunities for stories from other cultures and about difference and diversity;

Mathematics: Aspects of financial capability; counting and sharing; data handling;

Science: Drugs (including medicines); sex; health; safety and the environment; ethical issues;

Design and Technology: Health and safety; healthy eating; realising that people have differing needs to generate design ideas; use of technology; sustainable development;

ICT: Finding information on the internet and checking its relevance; safe use of the internet rules for use etc.

History: Use of sources; reasons for and results of historical events; situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past;

Geography: Topical issues concerning the environment, sustainable development, land use; study of children's own locality and places in different parts of the world, including less economically developed countries;

Art and Design: Reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;

Music: Making the most of abilities in playing or singing; experiences of cultural diversity; their value and their expression;

PE: Teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues;

We also develop PSHEE and Citizenship through activities and whole-school events:

- School Council and Eco-Council projects
- Special days/weeks on various topics e.g. road safety [The Right Start Program and Bikeability]
- Health week
- Celebrating team achievements by non-uniform days and fun days
- Visits from the school nurse.
- Team Building experiences e.g. PGL
- Fundraising e.g. CAFOD, Nugent Care Society, Mission Together
- Harvest festival
- Taking part in assemblies – class worships linked to RE, reward/achievement assemblies
- Productions
- Visiting theatre groups/poets/ writers
- Parish events
- After school clubs e.g. football, netball, cricket, recorder, guitar
- Termly Citizenship awards (**see Appendix 1**)
- Worry monsters for each class.
- Photographs of School Council /Eco- Council members to be displayed.
- Sensorial Sessions
- Lego Therapy
- Forest School Sessions

Foundation Stage:

We teach PSHEE and citizenship in the Foundation stage, as an integral part of the topic work covered during the year, and also as discrete sessions. We relate the PSHEE and citizenship aspects of the children's work to the objectives set out in the Development Matters/Early Learning Goal's. Our teaching in PSHEE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the Development Matters/Early Learning Goal's. We also support citizenship education in reception classes when we teach "Understanding of the World".

Special Educational Needs:

At our school, we teach PSHEE and Citizenship to all children, whatever their ability. PSHEE and Citizenship forms part of the school's policy to provide a broad and balanced education to all children. Through our PSHEE 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.

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 styles
- 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 needs of every child.

As a result of close monitoring, intervention through School Action and School Action Plus will lead to the creation of a Personal Centred Programme (PCP) for children with special educational needs. The PCP may include, if appropriate, specific targets relating to PSHEE and Citizenship.

We enable pupils to have access to the full range of activities involved in learning PSHEE and Citizenship. Where children are to participate in activities outside the classroom, for example, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment, recording and reporting:

Assessment can be carried out in several ways:

- Through self assessment and peer assessment;
- Observation and assessment of class work;
- Special projects and events;
- Other adults such as teaching assistants and visitors

The achievements of pupils in PSHEE and Citizenship are reported to parents each year.

Resources:

Resources are accessed through the SCARF Coram website.

Monitoring:

The PSHEE and Citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHEE 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. In line with the school monitoring cycle, the subject leader has opportunity to monitor work and planning and to observe any lessons.

School Council/Eco Council:

The School/Eco Council is made up of a boy and a girl from each year group. These children have been chosen by their peers as representatives for that year group. The Council meets with the PSHEE subject leader once every two weeks to discuss any charity work, suggestion box findings, complete questionnaires/ posters. The Council records minutes of each meeting and news on the things that they have done and will do. They also have their own page on the School website. Council keep track of their funds alongside office staff and produce an expenditure spreadsheet.