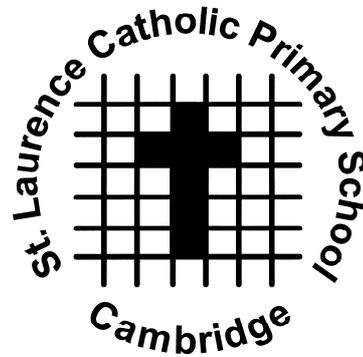


*Through God's grace a community growing in knowledge
and understanding*



**ST LAURENCE CATHOLIC
PRIMARY SCHOOL**

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



1. Aims and objectives

1.1 We believe that PSHE and citizenship should enable children to become healthier, more independent and more 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 the children experience the process of democracy through participation in the School Council. We teach children about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

1.2 The objectives of PSHE and citizenship are to enable the children to:

- Know and understand a healthy lifestyle including mental health, well-being, self-esteem and body image
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others
- Be independent and responsible members of a community, such as school
- 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 community

2. Teaching and learning style

2.1 We use a range of teaching and learning styles. We teach PSHE from the Cambridgeshire PSHE Service Primary Scheme of Work for 6 hours every term. We emphasise active learning by including the children in discussions, drama activities, circle-time and problem solving situations as well as promoting the use of outdoor space. We encourage the children to take part in a range of tasks that promote active citizenship, for example: School Council, team leader's duties, charity fundraising, planning special school events, or involvement in helping other individuals or groups less fortunate than themselves. All children participate in establishing a whole class set of ground rules. We offer children the opportunity to hear visiting speakers, from across our community, whom we invite into the school to talk about their role in creating a positive and supportive local community.

2.2 In the school year different key events are highlighted in class but also on a whole school level such as Anti-Bullying Week, Parliament Week and other key national days such as World Mental Health Day, Sign Language Day, and Universal Children's Day etc. There is a whole school approach towards improving behaviour and learning. Social, emotional and

behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people. Where children have good skills in these areas, and are educated within an environment supportive to emotional health and well-being, they will be motivated to, and equipped to be effective learners, good friends and able to manage feelings and problems successfully.

3. PSHE curriculum planning

3.1 At St Laurence, we have adopted the Cambridgeshire PSHE and Citizenship scheme of work for the 3 key stages. This programme has been installed on the school server and is updated regularly with any new resources or changes to statutory requirements. This is all easily accessible to all staff and offers them the ability to have an overview of what is taught in PHSE throughout the school. We teach PHSE and citizenship in a variety of ways. Sometimes, for example when dealing with issues in drugs education, we teach PSHE and citizenship as a discrete subject. On other occasions we introduce PSHE and citizenship topics through teaching in other subjects. For example when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths.

3.2 We also develop PSHE and citizenship through various activities and whole school events, for example the School Council representatives from each class meet regularly to discuss school matters. JTA (Junior Travel Ambassadors) meet regularly to promote safe travel and heighten awareness of safety on our roads. We also offer students in Year 5 the opportunity to be trained as Peer Mediators in the summer term which is a specific form of restorative practice. It allows our students to become mediators and problem solvers and works in conjunction with our Conflict Resolution SOW. We offer a residential visit in Key Stage 2 to an Educational Activity Centre where there is a particular focus on developing pupils' self esteem and giving the opportunities to develop leadership and co-operative skills.

4. The Foundation Stage

4.1 We teach PSHE and citizenship in reception classes as an integral part of topic work. As the reception class is part of the Early Years Foundation Stage Framework, 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.

5. PSHE and inclusion

- 5.1** At our school we teach PSHE and citizenship to all children, whatever their ability and individual needs. This is in accordance with the school's curriculum policy and the government's Every Child Matters agenda of providing a broad, balanced and inclusive education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, transient learners and those learning English as an additional language, and we take all reasonable steps to achieve this. Differentiation in the planning and variety in the teaching of the PSHE schemes of work enables these pupils to access the curriculum at the appropriate level, encouraging continued learning and progression. Where appropriate, these children are encouraged to take part in extra-curricular activities to further support their progression in PSHE.
- 5.2** 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, individual needs – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the National Curriculum's attainment targets and level descriptors allow us to consider each child's attainment and progress in relation to the levels expected. This helps ensure that our teaching is matched to the child's needs.
- 5.3** We enable all pupils to have access to the full range of activities involved in learning PSHE. Where children are to participate in activities outside the classroom, for example, a visit to a local recycling centre, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6. Multicultural

- 6.1** We support a range of personal and cultural identities amongst pupils, staff and parents, including the traveller community, mixed or dual identities such as Black British or British Muslim.
- 6.2** We teach concepts of discrimination, prejudice, exclusion, harassment and injustice so that pupils learn to protect the equal human rights of others.
- 6.3** We create and use opportunities for reflection on events in the school itself, including bullying and racist name-calling. To this end, we support National Anti-Bullying Week with a range of activities to help children understand the causes and consequences of different kinds of bullying, and how to deal with them.

7. Assessment for learning

- 7.1** Teachers assess the children's work in PSHE and citizenship while observing them working during lessons. PSHE and citizenship is assessed in accordance with the school's assessment policy. This enables the teacher to make annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of the year.

7.2 Teachers record the achievement of pupils in PHSE and citizenship. We report these achievements to parents each year.

7.3 We do not set formal examinations in PHSE and citizenship. The assessments that we make of pupil achievement are positive and record achievement in the widest sense.

8. Resources

8.1 The newly revised Cambridgeshire PSHE programme has been installed on the school server providing easy access for each class teacher.

8.2 We keep resources for PSHE and citizenship in a central store. We have additional resources in the staffroom. Our head teacher, PHSE and RE coordinators hold a selection of reference materials for teaching sensitive issues. We are building a comprehensive library of books to use as additional resources to teach specific topics through circle time such as self-esteem, dealing with emotions, anxiety.

9. Monitoring and review

9.1 The PSHE 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 PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

9.2 This policy will be reviewed at least every 3 years.

Review

Policy discussed and agreed with Governors 17th March 2020

Next review by Governors Spring 2023

Date: March 2020