

THROUGH GOD'S GRACE A COMMUNITY GROWING IN KNOWLEDGE AND UNDERSTANDING



St Laurence Catholic Primary School

Personal, Social and Health Education and Citizenship Policy

(See also Behaviour and Discipline; Drugs; Health & Safety; Sex and Relationship Education)

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
- 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 and problem solving situations. 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, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

- 2.2** We have been a part of the SEAL programme since September 2006. There are seven themes within the SEAL programme, which are taught as part of the PSHE scheme, within RE lessons and assemblies. One week is dedicated to Anti-Bullying. 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's, we have adopted the Cambridgeshire PSHE and Citizenship scheme of work for the 3 key stages. This programme has recently been installed on the school server providing easy access for each class teacher. We teach PSHE 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. As there is an overlap between the programme of study for religious education and the aims of PSHE, we teach many aspects of the PSHE objectives through our religious education lessons.
- 3.2** We also develop PSHE and citizenship through various activities and whole school events, for example the school council representatives from each form meet regularly to discuss school matters. They also meet with school councillors from another local school to share ideas. We offer a residential visit in Key Stage 2 to Kingswood 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 Every Child Matters principles 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. Those children who excel in PSHE are placed on the school's Gifted and Talented Register. 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** Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PSHE.
- 5.4.** 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 an archaeological dig, 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 PHSE 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 keep records in the School Achievement File, of their contribution to the life of the school and the community.
- 7.4** 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.

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. The subject leader is also responsible for giving the head teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.
- 9.2** This policy will be reviewed at least every 3 years.

Signed: CG Cooper

This policy has undergone an Equality Impact Assessment

Date: April 2013

Review Due: April 2016