#

# St. Joseph’s School & Nursery

Personal, Social & Health Education and Citizenship Policy

**Date of Policy: June 2014**

**Members of Staff Responsible: Mrs E. Boyer (Deputy Head)**

**Policy Statement**

PSHE and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become responsible citizens.

PSHE comprises of planned provision to promote the personal and social development, health and wellbeing of pupils in a school.

**Aims and Objectives**

This policy is a working document which provides guidance and information on all aspects of PSHE on all aspects of PSHE and Citizenship in the school for staff, parents/carers and trustees. We aim to:

* Give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives.
* Give pupils the knowledge, skills and understanding they need to become informed, active and responsible citizens.

**Moral and Values framework**

The PSHE and Citizenship programme at St Joseph’s School reflects the school ethos and demonstrates and encourages the following values:

* Respect for self
* Respect for others
* Responsibility for their own actions
* Responsibility for their family, friends, schools and the wider community

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**Equal Opportunities Statement**

The school is committed to the provision of PSHE and Citizenship to all of its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN Staff.

**Content**

The Nursery and Reception Class follow the Early Years Foundation Stage recommendations for Personal, Social and Emotional Development (PSED). The children carry out adult led and child initiated activities for each aspect of PSED. Many of the activities are embedded within the children’s routines free-play and whole school activities. PSED is observed and recorded under the following headings

* Self Confidence and Self Awareness
* Managing Feelings and Behaviour
* Making Relationships

which they learn from birth.

Children work alongside the “Every Child Matters” framework that provides goals for 0 – 5 year olds.

Key Stage 1, pupils learn to recognise and name feelings and express positive qualities about themselves. They develop skills to manage feelings in a positive and effective way and develop confidence in sharing their views and opinions. They learn to set themselves simple goals and make informed choices about aspects of their health and wellbeing. Pupils indentify and respect differences and similarities between people, recognising how their behaviour affects other people and that bullying is wrong and how to get help dealing with it.

In Key Stage 2, pupils learn to express their views confidently and listen to and show respect for the views of others. They recognise their own worth and that of others and face new challenges positively. They learn to recognise and respect gender differences and how to develop positive and supportive and respectful relationships. They are encouraged to understand about the world of work and some of the skills and attitudes necessary in the adult world including money management. Healthy lifestyles, including what affects mental health and risks involving substance abuse and drugs are discussed and explored (through the D.A.R.E. scheme for Drug awareness). Various types of relationships are investigated ( e.g. split families, multiple fathers and differences and similarities in relationships)and skills are developed to maintain good relationships and to challenge negative behaviours such as stereotyping and aggression. They learn about rights, responsibilities and duties related to their age and understanding.

**Organisation**

PSHE and Citizenship should not be delivered in isolation but firmly embedded in all curriculum areas as well as the overall life of the school. At St. Joseph’s School the main content is delivered through Religious Education Lessons, assemblies, subjects and circle time.

PSHE and Citizenship is normally delivered by class teachers in mixed gender groups. Active learning methods, which involve children’s full participation, are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors may be invited to contribute to the delivery of PSHE and Citizenship in school. St. Joseph’s has a code of practice when using visitors in this role:

* Visitors are invited in to school because of the particular and identified experience or contribution they are able to make.
* All visitors are familiar with and understand the school’s relevant policies and work within them.
* All input to the lessons are part of a planned programme and are negotiated and agreed with staff in advance.
* All visitors are supervised/supported by a member of staff at all times.
* The input of visitors is monitored and evaluated by staff and pupils in order to inform future planning.

**Where PSHE and Citizenship occur at St.Joseph’s**

* Whole school activities (mainly assemblies)
* Through other subjects
* Specific curriculum time
* In considered responses to situations which arrive within the broad framework of the school.

English

Children are involved in speaking and listening, they take turns in discussions, think about the needs of their listeners, learning to vary contributions and to deal positively with opposing points of view through balanced debate and argument. Drama, story and poetry can provide valuable opportunities for children to explore unfamiliar situations and talk through the emotions and social skills of the characters. Work on fables allows them to discuss moral dilemmas. Children learn that different media can present information in different ways by for example, watching television, reading newspapers, using Information Technology and listening to the radio.

Mathematics

Children are increasingly able to apply learning in mathematics to their everyday life. Children use numerical skills to develop financial capability, learning that money comes from different sources and can be used for different purposes, to look after their money and to recognise that future wants and needs may be met through saving. Through their contributions to charities, in particular through cake sales, jumble sales etc and deciding which charity(s) to donate to and why, children learn to prioritise, the value of sharing and an appreciation of the efforts made by hard-working families and carers

Science

Children learn about the ways in which living things and the environment need protection. They learn about drugs, the human life cycle, health, keeping fit, food and electrical safety.

History

Children find out about significant people and events. They begin to evaluate evidence and use their findings to argue for a point of view. They learn how the past can influence the present, they begin to see the diversity of human experiences and understand more about themselves as individuals and members of groups and of society. Children gain an understanding of how society has changed and the changing role of each gender at different times in history.

Geography

Children develop skills of enquiry and communication which enable them to research, reflect upon and discuss topical issues, problems and events. For example concerning the environment, sustainable development, land use, study of pupils’ own locality and places in different parts of the world including less economically developed countries, the work of charities, field trips.

Art and Design

Children have opportunities to work with others to explore and develop ideas. They learn about the roles and purposes of artists, craftspeople and designers working in different cultures and begin to develop an understanding of how works of art, craft and design reflect the full range of cultural values and beliefs.

Music

Children have the opportunity to participate in group and/or class performances. Examples include the Summer and Christmas productions, Harvest Festival, May Procession. They learn about and experience music from different times and cultures, which contributes to their appreciation of the range of national, regional, religious and ethnic identities in the UK.

Physical Education

PE supports PSHE and Citizenship by promoting self-reliance, self-discipline, social responsibility and the spirit of adventure. They learn to value and develop sensitivity to individual differences and to take part as members of groups and teams. PE also provides opportunities to learn about other times and cultures through, for example, dance activities. Children have the opportunity to work with partners or as part of small groups. Children learn how to participate as a team member and develop qualities of sportsmanship. They have the opportunity to participate in a range of extra-curricular sporting events, representing the school in tournaments, leagues and friendly matches.

Religious Education

Children learn about what is fair and unfair, recognise what is right and what is wrong, to understand and exercise personal, social and moral responsibility. Children reflect on spiritual, moral, social and cultural issues using their imaginations to understand other people’s experiences. It provides a valuable context for children to learn about and appreciate the range of national regional, religious and ethnic identities in the UK. As a Catholic school we use the Here I Am Scheme which has PSHCE themes embedded throughout its content allied to a religious standpoint. And follow bible stories throughout the year to provide a foundation for attitudes and behaviours. We also have strong links to the local Roman Catholic Cathedral and take part in the community in a number of ways

* Masses
* Carol service
* Celebration and worship within the school
* Celebration and worship with the wider community
* Grace before meals etc

**A selection of whole school activities**

* Collective worship
* Harvest festival
* Performances in assembly by staff and pupils
* Concerts and productions
* Awarding certificates of commendation, merit points
* School clubs eg chess, art, sport, karate, drama, music
* Inter-school matches, sports matches
* Cricket, football, swimming and Ice skating coaching
* Within the community, eg Stations of The Cross at St Barnabas Cathedral, May Procession
* PTA activities, eg barbeque, Christmas Fayre
* Discussions with community workers eg Emergency Services, clergy
* Sponsored activities, eg NSPCC, CAFOD, Barnardo’s , Emmanuel House, Rainbows and NSPPC among many others
* School trips
* Class/group discussions/reflections
* Development of social skills during break and lunch times
* Competitions, eg sports day, art, Inter –house, book week activities
* Special weeks, eg Science and Book weeks that include opportunities for whole school and individual involvement on a theme with a presentation for parents
* Mutual support between pupils eg paired reading, helping each other
* Classroom and school prefects, House captains
* Anti-bullying week
* Visiting theatre productions, eg Nottingham Playhouse, Christmas shows
* School council
* Vertically Organised House system
* Sharing assembly and pupil of the week

**Inclusion – we aim to provide effective learning opportunities for all pupils by:**

* Providing tasks that all pupils can do
* Setting suitably challenging tasks
* Setting a variety of tasks, eg structured tasks, differentiated tasks, open ended tasks
* Asking questions in a positive atmosphere
* Asking closed and open ended questions ( especially those that ask for opinion)
* Use a range of grouping arrangements
* Variation in teaching styles and arrangements
* Vary the subject content
* Vary presentation, eg teacher talk, video, ICT, tapes, trips, opportunities for active involvement
* Use materials which reflect social and cultural diversity and provide positive images of race, gender and disability

The PSHE and Citizenship framework contains specific reference to knowledge, skills and understanding that children need to develop in order to contribute to and participate in, inclusive learning environments. For example, they need to learn about and deal with issues around bullying and racism and learn to recognise and challenge stereotypes. They contribute to the development and review of the relevant school policies and participate in projects and initiatives that promote inclusion.

**Child Protection**

The school has a separate Safeguarding Children Policy. Effective PSHE and Citizenship may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

**Sensitive Issues**

Staff are aware that views around some PSHE and Citizenship related issues are varied. However, while personal views are respected, all PSHE and Citizenship issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that might hold a different opinion.

**Assessment and Recording**

Teachers assess the children’s work in PSHCE both by making informal judgements as they observe them during the lessons and through formal assessments of their work, measured against the specific Learning Objectives set out in HIA and relevant policy documents. We have clear expectations of what pupils will know, understand and be able to do at the end of each Key Stage. Achievements are reported annually to parents and there is no formal written examination. Children are not categorised in terms of “pass” or “fail”.

**Monitoring and Review**

The PSHCE 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 PSHCE though disseminating current developments and providing a strategic lead and direction for the subject within the school. The policy is part of a rolling programme of review.

**Other Policies**

This policy should be read in conjunction with Health and Safety Policy, Safeguarding Children policy, RE Policy and curriculum documents.

**Looking Forward**

The following have been identified as areas of development

* Resource Management
* Budget
* Subject Leader and time allowance
* Position of HIA in Catholic Schools’ RE teaching
* Pupil Ownership – EG Record of achievement
* The House system
* Developments in IT provision – eg Bugbear
* Cross referencing
* Sex education

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