

 **St. Peter's Catholic School** 

Policy For Personal, Social Health and Economic Education

MISSION STATEMENT



St. Peter's Catholic School Mission is that pupils, parents staff, governors and parish build together a learning community which develops love, concern for each other and forgiveness, by living out the Gospel.

This means our school will be a place which:

- ☺ encourages children to live as children
- ☺ welcomes, values and respects the innocence of childhood and the individual's strengths and weaknesses
- ☺ encourages each to use his/her gifts and talents for self fulfilment and the good of all
- ☺ fosters knowledge, experience and understanding
- ☺ celebrates that we are each made in the image and likeness of God
- ☺ fosters prayer, trust in God and an understanding of His love through the Gospel of Jesus Christ, encouraging our respect for all His people

Introduction:

At St Peter's RC Primary School we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do. Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning. Through our Catholic curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Aims for the School Curriculum

- The School Curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- As a Catholic school the curriculum should aim to promote pupils' spiritual, moral, physical and social and cultural development (as a Catholic school) and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other. The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

Rationale:

The importance of Personal Social and Health Education and Citizenship.

Personal, Social and Health Education (PSHE) and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of the community. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The aim will be:

The overarching aim for PSHE Education is to provide pupils with:

- Skills and attributes such as resilience, self-esteem, risk management, team work and critical thinking.
- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and, if necessary, challenge their own and other's values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- To become a positive and active member of a democratic society.
- To develop good relationships with other members of the school and wider community.

Provision

PSHE in our school will follow the Framework for PSHE, given in the National Curriculum 2014. This framework will be delivered through a variety of teaching strategies but will mainly focus on using the SEAL themes and guidance.

Each child will have a "Miss Dorothy book" to support independent opportunities to reflect on pupils own emotional awareness. It will also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school PSHE and Citizenship activities and school events, and the School Council, which provide links with parents and members of the outside community. Our strong Catholic Ethos and Curriculum of respect and love towards each other supports developing tolerance. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Religious Education Policy, Respect and Behaviour Policy and Sex and Relationships Policy.

The Framework for PSHE:

The three core themes (overlapping) for KS1 and KS2 are:

1. Health and Well Being
2. Relationships
3. Living in the Wider World

The Framework for Citizenship and PSHE:

1. Developing confidence and responsibility and making the most of their abilities.
2. Preparing to play an active role as a citizen
3. Developing a healthier, safe lifestyle
4. Developing good relationships and respecting the difference between people

Children will be taught through:

- Discreet curriculum time
- Cross-curricular activities
- Through PSHE and Citizenship activities and school events
- A combination of all of these
- Each child will have a 'Miss Dorothy' book

Strategies for the teaching and learning of PSHE and Citizenship:

- Circle time
- Class visits
- Class rules
- Class rewards
- Receiving visitors
- Roles and responsibilities - monitors.
- Problem solving
- Understanding another point of view.
- School council
- Drama and role-play
- Working with feelings and imagination.
- Using the 'SEAL' teaching resources
- 'Ideals' drug education resources
- 'Miss Dorothy' scheme of work Year 1 – Year 6

At St. Peter's RC Primary we use many means to teach PSHE and Citizenship:

1. Whole School

- Assemblies and Collective Worship – ongoing interactions with pupils
- Respect and Behaviour Policy
- School events e.g. Christmas events, Art day, Sports day, Careers Week, Cultural Week, Anti-bullying week, and E-Safety week
- School Council, House Captains and the House system, Junior Travel Ambassadors and Dinner monitors
- Travel Plan targets and Walk to School incentive
- Supporting charities e.g. Poppy Appeal, CAFOD, Harvest Festival, links with a school in Ghana and other charities.
- SEAL programme
- Miss Dorothy scheme of work for Key Stage 1 and Key Stage 2 children.
- 'Ideals' Drug Education scheme of work.

2. Cross Curricular Special Opportunities and Events.

- Junior Citizens/Enterprise
- Topic work
- School trips/visits and visitors to school
- School Clubs/Breakfast and After School/Lunchtime
- Playground games and equipment
- Residential School Journey
- Visits to the Houses of Parliament to promote British Values

3. Discreet Curriculum Citizenship.

- Health and Physical Education
- Drug Education
- Sex and Relationship Education

Sex Education (Year 5)

God created everything, especially human life. Living plants, animals and humans procreate – this miracle is part of God's plan. The gift of sexuality should be respected. While it is natural for young people to be curious about sexual matters, some materials (written, pictures, film) are disrespectful to God's gift.

People can be attracted to one another, perhaps fall in love and, if they wish, can receive the sacrament of Marriage.

Within married love they can enjoy God's gift of their sexuality.

Resources

The class teacher, Headteacher and school nurse use a three part DVD to teach:

1. Growing and Puberty
2. Birth
3. Life Begins

Parents are informed that children are taking part in the programme and are asked to discuss the programme with their children when they are at home. They are given the choice to withdraw their child from all or part of the Sex and Relationships education provided by the school, except those parts included in Statutory National Curriculum Science. Children are given opportunities to ask questions which have been raised from the programme. The nurse, class teacher and Headteacher support the questions.

The School Governors have approved the teaching of Sex Education at St.Peter's and have monitored it.

Parents receive a letter prior to these lessons and have the right to withdraw their child if they wish to make alternative arrangements.

Assessment, Recording and Reporting:

Assessment in PSHE and Citizenship at St Peter's RC Primary School does not imply that children are failing as people or citizens.

In PSHE and Citizenship there are two broad areas for assessment.

- Children's knowledge and understanding , for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Use of Visitors:

At St Peter's RC Primary School all community based agencies who visit to provide curriculum support, are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Develop ways of speaking to children which communicate the open approach, avoiding any hidden agenda to convert young people.

Prior to agencies attending the school, relevant staff ensure that:

- Checks have been made with the LEA.
- Their input is integrated within a planned programme.
- School/classes background information has been issued.
- Resources have been checked for suitability.

Roles and Responsibilities

The PHSE Co-ordinator has the following responsibilities:

- To ensure that resources used are relevant and appropriate to the needs of the children.
- To lead on the evaluation of the PSHE policy and programme.
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom, deliver/support PSHE, are doing so in line with the school's PHSE policy, and other relevant school policies.
- To contribute to the evaluation of the programme.
- Assessing children's progress against the agreed learning outcomes.
- Communicating with parents when appropriate/necessary.

St.Peter's Governing Body will review this policy every three years.

Date: October 2018

Review Date: October 2021

Chair of Governors: Mr Gerry Franklin

PSHE and Citizenship Curriculum Map for the Whole School

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	-Miss Dorothy book- All about me. -Staying safe in school and road safety. -Communication skills and opportunities	-Miss Dorothy book- Anti-bullying and friendship theme -Staying safe in school and road safety.	Going for Goals Seal project -Staying safe in school and road safety. -People that help us in the community e.g. Police	-Good to be me Seal project -Ideals (blue folder) 4b Special people	-Miss Dorothy book -Communication skills and opportunities -Healthy lifestyles	Miss Dorothy book -Looking after animals -Ideals blue folder Decisions and Influences
Year 2	Miss Dorothy book -Staying safe in school and road safety. -Communication skills and opportunities	Miss Dorothy book -Anti-bullying and friendship -Staying safe in school and road safety.	-Going for Goals Seal project -Ideals Blue folder People that help us in the community e.g. Fire fighters, doctors and teachers.	-Good to be me Seal project -Citizenship- Where does money come from? -what do we use money for?	-Miss Dorothy book -Anger management -Healthy lifestyles	Miss Dorothy book -Ideals blue folder Decisions and Influences -How will my decisions affect other people?
Year 3	-Miss Dorothy- Myself -Staying safe in school and road safety. -Communication skills and opportunities	Miss Dorothy- Anti-bullying theme- feelings and friendship. Ideals folder Section 4a feelings, 4b trouble with friends and 5c No bullying	- Going for Goals Seal project -Miss Dorothy book-value for money -Citizenship-How do we get money? -What do we use money for? -Why is it important to have money?	Good to be me-Seal programme Miss Dorothy books Road Safety and being safe in school and at home.	Miss Dorothy book Healthier lifestyle -Why do we exercise? -Personal Hygiene	Miss Dorothy books Citizenship-Choices and decisions they make- the consequences of their decisions affecting them and other people.
Year 4	-Miss Dorothy-Valuing myself -Citizenship- Face challenges in life and how to challenge it in a positive way. -Communication skills and opportunities	-Miss Dorothy-Anti-bullying theme- feelings and friendship -Ideals folder Section 5c -Citizenship- Choices looking at alternatives making decisions.	-Going for Goals-Seal programme -Miss Dorothy- managing money -Citizenship-Financial capability- Looking after money, appreciate the value of money. The importance and reason for charity work.	Good to be me-Seal programme Miss Dorothy-What is love? -Citizenship- looking at all the different kinds of relationships. -Road Safety	Miss Dorothy- health, drugs and community support(People that help us) -Citizenship Healthier lifestyles- Emergency procedures -viruses stop spreading and bacteria	Miss Dorothy books Citizenship-Discussing all the different kinds of emotions and feelings and appropriate ways of expressing these feelings.
Year 5	-Miss Dorothy-I am special and my dreams -Citizenship- Debating skills. -What is democracy? Local and National level. Why is democracy important?	-Miss Dorothy- Anti-Bullying- Friends and Secrets, feeling angry and inner voice.	-Going for Goals-Seal programme - Citizenship- Healthier lifestyles- body changes, which substances are legal and illegal linking with Ideals folder. -Why are some things not good for a healthy body?	Good to be me-Seal programme Miss Dorothy- Looking at money -Citizenship-Looking at money all the different occupations and jobs. –Future needs what they want to have and what they need on a daily basis like food and clothing. How to manage their money to safe for the extra things they want in life.	Miss Dorothy – Crime and The effect of crime on others -Citizenship- How do rules and laws affect me? Sex and Relationship education.	Miss Dorothy- Changing school, Networks, journey to school. Citizenship-Economic choices effecting individuals, community and the environment.
Year 6	-Miss Dorothy- Being special and rights for everyone -Citizenship- Communication skills and the importance of this. How the media presents information. Recognising the role of a volunteer The community and the effect of pressure groups on the community.	-Miss Dorothy-Anti-Bullying – The value of friendship -Citizenship- Consequences of Anti-Social behaviour on individuals and the community.	Going for Goals-Seal programme -Ideals folder introduction to drugs section 1 and alcohol and tobacco section 2 -Citizenship-Money- Making something and selling it. Working out the cost to make it and how to sell it to make a profit.	Miss Dorothy-Risks to the body -Ideals folder section 4-6 on drug education -Citizenship- How do rules and laws affect me? -Government structure and Parliament voting	Miss Dorothy- Looking at risks to the body -Healthier lifestyles -food -sleep -personal hygiene -the effect wrong choices will have on our bodies.	Miss Dorothy-Making decisions. Citizenship-Recognise stereo types and the danger of that. – Where family members and the community can get help. -The importance of respecting differences and similarities of ethnic, racial and religious groups.

