

**ST. MARY'S CATHOLIC PRIMARY SCHOOL,  
STUDLEY**



**PSHE AND CITIZENSHIP POLICY  
(Annex to R.E. Policy)**

**Headteacher**

O. Finnegan

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S. Coyne



## St. Mary's Catholic Primary School, Studley

# Personal, Social and Health Education (PSHE) and Citizenship Policy

### 1 Aims and objectives

1.1 Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and 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 they experience the 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.

1.2 The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes 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 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 and the wider community.

### 2 Teaching and learning style

2.1 We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, circle time, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, school council 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. Year 5/6 children are also trained in peer mediation skills to help resolve lunchtime disputes.

Prefects also take on responsibilities for help with lunchtime supervision, and organisation of books, equipment, and resources within the school, promoting a sense of 'working together' in our school community.

We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

### **3 PSHE and citizenship curriculum planning**

From September 19 the school has adopted the Barnet Schools Wellbeing Programme which ensures coverage and continuity of learning. It is flexible, engaging and in line with current national legislation.

- 3.1 We teach PSHE and citizenship in a variety of ways. In some instances, e.g. drugs education, we teach PSHE and citizenship as a discrete subject.
- 3.2 Some of the time we introduce PSHE and citizenship through other subjects, e.g. Physical Education provides opportunity to promote exercise. Science enables us to teach about health, drugs and medicines. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach a considerable amount of the PSHE and citizenship through our religious education lessons.
- 3.3 We also develop PSHE and citizenship through activities and whole school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer residential visits in Key Stage 2, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

### **4 Foundation Stage**

- 4.1 We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, 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 Teaching PSHE and citizenship to children with special educational needs**

- 5.1 At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE 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.
- 5.2 Teachers organise the classroom. teaching materials, teaching style, 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 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 education needs. The IEP may include, as appropriate, specific targets relating to PSHE and citizenship.
- 5.4 We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, fund-raising at school fete, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- 5.5 It is recognised that children with Special Educational Needs e.g. dyslexia, emotional, behavioural needs and children who are able, gifted or talented may need special help to improve their self-confidence or self-esteem. This may be addressed in a number of ways e.g. extra circle time or by their I.E.P target or by special time with a named adult.

## **6 Assessment and recording**

- 6.1 Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

## **7 Resources**

- 7.1 Each teacher has their own resources for PSHE and citizenship. Our PSHE and citizenship subject manager holds a selection of reference materials for teaching sensitive issues. The subject manager also holds a master copy of materials.

## **8 Monitoring and review**

- 8.1 The PSHE and citizenship subject manager is responsible for monitoring the standards of children's work and the quality of teaching. The subject manager supports colleagues in the teaching of PSHE 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. The subject manager is also responsible for giving the Headteacher an annual report at SIP meetings, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject manager to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

This PSHE and citizenship policy should be read in conjunction with the Sex Education Policy.