



# Personal, Social and Health Education (PSHE) and Citizenship Policy 2024-2025

Policy written September 2022 and was edited September 2024 by A.Oldham

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Signed: *A.Oldham* (on behalf of staff)

Signed: \_\_\_\_\_ (chair of Governors)

## **STATEMENT OF INTENT, AIMS AND OBJECTIVES**

### **Statement of intent**

At St Patrick's, we believe that supporting children to be healthy and happy is key to their learning and development. We are committed to ensure the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that PSHE is an integral part of this education.

Through PSHE, our children will be given the opportunity to develop their ability to recognise and communicate their feelings, including their mental wellbeing, explore their role within school and the wider community and allow them to become more confident, independent members of society with the ability to make sensible choices and live as part of a diverse and multicultural community.

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, ensuring that they experience the process of democracy within school, learning about rights and responsibilities. We want St Patrick's pupils to gain confidence and to develop aspirations for their futures, so that they are well-prepared for their transition to high school - and ready to move forward with positive experiences in their journeys through life.

### **Aims and objectives**

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, parish and the wider community;
- develop an awareness of global issues.

## **TEACHING AND LEARNING STYLE**

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, 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 or open evening, or 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 and set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, whom we invite into the school to talk about their role in creating a positive and supportive local community in the first instance and leading to the wider world.

Teaching strategies for delivering PSHE will include:

- establishing ground rules
- distancing techniques
- 'ask it' baskets
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- values clarification

## **PSHE AND CITIZENSHIP CURRICULUM PLANNING**

Our PSHE and citizenship is a responsive curriculum which is taught as a discrete subject, this is timetabled weekly across all year groups.

At St Patrick's, we believe that children have an entitlement to learn about RSE in a Catholic setting as part of 'Life' education. We acknowledge the role of parents and seek to support them through on-going consultation and ensuring that our policy reflects their views. We teach our RSE as part of our PSHE lessons and use the Ten:Ten scheme of work called 'Life Live to the Full'. Our curriculum is enhanced by the additional supportive materials from the PSHE Association to ensure that we provide a thorough and robust curriculum. Whilst we adhere to the statutory needs and requirements, we take great pride in responding to the needs of our children and our common home taking light of world events and topical issues.

Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. 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.

We also develop PSHE and citizenship through whole-school events such as World Mental Health Day, antibullying week and activities such as the school council representatives from each class meet regularly to discuss school matters.

Our Live Life to the Full programme combines all statutory and non-statutory elements of PSHE, for further information on this, please see the 'RSE Policy' and the 'PSHE Long Term Curriculum Plan' which can be found on our website.

## **EARLY YEARS FOUNDATION STAGE**

We teach PSHE and citizenship in EYFS as an integral part of the topic work covered during the year. 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 EYFS when we teach 'how to develop a child's knowledge and understanding of the world'. Our EYFS also take part in PSHE whole school themes.

## **CHILDREN'S QUESTIONS**

The governors want to promote a healthy, positive atmosphere in which PSHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children. Staff will answer questions openly and honestly at an age-appropriate level. Where questions are asked above the expected understanding for that age-range, staff will direct children to speak to their parents/carers about their queries.

As part of our delivery of lessons, children will be sign posted to relevant websites, agencies and charities for further advice and support.

## **CONTROVERSIAL OR SENSITIVE ISSUES**

There will always be sensitive or controversial issues in the field of PSHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the curriculum programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child's questions hints at abuse, is deliberately tendentious or is of a personal nature.

See the RSE Policy for further information.

## **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship we take into account the targets set for the children in their Individual Learning Plans (ILPs).

## **ASSESSMENT**

Whilst RSE is not formally assessed, teachers will form a termly judgement of where children are working at in relation to age-related expectations for PSHE as a whole. At the beginning of units, teachers will use assessment class strategies to gauge where children are working at. Children have the opportunity to self-reflect on the lesson objective at the beginning and end of each lesson. Teachers will continually use assessment for learning to adapt lessons accordingly.

## **DOCUMENTATION OF WORK**

Children from Year 1 through to Year 6 have a PSHE Journal. This is to document their own personal journey as they make their way through PSHE lessons as well as a place record work. PSHE Journals

are not marked but are looked at by teachers after each lesson. EYFS document PSHE learning and individual PSED observations on SeeSaw.

## **MONITORING AND REVIEW**

The PSHE and citizenship 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 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 leader is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject leader to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.