**ST MARY’S CATHOLIC PRIMARY SCHOOL**

**PSHE and Citizenship Policy**

**Reviewed June 2021**

****

Mission Statement

St Mary’s school community follows the teaching’s of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

Description of School

St Mary’s Catholic Primary School is a 2 form entry parish school at the heart of the community serving the Parish of Mary Mother of God in the Borough of Enfield; as well as the wider local community.

Our Mission Statement emphasises that besides aiming to provide a high standard of education, we aim to create and maintain a Catholic Ethos which is characterised by the priority given to teaching the Catholic Faith through RE lessons. We are an educating community based on the call to witness to Jesus Christ and share His mission.

Ethos

We recognise that there is a challenge in creating an enriching environment for all those involved at every level of school life. We take our lead and inspiration from Christ with regard to the Gospel values: the belief that all human beings are uniquely created and loved by God and worthy of respect. This challenge manifests itself in the way that we treat and value:

* Our relationships with each other and the wider community;
* Our respect for one another;
* Our welcome to and interest in all those who visit our school;
* Discipline inspired by forgiveness, healing and reconciliation;
* Our school environment.

Through rising to this challenge we aim to create an awareness of a sense of belonging to and being part of the life at St Mary’s.

**The national context for PSHE education/statutory requirements**

The Department for Education’s National Curriculum Framework for Key Stages 1-4 states:

• All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The National Curriculum has three aims for all children, to become:

•  successful learners

•  confident individuals

•  responsible citizens.

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

• promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

• prepares pupils at the school for the opportunities, responsibilities and experiences of later life*.*

The 2006 Education and Inspections Act places a duty on Governing Bodies ‘*to promote the wellbeing of pupils at the school’.* As our school is a place of learning and our intention is to create independent young people, it is essential that we provide the learning to enable our students to take increasing responsibility for these outcomes.

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools from summer term 2021. Both of these subjects and themes will be taught as part of our integrated PSHE education programme, as they already have been for many years. This guidance has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice. The statutory guidance document from the DfE document can be viewed here

The provision of a PSHE education programme, supported by a curriculum that provides many opportunities for personal and social development, set within a ‘healthy school’ that models supportive behaviours and offers opportunities for young people to practise personal and social skills and make real decisions about their lifestyle, is central to our school’s response to these requirements.

Other statutory guidance documents that inform our school’s PSHE policy include:

•  Equality Act (2010)

•  Keeping children safe in education (February 2021)

•  Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)

•  Ofsted School Inspection Handbook (2021)

**Equalities Obligations**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

**Aims and Objectives**

Personal, Social, Health and Economic education is a broad subject which covers a wide range of topics under the umbrella of PSHE. It includes topics such as bullying, healthy eating, relationships and sex education, drugs, alcohol and tobacco, staying safe, mental health and emotional wellbeing which are delivered in an integrated way to pupils so that they have the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

From September 2020, the vast majority of PSHE education become statutory via Relationships and Health Education in primary schools, so maintaining a strong and up to date curriculum is important not only for pupils’ development, but also in allowing the school to discharge its statutory requirements in relation to DfE and Ofsted expectations. PSHE also makes a considerable contribution to safeguarding and helps us to ensure pupils better know how to keep themselves safe and well.

*“PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.” (PSHE Association)*

When delivering PSHE at St Mary’s, we intend to provide a curriculum which is accessible to all through high-quality, age-appropriate teaching and materials. As a result, children will be taught how to stay healthy, how to stay safe on and off-line, how to manage risks safely, how to manage their emotions and to understand and develop safe and healthy relationships both now and in their future lives. Pupils will be taught how to make informed decisions in their lives, enabling them to become confident, healthy, independent, and responsible members of society.

PSHE is therefore a vital part of our whole school approach to pupils’ wider development, which is also supported by promoting positive relationships, increasing pupils’ self-esteem, encouraging teamwork and effective group enquiry, enabling young people to make positive lifestyle choices, helping pupils to deal with emotions appropriately and encouraging right choices.

**Curriculum content**

PSHE will be taught in accordance with the principles set down in other relevant school’s policies such as Equal Opportunities and Inclusion.

The school use the Ten Ten Resource ‘Life to the Full’ to deliver the PSHE curriculum content within the context of a Christian understanding, for the Core Themes of Health and Wellbeing and Relationships.
Life to the Full is a fully resourced Scheme of Work for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age- appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

The objectives for the Core Theme: Living in the Wider World is taught taking the objectives from PSHE Association Programme.

**Organisation and Delivery**

At St. Mary’s, class teachers are responsible for planning and delivering individual lessons using the schemes of work which are made available.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHE in school. All visitors will be familiar with and understand the relevant school policies and be expected to work within these.

A range of teaching strategies will be used as appropriate. These will include:

Circle time, role-play, discussion – whole class, small group, 1:1, visitors e.g. Police, Fire Brigade, School Health Advisor etc., stories e.g. exploring behaviour of characters, creative activities, and pupil-initiated activities.

There are weekly timetabled PSHE lessons in KS1 and KS2, and specific events and activities, as well as through other subjects. There will also be opportunities during collective worship e.g. stories and discussion, Achievement Assembly. The whole school ethos promotes our work in PSHE and Citizenship, as set out in our Mission Statement and home-school agreement. In the Foundation Stage, it is taught throughout the whole curriculum and in circle time sessions. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. The PSHE and Citizenship curriculum will be linked to our work towards Healthy Schools status**.**

**All classes use circle time to promote and discuss issues within PSHE and Citizenship,** and where appropriate we follow the Quality Circle Time model.

The elected school council are actively involved in promoting PSHE and Citizenship issues, as are Buddies and Play leaders.

**Teaching and Learning Approaches**

The PSHE education programme is taught within a safe and supportive learning environment, where young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

Creating a safe learning environment is a vital part of allowing children to access PSHE lessons where sensitive and complex issues can be explored and discussed. We use a range of methods to support this:

Ground Rules

The use of ground rules are fundamental tools in creating a safe and secure learning environment within PSHE lessons. Guidance for staff around setting ground rules before each topic is given below for example but it is important that these are created in partnership with pupils so that they are fully embedded in the classroom:

* Listen carefully
* Take turns to speak
* Respect each other’s contributions and opinions
* No personal questions or information
* If you want to share something personal or something is worrying you, talk to the teacher after the lesson.

Good ground rules will help teachers to manage appropriate discussions and reduce the amount of disclosures made within the lesson. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time and are regularly signposted to pastoral staff or safeguarding leads, as well as other support services such as Childline.

Dealing with questions
During both formal and informal PSHE sessions, pupils are encouraged to ask questions. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

•  use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class

•  clarify that personal questions should not be asked

•  clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

Both formal and informal questions are answered according to the age and maturity of the pupil concerned. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Teachers will handle with sensitivity any explicit or difficult questions asked by pupils. They need not be answered directly and can be answered individually later. Any discussion in relation to sexuality, personal responsibility and the dignity of the individual, will be encompassed within the moral framework, spirituality and teaching of the Catholic Church.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or is not age- appropriate (or within the school’s PSHE or RSE policy), provision may be made to address the individual child/young person’s requirements.

If a teacher doesn’t know the answer to a question or if a question is not deemed to be appropriate, this should be acknowledged and, if deemed to be appropriate, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

Cross Curricular links

Links are made with PSHE and Citizenship in other curriculum areas as appropriate e.g. R.E., P.E., science, geography and in topic planning. It can also be seen in whole school events such as Design and Technology Week, Fair Trade, etc.

Assessment:

**Attainment targets**

There are no attainment targets for PSHE education. The school will continue to make use of the existing Department for Education end of key stage statements to inform the assessment process. (End of Key Stages 1 and 2- Combined with citizenship)

Opportunities for both Assessment for Learning and Assessment of Learning will be built into provision. Baseline assessment, in order to understand pupils’ prior learning, is essential to ensure new learning is relevant and progress can be assessed. Providing pupils with opportunities to reflect on and assess their learning, recognising its relevance to their day to day lives and how they are progressing is a fundamental aspect of PSHE education.

Children’s understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. PSHE will be assessed at the end of each half-termly unit. This involves the children completing a task showing what they know at the beginning of the unit compared with what they know at the end of the unit. General comments about PSHE a will be included in annual reports to parents.

Monitoring and Evaluation:

Planning and samples of work, including photographs and questioning of children, will be collected by the subject leader and will be kept in the PSHE and Citizenship portfolio. The portfolio will also include input by pupils. The Subject Leader will produce half-termly reports for the HT on standards, strengths and areas for development in PSHE and SEAL. A subject action plan will also be written to drive improvements.

Foundation Stage pupils will be assessed in line with baseline assessments and

Foundation Stage profiles.

Wendy Allen is our governor responsible for PSHE and citizenship, the HT and all staff has responsibility for pupil welfare. The PSHE subject leader will work closely with both to ensure that our aims are being met. PSHE and Citizenship provision will have clearly defined learning objectives, shown on the planning sheets, and these are shared with children as part of assessment for learning.

When budget allows, staff will attend courses etc. to keep up-to-date with

developments. The PSHE subject leader will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

Equal Opportunities

Provision for PSHE and Citizenship is in line with all of our policies and Every Child Matters guidance. All children have equal access to the PSHE and Citizenship curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

Parental and Community Involvement

Parents are invited to join in events in school, including ‘Bring your Mum’ to school. Parents are regularly informed of events and developments in the monthly newsletter. Working with parents is a vital part of the whole school approach to PSHE and Citizenship. Aspects of it are included in our home – school agreement. There will also be links with local businesses and councillors, as part of the work in Citizenship. We also maintain very strong links with our Parish Church. We involve outside agencies e.g. School Health Advisors, School Nurse, dental health advisors etc. as much as possible to deliver aspects of the curriculum. This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE and Citizenship curriculum for our children.

PSHE Team

Miss M Soto PSHE and Citizenship Subject Leader.