



# **ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL**

## **PSHE and Citizenship Education Policy**

### **Mission Statement**

"I called you by your name, you are mine." Isaiah 43

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds. We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

### **Equality Statement**

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Augustine of Canterbury Catholic Primary School. We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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## Rationale

St. Augustine of Canterbury Catholic Primary School provides a supportive and nurturing environment in which all pupils are enabled to develop educationally and personally, and which strives carefully to prepare them for opportunities, responsibilities and experiences which they might encounter in their future lives.

At St. Augustine of Canterbury Catholic Primary School we believe that PSHE education and Citizenship are central to the educational entitlement of all children, and permeates all aspects of school life. It helps to give pupils the knowledge, skills and understanding they need to lead confident healthy independent lives and to become informed, active and responsible citizens.

This policy should be read alongside the Behaviour, Anti-bullying, Religious Education, Education in Human Love - Relationship and Sex Education (RSE) in Catholic Schools and Online safety policies as well as Keeping Children Safe in Education (KCSIE).

## Aims

At St. Augustine of Canterbury we encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop the children's 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. PSHE and citizenship education plays a fundamental role in our children's Spiritual, Moral, Social and Cultural development and provides opportunities for the promotion of British values.

We aim that through Personal, Social, Health, Economic education and the citizenship curriculum we will enable our pupils:

- to understand and respect Catholic, Christian and other beliefs and values;
- to develop self-confidence and self-esteem, and make informed choices regarding
- personal and social issues;
- to know and understand what constitutes a healthy lifestyle;
- to be aware of safety issues;
- to understand what makes for good relationships with others;
- to have respect for others;
- to be independent and responsible members of the school community;
- to be positive and active members of a democratic society;
- to develop good relationships with other members of the school and the wider community.

We intend to achieve these aims by:

- creating a school ethos that values the contribution of all individuals and their place
- in the school community and promotes self-respect and respect for others;
- providing a safe and secure school environment which is conducive to learning and
- enables children to calculate risks;
- encouraging children to take responsibility for their own actions;
- enabling children to make informed choices.

## Teaching and Learning

We use a range of teaching and learning styles, encouraging all children to be RICH learners. 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, and taking responsibility for school special events such as Collective Worship, 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 or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers; such as those from charitable organisations, the Children's Health Team, representatives from the local church, parents from a range of professions; whom we invite into school to talk about their role in creating a positive and supportive local community.

## **Ground Rules/Class Contract**

As well as the class generated rules for behaviour, an agreed set of principles or rules are generated specifically for PSHE Education lessons. This is to ensure a safe and respectful teaching and learning environment that helps children acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

## **Distancing techniques**

Distancing techniques are also used to support teaching and learning of PSHE education. This is to enable the children to explore a topic objectively, keeping all learners safe.

Ways to distance the learning from the learner could be:

- Stories or scenarios
- Film, DVD, TV, You Tubes clips clip
- Photo
- Puppets
- *"Imagine a boy or girl of about your age who lives and goes to school round here..."*

## **Handling Questions**

Handling questions appropriately is very important for all curriculum areas, especially when teaching PSHE education. Teachers should be considerate of the message their reaction can convey in response to a question raised, and have the means to respond to tricky questions appropriately, such as:

- **Value the question:** thanks, praise, check you've understood.
- **Buy time if necessary:** explain you don't know the answer/are not sure how best to answer and that you will find out more and respond later. (*Do you need to consult senior colleagues? What's the school policy? Is there a potential safeguarding issue?*)
- **Find out what they think** the answer is.
- **Consider the appropriate response.** For example: short, simple answer to the whole class; or answer them privately after the lesson;

- Value the question or give thanks, but explain it goes "beyond today's learning objectives and we will be learning more about this later/can talk about it later"

### **PSHE and citizenship planning**

We teach PSHE education and Citizenship as a discrete subject. We use the PSHE Association programme of study to inform our long and medium term planning. The programme of study provides us with a spiral curriculum which will revisit themes, gradually extending thinking, expanding knowledge and developing skills, rather than providing a series of 'one-off' topics.

The three core themes are each divided into three general topic areas:

<b>Core Theme 1: Health and Wellbeing</b>	<b>Core Theme 2: Relationships</b>	<b>Core Theme 3: Living in the Wider World</b>
<p><b>Topic areas:</b>            Healthy lifestyles            Keeping safe            Growing and changing</p>	<p><b>Topic areas:</b>            Healthy Relationships            Feelings and emotions            Valuing difference</p>	<p><b>Topic areas:</b>            Rights and responsibilities            Taking care of the environment            Money matters</p>

We also teach PSHE and Citizenship in a variety of ways using a thematic approach based on the non-statutory National Curriculum. At times we link PSHE and citizenship through other subjects, using our Cornerstones or Religious Education topics (See appendix 1). 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.

As well as being a planned and developmental curriculum, we provide opportunities to relate to current events or issues, for example: NSPCC underwear rule, National road safety week, fire safety awareness, Safer Internet Day, My Money Matters and the Daily Mile etc.

We also offer a residential visit in Key Stage 2 (Year 6), where there is a particular focus on developing pupils' self-esteem and giving opportunities to develop leadership and cooperative skills.

### **EYFS**

Personal, Social and Emotional development is a statutory requirement in the EYFS. It is recognised as being a prime area of learning, essential to the children's future learning and development.

EYFS practitioners plan opportunities and experiences to enable children to work towards the three early learning goals in Personal, Social and Emotional Development - Self-Regulation, Managing Self and Building Relationships. Additionally, the Early Learning Goal: Understanding the World - People, Culture and Communities; also has links with PSHE Education. This statutory coverage in the EYFS provides the foundations of PSHE education and Citizenship for Key Stage 1 and Key Stage 2.

## **Teaching PSHE and Citizenship to children with special needs**

The statutory inclusion statement of the National Curriculum requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work at each key stage. We teach PSHE education and Citizenship to all children, regardless of their ability.

Our teachers provide learning opportunities matched to the individual needs of children. When teaching PSHE and Citizenship we take into account the targets set for the children in their School Based Support Plans when relevant. Some children are often identified to receive additional small group work on specific targets relating to social skills. This gives the children the opportunity to build on their existing knowledge and then reflect, consolidate and apply their learning within the school community.

## **Assessment and recording**

Teachers informally assess the children's work in PSHE education and Citizenship. These judgements are informed by observations made during discussions, use of questioning during the lessons as well as work undertaken and recorded within the PSHE books. Like in other subjects, at the beginning of a new topic a concept map, "draw and write" or "draw and talk" activity is completed to gauge prior knowledge. These are used to plan the learning accordingly and reviewed at the end as a means to assess progress.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage, based upon the PSHE programme of study.

## **Resources**

We keep resources for PSHE and Citizenship on the "shared area" within the Teacher Drive on the School Network. These include PSHE Association lesson plans for each core theme and topic across Years 1 - 6.

Teachers also make use of other resources and materials to supplement the themes outlined by the Programme of Study, linked to the learning objectives for example:

- archived Social and Emotional Aspects of Learning (SEAL) materials;
- Telling Tales programme;
- Talk About digital resource;
- Young Citizens resources from <https://www.youngcitizens.org/>;
- Every Mind Matters resources (upper KS2)
- <https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>;
- NSPCC PANTS resources <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>
- Loss and Bereavement Lesson plans - <https://www.winstonswish.org/pshe-lessons/>
- Action Mental Health resources KS2+ - <https://www.amh.org.uk/resources-for-children-young-people/8-11-years-old/>

## **External Visitors**

At St. Augustine of Canterbury we have strong links with the Medway Health Team. They have facilitated staff training and learning opportunities for the children and parents, specifically linked to Online Safety, Smoking at the School gates and preparation for transition into the secondary school phase.

We also use external visitors to support our learning around various National campaigns and events such as the Fire Service, RLNI, Road Safety awareness, dental hygienists, school nurse team, NSPCC workers etc.

### **A Better Medway Award**

The Better Medway Schools Award is an evidence-based approach that promotes the link between good health, behaviour and achievement through eight themes:

- PSHE
- Staff Wellbeing
- Mental Health and Emotional Well Being
- Parent Engagement
- Healthy Eating and Nutrition
- Community Engagement
- Physical Activity and Active Travel
- Smoke Free

We are proud to have achieved the A Better Medway Schools - Bronze award. As A Better Medway School, we are continually promoting the health and wellbeing of our children and staff through a well-planned, taught curriculum in a physical and emotional environment that promotes learning and healthy lifestyle choices.

### **Monitoring and review**

The PSHE and Citizenship coordinator is responsible for monitoring the standards of children's work and the quality of teaching. They also support colleagues in the teaching of PSHE and Citizenship, by leading staff meetings, giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school.

The subject leader is also responsible for preparing a subject action plan, indicating areas for further improvement.

## Appendix 1

### Provision through teaching and learning in other subjects/curriculum areas

Provision for some aspects of PSHE and Citizenship could be made through assemblies and other subjects including RE.

Some subjects in the curriculum have opportunities to make links with the Framework through their programmes of study. (See the National Curriculum handbook for primary teachers in England.)

- ENGLISH: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- MATHEMATICS: aspects of financial capability, counting and sharing.
- SCIENCE: (including medicines), sex, health, safety and the environment.
- DESIGN & TECHNOLOGY: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- ICT: E-safety - keeping personal details safe, appropriate conduct online, communication with others via e-mail, finding information on the internet and checking its relevance.
- HISTORY: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- GEOGRAPHY: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- ART & DESIGN: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- MUSIC: making the most of abilities in playing or singing, issues of cultural diversity, their value and expression.
- PHYSICAL EDUCATION: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- RELIGIOUS EDUCATION: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

### PSHE and Citizenship Activities and School Events

Residential experiences, visits and special themed weeks and days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. Economic education and Enterprise opportunities have been explored through the "Fiver Challenge" project and subsequent enterprise events in all year groups.