



## PSHE AND CITIZENSHIP POLICY

### **Mission Statement**

*It is the Mission of this School to provide our children with the highest quality teaching and learning, to enable them to become aware of the world that God have given them and to recognise their vocation and responsibilities within it.*

We recognise that the RE curriculum will contribute, along with other subjects, to meeting the requirements of PSHE and Citizenship, and that it makes a key contribution to providing opportunities for spiritual, moral, social and cultural development.

### **AIMS**

To raise the children's self-esteem and confidence, especially in their relationships with others; to develop skills in language, decision-making and assertiveness; to help children gain access to information and support; to enable children to participate in society and to value themselves and others.

### **EQUAL OPPORTUNITIES**

To be aware of the Equality Duty and the protected characteristics. (See Equalities policy)  
To be aware of and sensitive to established family patterns of communication in different ethnic groups. To endorse, rather than reject the traditions and values of a child's background and strengthen the child's respect for the customs of his or her culture.

### **Organisation of PSHE**

- To use links through the core and foundation subjects of the National Curriculum and EYFS outcomes.
- To link with The way, the Truth and the Life (WTL) where appropriate. (See Appendix 1).
- To plan PSHE into assemblies.
- Explore PSHE through project work, either as part of another project or as a project itself.

### **Who will deliver PSHE**

- Teachers
- Support staff
- Outside visitors – i.e. School Nurse

### **Partnership with Parents and the Local Community**

At St Vincent's we aim for PSHE to complement the personal and social development of children provided in the home and local community. Parents are encouraged to become involved in the life of the school, helping in class, with extra-curricular activities and in fund raising. Parents are kept informed of the school's policy for sex education and are consulted about possible changes.

St Vincent's values contributions of the community and outside agencies to the personal, social and health development and citizenship of its children through active involvement in the life and philosophy of the school. There is a strong link with the Parish Priest and the parishioners.

We invite a wide range of representatives to talk to the children including School Nurse, Doctors, organisations such as NSPCC, Police, Fire Service and local community based figures.

## **Assessment, Recording and Reporting.**

Evidence of learning can come from:

- self-assessment
- peer assessment (e.g. observation of role play, interviewing each other about participation activities)
- whole group assessment (e.g. brainstorm, worksheets, role play and drama)
- teacher assessment (e.g. written records, response to group work activity)
- joint teacher and pupil assessment.
- other adult assessment

## **Teaching and Learning**

The school provides opportunities for teaching PSHE and Citizenship in three curriculum locations:

- As part of the RE syllabus when appropriate.
- Teaching PSHE and Citizenship in and through other subject/curriculum areas, e.g. Science and English.
- Occasional off-timetable experiences such as 'Friendship Week' activities.

Through these opportunities we aim to enable the children in each Key Stage to achieve these objectives

### ***Foundation/Key Stage 1***

- to think about themselves, learn from their experiences and recognise what they are good at (self assessment opportunities)
- how to set simple goals (involvement in target setting)
- recognise choices they can make, and recognise the difference between right and wrong
- to recognise what they like and dislike, what is fair and unfair
- agree and follow rules for their group and classroom, and understand how rules help them contribute to the life of the class and school
- realise that money comes from different sources and can be used for different purposes
- rules for, and ways of, keeping safe, including basic road safety, and about people who can keep them safe
- recognise how their behaviour affects other people
- to listen to other people and play and work co-operatively
- that there are different types of bullying and teasing, that bullying is wrong and how to get help with bullying
- take part in a debate about topical issues and to share their opinions on things that matter to them and explain their views
- to recognise, name and deal with feelings in a positive way
- recognise that they belong to various groups and communities, such as a family, school, church and that family and friends should care for each other
- they should be taught to make simple choices that improve their health and well-being to maintain personal hygiene
- about the process of growing from young to old and how people's needs change
- the names of main parts of the body
- that household products, including medicines, can be harmful if not properly used.

### ***Key Stage 2***

- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals (self assessment and target setting)
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in future
- what democracy is, and about the basic institutions that support it locally and nationally
- to look after their money and realise that future wants and need may be met through saving
- to research, discuss and debate topical issues, problems and events

- that there are different kinds of responsibilities, rights and duties at home, school, church and the community, and that these can sometimes conflict with each other
- to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- to appreciate the range of national, regional, religious and ethnic identities in the UK
- what makes a healthy lifestyle and make informed choices
- that bacteria and viruses can affect health
- what commonly available substances and drugs are legal and illegal, their effects and risks
- to resolve differences by looking at alternatives, making decisions and explaining choices
- to explore how the media present information
- to recognise the different risks in different situations and then how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- that pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know and who to ask for help and use basic techniques for resisting pressure to do wrong
- how the body changes as they approach puberty
- to recognise as they approach puberty, how people's emotions can change at that time and how to deal with their feelings in a positive way
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- to realise the nature and consequences of racism and bullying and aggressive behaviour, and how to respond to them and ask for help
- where individuals, families and groups can get help and support
- school rules about health and safety, basic emergency aid procedures and where to get help
- that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view

## **SEX EDUCATION**

The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school.

*"The inclusion of positive, person –centred education is at the heart of Catholic Christian education. This education is about the growth, development and journey of the whole human person towards becoming 'fully human, fully alive' as a unique creation made in God's image."  
('Education in Sexuality' CES)*

Sex education at St Vincent's Catholic School recognises that human sexuality is a gift from God. It is concerned with the spiritual and moral, as well as the physical and social. It is about relationships, feelings and behaviour as well as biology and how the reproductive system works, and it facilitates growth and emotional maturity.

### Objectives of SRE St Vincent's Catholic School.

- To engender growth in self-respect and self-worth, recognising that each of us is created in the image of God
- To explore the meaning and value of life, and have appreciation of the values of family life
- To have awareness of where pupils are in their knowledge and understanding so that concerns can be identified, and provide a forum where pupils can share their concerns and offer a climate of support where they know they can be listened to sensitively.
- To explain the process of human procreation and enable pupils to have some understanding of themselves, their own bodies and their emotional development as they grow and change
- To enable pupils to recognise the importance of the choices they make and that they are responsible for the decisions they take; and help pupils resist peer, social and media pressures where necessary.

Aspects of Sex Education are taught as an integral part of the school's PSHE provision from reception to Year 6. This enables children to develop their ideas, knowledge and skills gradually and appropriately. These include developing confidence in talking, listening to others, thinking about feelings, naming emotions, developing self-esteem and self-concept, assertiveness skills and friendship skills. To address these at the end of each Key Stage pupils will know and understand:-

### **Key Stage 1**

- That animals including humans grow and reproduce
- That humans and animals can produce offspring and these grow into adults
- That they have some control over their actions and bodies.
- The names of the main external parts of the body including agreed names for sexual parts.

### **Key Stage 2**

- That life processes common to humans and others animals include growth and reproduction.
- About the main changes of the human life cycle.
- About the physical changes that take place at puberty, why they happen and how to manage them.

### **NOTE**

For other areas where PSHE and Citizenship are taken into account refer to the following policies: Bullying, Child Protection, Discipline, SEN, RE, Healthy Schools, Science, PE and DT

### Best Practice

- Focuses on 'Good News'
- Has a whole school approach
- Is part of a developmental programme
- Has a whole person approach
- Recognises and develops partnerships with parent/family
- Takes into account and evaluates current practice

### Scheduling of SRE for Y5 and Y6

In the first half of the summer term there will be a parents' information evening. Parent will have the opportunity to find out in more detail how SRE is delivered to Year 5 and 6. They will also have the opportunity to look at the resources; speak to the staff as well as the school nurse who helps to deliver some aspects of the programme. Following this a letter will be sent to advise the parents of when the children will be viewing the DVDs and having a question and answer session with the school nurse. The letter will advise of the parents' right to withdraw their child if they wish to. In the second half of the summer term the Year 5 and Year 6 teachers will deliver further SRE through the 'All That I Am' programme. The Year 6 lessons link to transition to secondary school.

### British Values

At St. Vincent's British Values are reinforced regularly in the following ways:

#### **Democracy:**

Democratic values are an explicit part of the ethos at St. Vincent's. All adults listen to the views of the pupils and value their opinions. Pupils have further opportunity to have their voices heard through our School Council who meet regularly. The elections of School Council and House Captains are the result of pupil votes and these groups canvas the opinions of their peers.

**The Rule of Law:**

The importance of laws and rules are consistently reinforced in the classroom, as well as through school assemblies. Pupils are taught to understand the need for laws - that they are there for individual protection, the responsibilities that this involves and the consequences when laws are broken. Pupils follow a positive behaviour policy and clearly understand the rewards and sanctions that are used. Assemblies and discussions in class focus on recognising right from wrong and visits from the Police, Fire Service and other local community representatives help to reinforce these messages.

**Individual Liberty:**

Pupils are encouraged to be independent learners, constantly making choices, within a safe and supportive environment. Developing their self-esteem and self-confidence is very important. Pupils are encouraged to understand their personal freedoms and are taught how to use these rights to best effect. All pupils are keen to support charities, whether local, national or global. They are taught consideration for others through our Religious Education curriculum and PSHE lessons. E-safety teaching enables them to make choices in a safe manner.

**Mutual Respect:**

Our school's ethos and behaviour policy are based on Gospel values, with the important commandment being, 'Love one another as I have loved you'. Assemblies constantly promote respect for others and the importance of good manners. All pupils are taught the importance of self-respect, honest and open communication with others and fair play. Pupils work collaboratively and value others' opinions.

**Tolerance of those of Different Faiths and Beliefs:**

As a Catholic worshipping community, pupils are reminded of their place in a culturally diverse society. This is achieved through our Religious Education curriculum and the spiritual life of the school. Assemblies and class work promote the diversity of society and the right for each person to be respected and valued equally regardless of ability, gender, faith, heritage or race. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class.

Reviewing the policy

Policy updated: Nov 2016

Policy to be reviewed Nov 2018

Persons responsible: Lisa Holland

## Appendix 1

Delivery of PSHE through WTL, SEAL, CAFOD and Health for Life resources and objectives:

For each Here I Am cycle (Routes A, B, C, D), numbers referred to are objectives taken from the Health for Life 1 Action Planner sheets for each year group, items in blue refer to SEAL units and items in red refer to CAFOD units.

### Route C (2010/2011)

#### **Autumn Term**

	<b>4/5 years</b>	<b>6/7 years</b>	<b>8/9 years</b>	<b>10/11 years</b>	<b>Other</b>
Babies	7, 28		8		Babies & children
Initiation					New beginning
Gifts	21	29			Going for goals

#### **Spring Term**

Books					Education
Memories					
Death/ New life			19		

#### **Summer Term**

Energy	3, 25, 28	2, 3, 5, 11, 13	1, 2, 11, 25, 31	3, 7, 9	Food & poverty
Freedom/ Responsibility		31, 56	3, 9, 15, 20, 21, 25, 27, 34	38	Getting on/ Falling out
Special places	14, 26, 27	23, 24, 26, 35	26	32, 37	