

St John's Catholic Primary School



Personal, Social, Health and  
Economic Education Policy

*"I am the vine you are the branches" – John, 15.*

## **PSHE and the National Curriculum**

PSHE and Citizenship are both non-statutory subjects. The DfE, however, states in section 2.5 of the National Curriculum framework that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing good practice.' At St. John's Catholic Primary School, we acknowledge that it is required to actively promote British values (democracy; rule of law; individual liberty; mutual respect and tolerance) – See appendix 2. We believe that our PSHE, Citizenship and RE policies and practice do this comprehensively. Together these provisions create the Spiritual, Moral, Social and Cultural Education (SMSC) in our school.

## **Aims of Personal, Social, Health and Economic Education (PSHE)**

Personal, Social, Health and Economic (PSHE) education is at the heart of all we do at St. John's and forms an important part of the promotion of pupils' spiritual, moral, social and cultural education. PSHE encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

PSHE aims to:

- build pupils confidence, resilience and self-esteem
- identify and manage risk

- make informed choices and understand what influences their decisions
- recognise, accept and shape their identities
- understand and accommodate difference and change
- manage emotions and communicate constructively
- develop essential skills for future employability
- better enjoy and manage their lives
- explore, clarify and if necessary challenge, their own and others' values, attitudes and beliefs, rights and responsibilities
- provide the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

The Mental Health and Emotional Wellbeing of children at St. John's is of paramount importance to us. We strive to create a happy, secure and safe environment for our children where they feel cared for and valued.

## **Content**

### **Early Years Foundation Stage**

**Personal, Social and Emotional Development (PSED)** is a Prime area of learning within the Statutory Framework for the Early Years Foundation Stage 2012. It states that PSED is *"particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive."*

The content of the EYFS PSED curriculum is split into three strands:

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

For **Key Stages 1 and 2**, we aim to cover the following core themes as set out in the 2013 PSHE Association Programme of Study which is explored in depth below.

### Core Theme 1: Health and wellbeing:

- What is meant by a healthy lifestyle?
- To maintain physical, mental and emotional health and wellbeing
- To manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- To make informed choices about health and wellbeing and to recognise sources of help with this
- To respond in an emergency
- To identify different influences on health and wellbeing

### Core Theme 2: Relationships

- To develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- To recognise and manage emotions within a range of relationships
- To recognise risky or negative relationships including all forms of bullying and abuse
- To respond to risky or negative relationships and ask for help
- To respect equality and diversity in relationships.

### Core Theme 3: Living in the wider world - Economic wellbeing and being a responsible citizen

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people's lives
- A basic understanding of enterprise.

### Provisions:

At St. John's School we believe that our practice in PSHE and Citizenship helps children in our school to relate well to the local community. Our children are happy, confident and well motivated and have a wish to learn and be involved in all aspects of their learning. We believe that our policy and practice promote

**equality** for everyone. All pupils have the opportunity to take part in our PSHE and Citizenship programme, and to contribute their views through School and Class councils.

We are aware that PSHE and Citizenship Education includes aspects of school life not confined to the classroom e.g. friendship, lunchtime activities, making school rules, being aware of other cultures and coping with change. These issues are as important as those planned for in the classroom. Through the breadth of opportunities offered to children throughout the whole school, pupils will be encouraged to make choices and decisions in the issues which affect their lives.

We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising; Fairtrade activities; the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves.

We offer children the opportunity to hear speakers, such as health workers, police, and representatives from the local churches, who talk about their role in creating a positive and supportive local community. Visitors work with particular classes and/or in assemblies (see Visitors policy).

PSHE and Citizenship is taught across the curriculum and in relevant contexts. The programme is therefore woven in across the curriculum (Science, RE, ICT, PE etc). It also benefits from specific timetabled time or untimetabled pro-active sessions that deal with 'real time' issues there and then. PSHE and Citizenship is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Pro-active sessions that build learning on current issues
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas
- Specialised assemblies
- PSHE and Citizenship activities and school events
- Pastoral care and guidance
- Visiting speakers

### **Strategies:**

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils need opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills. PSHE education needs to 'start from where pupils are'. It is likely that

pupils will bring prior understanding, almost understanding, misunderstanding, or gaps in understanding to any issue explored through PSHE education. Where possible, any new topic in PSHE education should start by enabling pupils to share this prior knowledge with us. It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

Where possible children's questions will be answered honestly and openly with consideration of their prior learning or readiness. Children should feel able to ask any questions that they wish and that their questions are valued. If necessary, teachers should feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.') Teachers answer questions on behalf of the school and should feel able to work with colleagues to construct an appropriate answer.

It is also good practice to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date. Children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events, or involvement in an activity to help other individuals or groups less fortunate than themselves. Classes are organised in such a way that children are able to participate in an open friendly forum where agreed classroom rules of behaviour have been agreed. The children have a School Council where two children from each class are elected to represent the class's views.

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

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

### **Parental involvement –**

New, prospective and existing parents are welcomed into school and are able to request a copy of the prospectus which sets out the school's aims and procedures. We hold regular parents' evenings for parents to discuss their child's work, progress and welfare with the class teacher and parents may request additional meetings if required. Staff may also approach parents for discussions if necessary. Parents are given a

formal report on their child's progress in PSHE and Citizenship at the end of the academic year.

Information evenings are also held to consult with, and inform parents e.g. Meet the Teacher, meetings for children with Special Educational Needs, Drugs Education Evenings, EYFS meeting for new parents and prior to residential visits. Parents and the local community are always welcome to attend the regular masses held in school.

There is a very active "Parents and Teachers' Association" that contributes substantially to fund raising and is an opportunity for parents to meet one another socially. The school bulletin keeps parents up to date with information regarding all areas of the curriculum, including PSHE and Citizenship. We pride ourselves on being approachable for informal chats with parents and staff are always contactable via phone or email. We consider pastoral care to be of the upmost importance, endeavouring to ensure that parents know support is available and that children are cared for e.g. holding a register for after-school clubs and information concerning who may collect children from school.

### **Links to other policies:**

- Anti-Bullying
- Behaviour
- Child Protection/Safeguarding
- Confidentiality
- Drugs Education
- Fairtrade
- Healthy Eating
- Religious Education
- Science
- Relationships and Sex Education

### **Resources:**

Digital resources on all staff: PSHE

PSHE shelf in

SEAL program

Shropshire Respect Yourself Program

PSHE Association Website (school login details in office)

[www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk)

[www.parliament.uk](http://www.parliament.uk) – great resources on democracy

SEAL program

Shropshire Respect Yourself Program

Global – CAFOD, Fairtrade

**Review: Autumn 2020**

*Miss C. Derwas, Autumn 2017*