

St Anne's RC Primary and Nursery School Audenshaw

Policy for Personal Social and Health Education

Mission Statement

*"To help every person here to achieve
his or her best in work and in play.
To celebrate whatever is good
And to follow in the footsteps of Jesus
By supporting and forgiving each other,
For the honour and glory of God".*

Rationale

Children grow up in a complex and ever faster changing world and are exposed to an increasing range of influences. The school and its curriculum aim to build on and complement the learning that has already started at home, in relation to moral values and attitudes, and awareness of society. Parents or adults who care for the children we teach are the 'first time educators' of their children. Schools work in partnership with them in developing children personally and emotionally and as young citizens.

The skills knowledge and attitudes developed will enable young people to lead healthy, fulfilling and meaningful lives, in which they:

- ✓ respect themselves as individuals, whilst developing an understanding of tolerance and respect for others and their differences.
- ✓ treat all people as unique and equal.
- ✓ develop a clear set of values and attitudes, including honesty and kindness and establish a strong moral code for now and the future.
- ✓ value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development.
- ✓ develop their varied abilities and talents fully, setting achievable goals, learning to work and be resilient, understanding both success and failure.
- ✓ learn to live and enjoy a healthy lifestyle.
- ✓ develop an active role as a member of a family, and of our community.
- ✓ value family and marriage as one of the foundations of a civilised society, and a firm basis for the nurturing of children.
- ✓ understand the principles of our society and democracy.
- ✓ Understand and value their role as a contributing member of a democratic society.
- ✓ take pride in our county and in our nation's great institutions, its traditions, heritage and history.
- ✓ respect the rule of law and encourage others to do so.
- ✓ respect religious and cultural diversity and develop an understanding of the beliefs and practices of major world religions and especially Christianity as the national religion and its importance in our history, culture, language and architecture.
- ✓ respect the beauty and diversity of the environment and accept responsibility for its maintenance for themselves and future generations.
- ✓ Personal, Social and Health Education (PSHE) and Citizenship are central to a school's ethos, supporting children in their development and underpinning learning in the classroom, in school, and in the wider community.

Aims

Through this policy and our connected curriculum we aim to develop the following in our children:

- ✓ a personal identity and high levels of motivation
- ✓ positive social interaction and the skills to live and work with others
- ✓ the ability to be an active, well informed citizen.
- ✓

Objectives

For all our children to

- ✓ develop confidence and responsibility
- ✓ make the most of their abilities
- ✓ prepare to play an active role as citizens
- ✓ develop a healthy and safe lifestyle for now and the future
- ✓ develop good relationships
- ✓ respect differences between people

Principles of teaching and learning and inclusion and Guidance at St Anne's

The PSHE and citizenship framework for Key Stages 1 and 2 contains specific reference to knowledge, skills and understanding that children need to develop in order to contribute to and participate in an inclusive learning environment. For example, they learn about and deal with bullying and racism and learn to recognise and challenge stereotypes. They contribute to the development and review of relevant school policies and participate in projects and initiatives that promote inclusion. The PSHE and citizenship framework therefore provides the basis for schools to develop a 'curriculum for inclusion' so that children, as well as adults, take responsibility for meeting the requirements of the inclusion statement.

PSHE and citizenship at St Anne's is, therefore, delivered in a cross-curricular way and, as appropriate as a discrete lesson. Children's learning in PSHE and citizenship is fundamentally improved by the positive ethos in our school. All activities in our school contribute to the ethos, such as the Breakfast and After School Club, on the playground, our assemblies and extra-curricular activities.

To ensure the effective teaching of PSHE and Citizenship we use a range of teaching strategies, including group work, circle time, debate, discussion, role-play and the use of visits, visitors and outside agencies.

The teaching strategy of Circle Time is central to the delivery of the social and moral elements of PSHE and citizenship and, as such Mrs Brennan, our Learning Mentor, works with each Key Stage 2 class on a weekly basis. These sessions are planned for with the class teacher and may reflect a problem or an issue that particular class or group within the class are struggling to deal with. This time enables our children to learn about themselves and their interactions with others.

Sometimes we use visits and visitors to support and extend classroom teaching, and provide first hand experiences to complement our scheme of work. Our Teachers will always be present and retain overall responsibility in the classroom.

Differentiation and Additional Educational Needs

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings.

Our curriculum is planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex education and relationship or drug education, the teacher will ensure that the teaching point is conveyed in language that is accessible to the children.

Teachers are aware that they may need to use different resources, activities or provide specific support depending on the needs of children, including able children (those identified as being Gifted or Talented) and those children who need additional support with English as an Additional Language.

Where children's Individual Provision Maps identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support the child in achieving these.

Equal opportunities

Our Policies for Equality applies to PSHE and citizenship. Where appropriate, our teaching materials, and activities will reflect the cultural and ethnic diversity of our society.

Stereotyping, in terms of ethnicity, race and gender is avoided, and children's progress will be monitored to ensure that no child is disadvantaged.

Citizenship within the PSHE and citizenship framework

'Preparing to play an active role as citizens' is one of four strands of the joint PSHE and citizenship framework for Key Stages 1 and 2. Aspects of citizenship also occur in other strands of the framework:

In 'Developing confidence and responsibility and making the most of their abilities' children should be taught at Key Stage 1 to recognise what they like and dislike, what is fair and unfair, and what is right and wrong. They learn to share their opinions on things that matter to them and explain their views.

At Key Stage 2 they are taught to talk and write about their opinions and explain their views on issues that affect themselves and society. They learn to face new challenges positively, by collecting information, looking for help, making responsible choices and taking action.

In 'Developing a healthy, safer lifestyle' at Key Stage 1, children learn how to make simple choices to improve their health and well-being; about rules for and ways of keeping safe; and about people who can help them to stay safe.

At Key Stage 2 they learn to recognise the different risks in different situations and how to decide to behave responsibly; that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know; and how to ask for help.

In 'Developing good relationships and respecting the differences between people' at Key Stage 1, children learn to recognise how their behaviour affects other people and to identify and respect differences and similarities between people.

At Key Stage 2 they develop this further, learning that their actions affect themselves and others; to care about other people's feelings and to try to see things from others' points of view. They realise the nature and consequences of racism, teasing and bullying and aggressive behaviours, and how to respond to them and ask for help.

The 'Breadth of opportunities' section describes learning opportunities to help children to develop and put into practice knowledge, skills and understanding, for example through taking responsibility, participating, making real choices and decisions, and considering social and moral dilemmas.

PSHE and citizenship also contributes to career-related learning at Key Stages 1 and 2, enabling children to develop ideas and beliefs about the world outside and beyond school and to increase their awareness of the world of work.

Key Stage statements

During Key Stage 1 pupils learn about themselves as developing individuals and members of their communities, building on their own experiences and on early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and are becoming aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

During Key Stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and in a group, for their own learning; and to resist bullying.

Cross-Curricular PSHCE

PSHE and citizenship provides many opportunities for cross-curricular links. At St Anne's every opportunity will be provided through Assemblies, Religious Education, History and Literacy for example. Children listen to and read stories that enable them to consider other people's lives and experiences and, in addition to this they research issues through a range of non-fiction texts and other written sources. They use writing skills to express their views and communicate them to a variety of audiences.

Numeracy provides opportunities for children to use numerical skills to develop financial capability, learning that money comes from different sources and can be used for different purposes, to look after their money and to realise that future wants and needs may be met

through saving. They use data-handling skills and present the results of research in various graphical forms.

In science we will teach such issues such as life cycles and healthier living. Opportunities will be provided to investigate and discuss environmental issues in addition to cultural changes and differences through the foundation subjects. Overarching all of these will be the use of technology for researching, recording and presenting information.

At St Anne's the PSHE and citizenship programme will be delivered through a wide range of opportunities:

- ✓ community involvement
- ✓ communication activity
- ✓ information communication technology
- ✓ consideration of social and moral dilemmas
- ✓ participation in decision-making processes, including involvement in the school council
- ✓ understanding of local, national and international organisations
- ✓ understanding of environmental issues.

Continuity and Progression

A rich, broad and balanced range of teaching strategies will be used to provide for the effective delivery of citizenship for all children.

At Key Stage 1, teaching will build on the principles for early years. The scheme of work for Key Stages 1 and 2 emphasises active learning and participation, where children are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups, and learn from each other through group work, circle time, role-play, visitors, case studies and simulation to involve our children actively.

To ensure that children are actively involved in preparing to play an active role as citizens, our children will progressively have opportunities to:

take some responsibility for their own learning, by making informed choices within learning activities, reflecting on and recording what they have learnt and achieved and learning how to set targets to establish next steps;

explore and discuss topical issues, including taking part in group and class discussions relevant to their own lives, their school and wider communities and issues of global concern, and beginning to explore how issues affect others in the world;

participate in groups of different sizes and composition, taking on leadership as well as membership roles, sharing the responsibility for group decisions and contributing to the decision-making processes of the class and school;

explore and discuss the varied attitudes and values underpinning some of the issues they encounter, considering social and moral dilemmas and other people's experiences, thinking about, and beginning to express, views that are not their own, for example through role-play;

work with adults other than teachers, using visits and visitors appropriately, meeting and talking to people from, for example, environmental groups, local, national or international

voluntary organisations, and people who work in the school and neighbourhood, such as religious leaders, health professionals, emergency service professionals, local councillors and MPs;

work outside the classroom, becoming actively involved in the decision-making and organisation of the school and, for example, helping to look after the school environment, supporting peers or younger children in the playground, taking part in activities with different members of the school and local community; and

take time to reflect on all their experiences in both the formal and informal curriculum, identifying what they have learnt and enabling them to transfer that to situations in their own lives, now and in the future.

Health and Safety

Provision for PSHE and citizenship in the curriculum needs to be consistent with school and LEA policies on guidance and care of children, behaviour and discipline, and health and safety. Additional guidance is available about off-site educational activities.

Assessment, recording and reporting

Assessment of Learning

There are no statutory requirements for end of Key Stage teacher assessment in PSHE and citizenship at Key Stages 1 and 2. However, teachers will make regular assessments of children's progress in PSHE and citizenship. Parents will be informed of their child's progress and development of skills and action as well as knowledge and understanding. This will, in turn, allow the child to reflect on their experiences, pose questions, make judgements in the light of evidence about their strengths and needs, and plan how to make progress against criteria agreed with the teacher.

We will ensure that the progress and achievement of all pupils is recognised and that methods used do not imply that pupils are failing as citizens or judge the worth, personality or value of an individual or their family.

Assessment for Learning

Teachers will ensure:

- ✓ Planning is an integral part of teaching and learning.
- ✓ regular opportunities for pupils to receive feedback on their progress and achievements, helping them to identify what they should do next.
- ✓ Children are involved in discussion about learning objectives and desired outcomes.
- ✓ Children are involved in self-assessment and peer assessment.
- ✓ Time for reflection on their progress in skills, knowledge and understanding; and
- ✓ evidence of achievements is recognised in Records of Achievement and displayed in the school.

Personal Finance and Economic Well-being

The Main Aims of personal finance education are:

- ✓ To develop financial capability for both girls and boys at all ages
- ✓ To enable children to make informed judgments and to take effective decisions regarding the use and management of money in their present and adult lives

Young people need to:

- ✓ Be skilled in managing their financial affairs
- ✓ Recognise the importance of using financial resources responsibly
- ✓ Understand key financial and economic ideas

Economic well-being enables young people to:

- ✓ Begin to understand the nature of the world of work
- ✓ The diversity and function of business
- ✓ Develop as questioning and informed consumers
- ✓ Become aware of changing career opportunities and develop the knowledge and skills to make informed decisions

Themed Weeks

To enhance the profile of PSHE at St Anne's we will provide three themed PSHE weeks annually.

Autumn Term - Anti Bullying Week

Spring Term – Fitness and Health Week

Summer Term- Money/ Financial capability week

The PSHE Subject Manager will monitor planning for gaps and to ensure SEALs being used, carry out class Learning Walks and collect a work sample termly to ensure coverage and assessment. This will be collected for a calendar year to provide a PSHE portfolio of evidence. It will also allow the r to further develop the subject action plan for PSHE so that we are a reflection of Jesus, inspiring others to walk with us

This Policy was Reviewed and agreed September 2018 and will be reviewed annually

Signed: *Helen Abela*