

# St. Ethelbert's Catholic Primary School



## Policy for Personal, Social and Health Education and Citizenship

*"I serve Jesus with my body, heart, mind and soul."*

*Serviam* means 'I serve'. Jesus Christ has taught us, 'it is more blessed to serve than to be served'. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

### 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 guardians) are the 'primary educators' of their children. Schools work in partnership with them in helping children develop personally and emotionally, and as young citizens. As a Catholic school PSHE is embedded into the ethos and everyday routines of the school, as well as through our religious programme of study.

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, tolerance and respect for others and their differences, treating all people as equal
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and learn ways of keeping to it
- Value themselves as unique human beings, made in God's image, capable of spiritual, moral, intellectual and physical growth and development
- Develop their varied abilities and talents fully, setting achievable goals, learning to work and try hard, and 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 the community
- Value the family and marriage as the foundation of civilised society, and the firm basis for the nurturing of children
- Understand the principles of our society and democracy
- 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 and tolerance of the beliefs and practices of major world religions. To appreciate Christianity as the principal religion of the land and its importance in our nation's history, culture, language, art and architecture
- Respect the beauty and diversity of the environment and accept responsibility for its maintenance for future generations

Personal, Social and Health Education (PSHE) and Citizenship, are central to a schools ethos, supporting children in their development, and underpinning learning in the classroom, in school, and in the wider community.

### **Aims**

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

### **Objectives**

- Developing confidence and responsibility and making the most of abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people

### **Principles of teaching and learning and Inclusion**

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, inclusive learning environments. For example, they learn about and deal with bullying and racism and learn to recognise and challenge unjust stereotypes. They contribute to the development and review of relevant school policies and participate in projects and initiatives that promote healthy 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 can be delivered in a cross-curricular way, or through a discrete lesson to deliver a planned scheme of work. Children's learning in PSHE and Citizenship is fundamentally improved by a positive ethos in the school.

All activities in school contribute to the ethos, such as the work of mid day supervisors in the playground, assemblies and extra curricular activities.

Effective teaching of PSHE and Citizenship involves a range of teaching strategies, including group work, circle time, debate, discussion, role-play, and the use of visitors and outside agencies.

The teaching strategy of circle time may be central to the delivery of some parts of the social and moral elements of PSHE and Citizenship. It extends the role of the teacher to that of a facilitator, enabling children to learn about themselves and their interactions with others.

Where visitors are used to support and extend classroom teaching, they should be used to complement the school's scheme of work and operate in harmony with the school's religious ethos. The teacher should always be present and retains 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. Lessons should be planned to allow their perceptions to be articulated, discussed, challenged, sometimes corrected but always within an environment of being valued and respected.

In relation to some sensitive issues, such as 'sex education' and 'relationship or drug education', the teacher needs to ensure that the teaching point is conveyed in language that is accessible to the children and always follows the religious and moral ethos of the school (see Human Love Policy).

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils, including able children (those identified as being 'Gifted or Talented') and those children who need additional support with EAL.

Where children's IEPs identify targets relating to their personal development, the teacher should ensure that opportunities are planned to support the pupil in achieving these. The programme should be broad and balanced and provide for pupils' different learning styles.

KS1 pupils follow the SEAL programme. This will continue at KS2 if a specific need has been identified and an IEP is in place. KS2 children follow the NC objectives which are embedded into the curriculum.

Many of the NC objectives are also covered in whole school assemblies or events, as well as through visits from individuals and organisations.

In both key stages, parents are provided with information from the class teacher or FLOW where extra support and information is needed. This included leaflets and contact information for outside agencies that can support families and children of the school.

### **Equal opportunities**

A school's equal opportunities policy and racial equality policy applies to PSHE and Citizenship. Where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of society. Unjust stereotyping, in terms of ethnicity, race and gender should be avoided, and pupils' progress should be monitored, ensuring that no child is disadvantaged. Equally, a child's religious beliefs and cultural differences will always be respected.

### **Breadth and balance**

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 good 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. Further guidance is available in 'First Impressions: career-related learning in primary schools' (DfES 0061/2001).

The PSHE and Citizenship programme should 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 balanced range of teaching strategies is needed to provide for the effective delivery of citizenship for all children. At key stage 1, teaching approaches should 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. While there are opportunities for direct teaching, the units make full use of group work, circle time, role-play, visitors, case studies and simulation to involve children actively. To ensure that children are actively involved in preparing to play an active role as citizens, they should 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;
- **find information and advice**, for example through helplines, and learn to provide information to others
- **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 councilors 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
- **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**

Several assessment opportunities will be provided to give pupils and teachers better understanding of what is being achieved.

### **Assessment of Learning**

Teachers are expected to make informal assessments of children's progress in PSHE and Citizenship. These are formally recorded at the end of KS1 and KS2. Parents should be informed of their child's progress, through the school's reporting system. Assessment in PSHE and Citizenship should be active and participatory, addressing progress in pupils' development of skills and action as well as knowledge and understanding. It should allow the learner 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.

Schools should 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**

Assessment should:

- be planned from the beginning as an integral part of teaching and learning;
- provide regular opportunities for pupils to receive feedback on their progress and achievements, helping them to identify what they should do next;
- involve pupils in discussion about learning objectives and desired outcomes;
- include pupils in self-assessment and peer assessment;
- reflect evidence of progress in skills of participation as well as knowledge and understanding; and
- allow for evidence of achievements to be collected in a citizenship portfolio and/or included in a wider profile of pupils' achievements in the school.

### **Providing assessment opportunities**

Opportunities for assessment are indicated in the scheme of work. They include opportunities for children to:

- demonstrate their understanding through planning a talk or presentation;
- design a display or web pages;
- produce a diary, logbook or portfolio;
- contribute to discussions and debate;
- produce resources for younger children;
- demonstrate skills through role-play or participation in simulations;
- devise a quiz, board game or card game;
- write letters to local councilors or MPs, or articles for school or local newspapers;
- make a video of an event or participate in, for example, a class or school council meeting;
- record an interview with members of the local community;
- produce evidence of helping to plan a visit or arranging for a visiting speaker; and
- produce evidence of involvement in an arts-oriented project on a relevant theme.

### **Including regular self-assessment**

Children, individually and with their peers, should have regular opportunities to reflect on their activities. Following an activity, children can share reactions and start to make sense of the experience in relation to themselves and others. They can identify what went well, what went wrong, and why. Gradually they can learn to draw conclusions about their own strengths and weaknesses and those of the group as part of self- and peer assessment and target-setting.

**Using the following questions will help the reflection process:**

- What happened?
- What did I do by myself/with others?
- How did I/we feel about the activity/experience?
- What difficulties did I/we encounter?
- How did I/we overcome them?
- What did I/we learn?
- How could I/we improve what I/we did in a future, similar situation?
- How can I/we apply this learning to other situations?
- What other knowledge, skills and understanding do I/we need to do this?
- What do I/we need to do next?
- What help will I/we need?

### **Statutory requirements**

There are no statutory requirements for end of key stage teacher assessment in PSHE and Citizenship at key stages 1 and 2. However, teachers are required to keep records of the progress of all children and report this to parents. The arrangements for assessing and reporting at key stages 1 and 2 are published each year by QCA (see [www.qca.org.uk/ca/tests](http://www.qca.org.uk/ca/tests)).

The PSHE and Citizenship framework includes summaries of children's main achievements during the key stage. These are reproduced below. Teachers may find it helpful to use the key stage statements for PSHE and Citizenship to help them to report on children's progress.

### **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, informed and good choices about their health and environment; to take more responsibility, individually and in a group, for their own learning; and to resist bullying.

### **Subject leadership**

#### **Developing a whole-school approach**

PSHE and Citizenship have implications for the whole school. They are relevant to the management and organisation of the school as well as to all aspects of the school curriculum. This includes both what is planned and taught in the classroom - in PSHE and Citizenship as well as in other subjects - and what is learnt through other school and community-based activities. The aims and implementation of many existing whole-school policies, such as anti-bullying and equal opportunities, are central to the delivery of PSHE and Citizenship. Children's involvement in reviewing, monitoring and evaluating these policies is a process that, in itself, can contribute to citizenship.

The National Healthy School Standard (DfEE 1999) provides a context and a process for addressing whole-school issues that affect the provision of PSHE and Citizenship as part of overall school improvement. Local Healthy School programmes have been developed through partnerships between local education authorities (LEAs) and health authorities. These programmes are helping schools with policy and curriculum development, as well as supporting staff training and pupil participation.

Successful implementation of the PSHE and Citizenship framework requires four steps:

- Developing and implementing a management process for PSHE and Citizenship
- Identifying a governor to take responsibility for PSHE and Citizenship
- Allocating responsibility for teaching PSHE and Citizenship. The senior management team should identify a member of staff to lead and coordinate the process and support the implementation of the resulting provision

- Developing a clear PSHE and Citizenship policy that links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development.

All members of the school community, including the children, need to be involved in the development of the school's citizenship curriculum.

### **Contribution to spiritual, moral, social and cultural development**

The PSHE and Citizenship framework gives children specific opportunities to explore the range of attitudes and values in society and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attributes that promote:

- empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others;
- a willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions; and
- a willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

PSHE and Citizenship promote spiritual development through fostering children's awareness and understanding of issues that involve differing beliefs and values in human society. PSHE and Citizenship help children develop self-knowledge through an exploration of their identity and belonging, their ideals and commitment and the meaning or purpose they see in life.

PSHE and Citizenship promote moral development through helping children to acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. Children have opportunities to explore the ethical and moral dimensions of legal, political, social, economic and environmental issues and to exercise responsibility at a personal and social level.

PSHE and Citizenship promote social development through helping children to acquire the understanding and skills they need to become responsible and effective members of society. They develop an understanding of how society works and how decisions are influenced and made. They take part in community and social activities that help to promote personal and social skills.

PSHE and Citizenship promote cultural development through helping children to understand the nature and role of the different groups to which they belong, to learn about the origins and implications of the diversity in society, and to develop respect for difference.

Opportunities to reflect on the spiritual, moral, social and cultural dimensions, and for all children to consider their own views and opinions about them, occur through many aspects of PSHE and Citizenship - in particular, as children investigate and think about topical issues, problems and events and as they participate in activities in their school, neighbourhood and communities.

At St Ethelbert's PSHE and Citizenship play an important role within the overall context of the school's religious and moral ethos.

Mrs K. Lockwood  
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