



## **St. Augustine's Catholic Primary School Personal Social Health and Citizenship Education (PSHCE) Policy 2016-17**

Our Policy has been reviewed and amended in response to the National Curriculum Framework (Published September 2013 for implementation September 2014).  
See Appendix 1

St Augustine's recognises the need for a planned whole school approach to PSHCE. We address this through a cross curricular approach, school activities and events, so that in line with our Catholic Ethos and Mission Statement: We provide the highest quality education to enable children to reach their full potential and be thoughtful, compassionate and effective citizens

### **Aims**

Personal, Social Health and Citizenship Education (PSHCE) enables children to become healthy, independent and responsible members of society. 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 develop their 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 can mean to be a positive member of multicultural society.

The overall aims of Personal, Social Health and Citizenship Education at St Augustine's School are to provide the children with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

## **Teaching and Delivery of PSHCE**

St Augustine's follows the PSHE Association's Programme of Study which is based on three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Within these themes there will be broad overlap and flexibility and the content should lead to debate rather than being definitive. (Appendix 2)

Whilst Citizenship is in the National Curriculum for Key Stages 3 and 4 the PSHE Association Programme of Study makes links for Citizenship for Key stages 1 and 2 under Theme 3- Living in the Wider World.

PSHCE is taught in a cross curricular manner throughout the school. We introduce PSHCE through other subjects, e.g. when teaching about local environmental issues in Geography and SRE in Science.

### **Key Areas of Delivery are:**

**Values Education Programme:** The school has an annual cycle of Values that are taught and delivered through Assemblies and RE.

**Religious Education:** PSHCE is linked through the Come and See Catholic scheme of work in RE.

**Sex and Relationships (SRE):** This is taught through the Science curriculum and within a framework of Christian Values and the churches teaching on marriage. The emphasis is on the understanding that love is central and the basis of meaningful relationships. It is supported through the use of A Journey in Love Catholic Programme of Study.

**Citizenship:** We encourage the children to take part in a range of practical activities that promote active Citizenship, both locally and worldwide:

- Charity fundraising: CAFOD, Mission Together, Mary's Meals - Porridge days and Back Packs)
- Children planning special events: Children in Need - toy and book sales.
- Local Community events – Bellingham Carols on the Green

**Visitors:** We offer children the opportunity to hear visiting speakers, such as Police, Fire Service, Health professionals and our Local MP, who we invite into the school to talk about their role in creating a positive and supportive local community.

**Parish Church:** The Parish Priest visits regularly and our families take part in St. Augustine's Church community events (International Day, Fetes, Carol Services).

**School Council:** representatives from each class meet regularly to discuss school matters.

**Trips and Outings:** for children eg: to Parliament, Residential Trips

## **Early Years and Foundation Stage (EYFS)**

We teach PSHCE to children in the EYFS as an integral part of the topic work covered during the year. For the children in the EYFS we relate the PSHCE aspects of the children's work to the objectives set out in the EYFS Curriculum, especially the PSE area of learning. Our teaching in PSHCE matches the aim of developing a child's personal, emotional and social development and their knowledge and understanding of the world.

## **Assessment and Recording**

Teachers assess the children's work in PSHCE by making informal judgments as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year – see DFE End of Keystage Targets (Appendix 3)

## **Parents**

Workshops are organised to support parents: such as the CEOPS Online Protection Talks. Events in school are shared to Parents, often via the monthly School Newsletter. Teachers share children's progress and attitude to learning with parents twice each year.

## **Monitoring and Review**

The co-ordinator supports colleagues in the teaching of PSHCE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The co-ordinator fulfils this role by reviewing samples of children's work and visiting classes to observe teaching in the subject in line with our school monitoring programme.

# Appendix 1

## Background to the Policy from PSHE Association

Personal Social and Health Education (PSHE) remains a non-statutory subject and Citizenship statutory only from KS3. However, section 2.5 of the National Curriculum framework document states that:

*'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'*

The DFE Guidance document on PSHE Education (Sept 2013) also states that the subject is:

*'An important and necessary part of all pupils' education'*

It goes on to note that:

*'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'*

PSHCE education also enables us to fulfil statutory duties placed on schools:

Section 2.1 of the National Curriculum framework states:

*'Every state-funded school must offer a curriculum which is balanced and broadly based and which:*

*promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*

*prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006).

## **Appendix 2**

### **PSHE Association Programme of Study Themes**

#### **Core Theme 1: Health and wellbeing**

Suggested Programme of Study for Health and wellbeing *Pupils should be taught:*

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

#### **Core Theme 2: Relationships**

Suggested Programme of Study for Relationships *Pupils should be taught:*

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

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

Suggested Programme of Study for living in the wider world – *Pupils should be taught:*

- 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.

## **Appendix 3**

### **DFE End of Keystage Attainment Targets**

There is no attainment target for PSHE but end of key stage statements have been developed to help teachers assess progress.

The following statements describe the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught a relevant programme of PSHE. The statements are designed to help teachers judge levels of achievement and the extent to which their pupils are making progress.

#### **Key stage 1**

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).

Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

#### **Key stage 2**

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.