



St. Monica's Catholic Primary School

Personal, Social, Health, Economic and Citizenship (PSHCE) Policy.

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This policy covers our school's approach to *Personal, Social, Health, Citizenship and Economic (PSHCE) education*. As a Catholic School, we aim to encourage strong links with home, church and the wider community, while providing the best educational experience for all of our pupils. Our Mission statement commits us to promote inclusion, teamwork, personal fulfilment and happiness. This policy is a statement of how the school will endeavour to do this. It was produced by the PSHCE coordinator through consultation with staff, children and governors. The policy will be available to parents and carers through our school website.

Aims

As part of a whole-school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Our programme of study identifies the key concepts and skills that underpin PSHCE education and enable us to fulfil our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

Aims ... for our children:

- To develop accurate and relevant knowledge and opportunities to turn that knowledge into personal understanding.
- To provide opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- To promote the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- To encourage the aptitude to be enterprising, to make effective transitions and career choices and to achieve economic wellbeing.
- To develop confidence and responsibility and making the most of their abilities.
- To prepare to play an active part as citizens.

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment firstly by implementing our school behaviour policy which states that children should access a full range of learning opportunities in a calm, supportive and positive environment. As a Catholic school endeavouring to foster the gospel values, a focus on the quality of relationships is at the heart of the school's ethos. It is in this context that we aim to help the children to develop caring and positive ways of behaving. The school has a legal duty of care towards pupils and must determine measures with a view to encouraging good behaviour and respect for others on the part of pupils.

The children take a lead role in developing class charters and rules for circle time. If any child feels they need support, but feels unable to ask for help, each class has a worry box. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by following our schools safeguarding policy. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Equality and diversity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by following our *school mission statement which challenges us to include everyone in all we do. The vision for this school is, therefore, a school at the heart of the community that caters for the needs of all in that community: the children and all who visit, work at and use the school and to whom we are in service.*

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHCE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by following the aims of our behaviour policy

- To promote/develop empathy and respect for self and others.
- To ensure that pupils are confident of their right to be treated fairly.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

We will use PSHCE education as a vehicle to address diversity issues and to ensure equality for all.

Promoting British Values at St Monica's Catholic Primary School

The Department for Education state that there is a need ***"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."***

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014.

As a Catholic school which seeks to live out the values of Jesus Christ, we promote these values by our words and deeds, and Catholic doctrine and practice therefore permeates every aspect of the

school's activity. We provide a Catholic curriculum, which is broad and balanced, recognising that every pupil is unique and is created in the image of God (Gen [1:27](#)). Our curriculum is designed to enable every pupil to discern their vocation and to be well-equipped to follow it as active citizens in service to the world. We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected.

Key Principles and Teaching Methodology

We teach PSHCE in a variety of ways. Sometimes, for example when dealing with issues in drugs education, we teach PSHCE as a discrete subject. On other occasions we introduce PSHCE topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to extend their learning by considering the Citizenship aspects to the topic. There is a large overlap between the programme of study for religious education and the aims of PSHCE; we deliver a considerable amount of the PSHCE curriculum through our religious education lessons.

We also develop PSHCE through circle time or assemblies and whole-school events, for example the school council representatives from each class meet regularly to discuss school matters. We offer residential visits in Key Stage 2 to Tattenhall and the Conway Centre, where there is a particular focus on developing pupils' self-esteem, and children are given opportunities to develop leadership skills and positive group work.

We ensure learning 'starts from where pupils are' by carrying out pre topic assessments. We also record children's achievements in PSHCE on Classroom Monitor.

What topics will be covered?

See Appendix 1: the Long Term Plan

How will we assess this learning?

Assessment will encompass teacher, peer and self-assessment. Progress in PSHCE education will be recorded using the Classroom Monitor objectives to track pupils progress in PSHCE. These are drawn from the PSHE Association recommended scheme of work. Achievements are reported to parents each year.

How will we involve and consult pupils?

Pupils have been involved in the creation of this policy through the School Council. Their views are consulted in the Pupil Voice lesson.

How will we ensure inclusion and differentiate learning?

We identify pupils' different starting points by doing pre topic assessments and reviewing achieved objectives on Classroom Monitor. We differentiate to take into account the range of abilities in each class eg by scaffolding the questions or providing sentence starters for less able children, by providing next steps challenges for more able children. Staff are guided in appropriate expectations by the KS1 and KS2 Progression statements that are included in this policy as Appendices 2 and 3.

How will parents and carers be involved?

As a Catholic School, we aim to encourage strong links with the home. We offer support by informing parents about the PSHCE curriculum on our school website. In Y5 parents attend a puberty Q & A session led by the school nurse.

How will we ensure the curriculum is balanced?

While promoting the values above, we will ensure that pupils are offered a balanced programme by following the advice from the PSHE Association and adopting a whole school spiral curriculum which integrates the best aspects of QCA PSHCE, QCA Citizenship and SEAL. Teaching PSHCE education through a spiral programme allows pupils to, revisit themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking. Our Scheme of Work aims to create a coordinated and structured approach to the teaching of PSHCE at St Monica's.

How will the PSHE education policy link to other school policies and other subjects on the curriculum?

This policy supports/complements the following policies

- Safeguarding policy
- Equality and diversity
- Confidentiality
- Behaviour
- Anti bullying
- SEN
- Drug Education
- Smoke Free
- Relationships and Sex Education
- Moral development
- Spiritual development
- E safety
- Intimate care
- Sun safety
- Health and Safety

How will pupils' questions be answered?

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHCE Co-ordinator and DSL.

We allow pupils to raise anonymous questions through

- Class worry box
- School Council Agenda and Suggestion box
- Buddy system

The use of visitors to the classroom

We will use external contributors in the following circumstances

- Y5 changes during puberty - School Nurse
- Knowing where to go to for help - Local Police
- Safeguarding sessions covering abuse in all its different forms, including bullying; how to recognise abuse; identifying people they can talk to - NSPCC
- Fire Safety in the home - Fire Service
- Road safety (cycling proficiency) - Bike Right
- Saving energy-Warrington Watt Watchers
- What is Fairtrade? Fairtrade fortnight principles assembly
- Remembering being a baby - Parent with baby

Where possible, the topics have been linked to whole school/calendar events which might be taking place and which provide a further opportunity to link with and reinforce the PSHCE education focus of the half-term.

What is our policy on confidentiality?

To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

Group Agreement or Ground Rules

PSHCE involves discussion around very personal and sometimes sensitive issues. It is important to ensure that discussion takes place in a climate of trust and support. Pupils need a safe environment in which to learn to discuss and to share their feelings, to explore their values and attitudes and to express their opinions and consider those of others. This is achieved by agreeing a common understanding, reached by staff and pupils together, in which a contract (circle time rules) is negotiated.

Appendix 1 Long Term Plan

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
YR		RSE Myself and others	RSE Family Networks		RSE Body Awareness	RSE Hygiene
Y1	How do we decide how to behave? RSE Choices	What can we do with money? RSE Family	How do we keep safe? RSE Body Parts		How do we feel? RSE Friendships	What makes us special? RSE Myself and Others
Y2	How can we help? RSE Body Development	What is bullying?	How can we be healthy? RSE Looking after the body	How do we show our feelings? RSE Secrets	How can we keep safe in different places? RSE Safety	
Y3	What are the rules that keep us safe? RSE Safety	What can we do about bullying? RSE Differences and Similarities	What are we responsible for? RSE Decision making	How can we describe our feelings? RSE Self esteem	How can we eat well?	What jobs would we like?
Y4	What are we? RSE Assertiveness	How can we be a good friend? RSE Emotions	How can we manage our money?	What choices help health?	How can we keep safe in our local area?	RSE Change
Y5	What makes a community? RSE Support Networks	What does discrimination mean?	How do we grow and change? RSE Relationships	RSE Puberty and Hygiene	How can we be safe online and using social media?	What makes us enterprising?
Y6	What makes a healthy and happy relationship? RSE Resolving Conflict in Relationships		What are human rights? RSE Stereotyping	How can money affect us?	What affects our health and wellbeing?	What can we do about risk? RSE Taking Risks

Appendix 2

Key Stage 1 Progression in PSHE

Some pupils will achieve less and will be able to:	Most pupils will be able to:	Some will have achieved more and will be able to:
Identify and name some feelings, and may need some support to express and manage these and to express some of their positive qualities	Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings	Demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities
Share their likes and dislikes, and with support, set themselves simple, short term goals	Share their views and opinions and set themselves simple goals	Share their views and opinions and reasons for them, and set more challenging goals both short and medium term
List and describe some things that keep them healthy, and with support make simple choices about aspects of their health	Make simple choices about some aspects of their health and well being and know what keeps them healthy	Make choices about a wider range of aspects of their health and well being, and be more confident in their understanding about what keeps them healthy
Know the basic ways of keeping clean, name the main parts of the body and show a basic understanding of how people grow from young to old	Explain ways of keeping clean, name the main parts of the body and explain that people grow from young to old	Explain ways of keeping clean, name the main parts of the body and describe some of the changes as people grow from young to old and the implications of this
Be able to list some harmful household products and medicines, and, with support, understand some of their harmful aspects and how to keep safe in familiar situations	Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations	Describe more confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations
Begin to understand what bullying is and to recognise that it is wrong, and list some ways to get help if it is happening	Recognise that bullying is wrong and list some ways to get help in dealing with it	Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims
Have some understanding of the effect of their behaviour on other people, with adult support, and cooperate in some less demanding situations	Recognise the effect of their behaviour on other people, and cooperate with others	Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties
Describe simple similarities and differences between people and explain, with support, some ways family and friends should care for one another	Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another	Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another
Take turns to speak with one other person or a small group, and answer simple questions relating to topical issues	Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues	Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates

Some pupils will achieve less and will be able to:	Most pupils will be able to:	Some will have achieved more and will be able to:
With support, recognise simple choices they can make, and usually recognise the difference between right and wrong	Recognise choices they can make and recognise the difference between right and wrong	Recognise and be able to describe more confidently choices they can make and the difference between right and wrong
Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders	Agree and follow rules for their group and classroom, and understand how rules help them	Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour
Understand with support some aspects of what improves and what harms their local environments, and be supported in contributing to looking after them through simple tasks.	Understand what improves and what harms their local, natural and built environments and contribute to looking after them	Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them
To explain simple ideas of different communities, such as family and school, and begin to contribute to the life of the class and school with adult direction and support	Understand that they belong to various groups and communities, such as family and school, and begin to contribute to the life of the class and school	Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school
Explain in simple terms where money comes from and some different ways in which it can be used	Realise that money comes from different sources and can be used for different purposes	Realise and be able to describe that money comes from different sources and different uses of it

Appendix 3

Key Stage 2 Progression in PSHE

Some pupils will achieve less and will be able to:	Most pupils will be able to:	Some will have achieved more and will be able to:
Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges	Demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges	Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify an demonstrate ways to face new challenges
Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others	Express their views confidently, and listen to and show respect for the views of others	Express their views confidently, and show how their views can develop in the light of listening to others
Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way	Discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way	Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way
Name a range of jobs, understand that they will need to develop skills to work in the future, and, with support, demonstrate how to look after and save money	Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money	Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money
Express simple ideas, with support, about how to develop healthy lifestyles	Make choices about how to develop healthy lifestyles	Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles
Identify, with support, some factors that affect how people think and feel	Identify some factors that affect emotional health and well being	Identify and explain some factors that affect emotional health and well being, and strategies for dealing with them
Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being	Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well being	Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well being
With support, list some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations	List the commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations	List a range of substances and drugs that are legal and illegal, including those which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations
Identify different types of relationships and, with support, show ways to maintain good relationships	Identify different types of relationships and show ways to maintain good relationships	Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships

Some pupils will achieve less and will be able to:	Most pupils will be able to:	Some will have achieved more and will be able to:
Understand, with support, the nature and consequences of bullying, and ways of responding to it	Describe the nature and consequences of bullying, and express ways of responding to it	Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so
Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities	Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities	Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities
With support, research, discuss and debate topical issues, problems and events	Research, discuss and debate topical issues, problems and events	Take a lead role in researching, discussing and debating topical issues, problems and events
Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules	Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules	Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules
Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices	Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices	Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices
Understand some basic facts about democracy and about some of the institutions that support it locally and nationally	Understand what democracy is, and about the basic institutions that support it locally and nationally	Understand and describe what democracy is, institutions that support it locally and nationally and how it happens
Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society	Appreciate and explain the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society
Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	Understand that and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment
Explore, with support, how the media present information	Explore how the media present information	Explore and comment on how the media present information

