

St Edmund's Catholic Primary School

&

St Joseph's Catholic Primary School

PHSE POLICY

Relationship and Sex Education

Policy Adopted: Summer 2021

Reviewed:

Review Date: Summer 2023



The Federation of St Edmund's and St Joseph's Primary Catholic Primary School PSHE and Citizenship Policy Summer term 2021

1. Aims and objectives

1.1 We believe that PSHE and citizenship should enable children to become healthier, more independent and more 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 so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the School Council. We teach children about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

1.2 The objectives of PSHE and citizenship are to enable the children to:

- Know and understand a healthy lifestyle including mental health, well-being, self-esteem and body image
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others
- Be independent and responsible members of a community, such as school
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- Develop good relationships with other members of the community

2. Teaching and learning style

2.1 We use a range of teaching and learning styles. We emphasise active learning by including the children in discussions, drama activities, circle-time and problem-solving situations as well as promoting the use of outdoor space. We encourage the children to take part in a range of tasks that promote active citizenship, for example: School Council, School Captains, leader's duties, Mini Vinnie's group, charity fundraising, planning special school events, or involvement in helping other individuals or groups less fortunate than themselves. All children participate in establishing a whole class set of ground rules. We offer children the opportunity to hear visiting speakers, from across our community, whom we invite into the school to talk about their role in creating a positive and supportive local community.

2.2 In the school year different key events are highlighted in class but also on a whole school level such as Black History month, Anti-Bullying Week, Parliament Week, Fairtrade Fortnight and the annual UNICEF 'Out Right' campaign at St. Eds, this is a wonderful way in which our children can become advocates of the rights of children who are far less fortunate than themselves around the world. It coincides with St. Edmund's Day which is also World Children's Day on 20th November. Other key national days are also observed such as World Mental Health Day, Sign Language Day, and Universal Children's Day. The children in both schools also partake in other charity initiatives across the year and particularly those relating to the church year; Harvest, Advent and Lent charity events and Cafod.

There is a whole school approach towards improving behaviour and learning. Social, emotional and behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people. Where children have good skills in these areas, and are educated within an environment supportive to emotional health and well-being, they will be motivated to, and equipped to be effective learners, good friends and able to manage feelings and problems successfully.

3. PSHE curriculum planning

3.1 The Federation have based the planning on the PSHE Society's long term and medium-term plans but have adjusted the planning to take into account the curriculum coverage in science, RE, Thrive, Rights Respecting Schools and the school RSE schemes of work. We teach PSHE and citizenship in a variety of ways.

3.2 We also develop PSHE and citizenship through various activities and whole school events, for example the School Council representatives from each class meet regularly to discuss school matters. We have Year 6 House Captains who host meetings for the other children in their houses. We have playleaders and sports captains. We have a Mini Vinnie's groups that meet weekly to listen to the gospel readings, pray and consider how to help others in their community. There are children that assist at Mass and the school is an integral part of the Parish community. Both schools have a set of learning characteristics and there is a weekly focus on each characteristic across the term and children are chosen weekly from each class who have displayed that characteristic in their learning and attitudes to others.

3.3 At St. Edmunds and St. Josephs we have adopted the Thrive principles, which includes whole class assessments and recommended activities which encourages children to value themselves and others. The programme also offers individual programmes for children with identified emotional interruptions and they are taught by a trained practitioner.

3.4 St Edmund's has achieved the gold 'Rights Respecting School' award and the children are taught values of respect, dignity and non-discrimination. The children's self-esteem and wellbeing are boosted and by understanding their rights and how they and others should be treated, their sense of self-worth is strengthened.

3.5 We offer residential visits in Key Stage 2, a half a week visit in year 4, in year 5 a 'Night at a Museum' in London and in year 6 a five day stay at an activity centre. During these visits the children are given the opportunity to develop resilience, self-esteem, leadership and co-operation skills.

3.6 At both schools we offer the children access to the outside and provide forest school activities to encourage children's innate curiosity about the environment and the creatures living there. It also teaches them about issues of sustainability and respect for their world.

4. The Foundation Stage

4.1 We teach PSHE and citizenship in reception classes as an integral part of topic work. As the reception class is part of the Early Years Foundation Stage Framework, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes, when we teach how to develop a child's knowledge and understanding of the world.

5. PSHE and inclusion

5.1 At our school we teach PSHE and citizenship to all children, whatever their ability and individual needs. This is in accordance with the school's curriculum policy and the government's Every Child Matters agenda of providing a broad, balanced and inclusive education to all children.

Through our PSHE teaching we enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, transient learners and those learning English as an additional language, and we take all reasonable steps to achieve this. Teachers are expected to adapt their teaching to ensure all pupils access the curriculum at the appropriate level, encouraging continued learning and progression.

5.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation, individual needs – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the National Curriculum’s attainment targets and level descriptors allow us to consider each child’s attainment and progress in relation to the levels expected. This helps ensure that our teaching is matched to the child’s needs.

5.3 We enable all pupils to have access to the full range of activities involved in learning PSHE. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6. Multicultural and Diversity

6.1 We support a range of personal and cultural identities amongst pupils, staff and parents.

6.2 We teach concepts of discrimination, prejudice, exclusion, harassment and injustice so that pupils learn to protect the equal human rights of others.

6.3 We create and use opportunities for reflection on events in the school itself, including bullying and racist name-calling. To this end, we support National Anti-Bullying Week, Black history month with a range of activities to help children understand the causes and consequences of different kinds of bullying and discrimination and how to deal with them.

7. Assessment for learning

7.1 Teachers assess the children’s work in PHSE and citizenship while observing them working during lessons. PSHE and citizenship is assessed in accordance with the school’s assessment policy. This enables the teacher to make termly assessment of progress for each child, and this is reported to parents during termly learning conversations.

8. Resources

8.1 The PSHE programme provided by the PSHE society resources are installed on the school server providing easy access for each class teacher.

8.2 The head teacher, PHSE and RE coordinators hold a selection of reference materials for teaching sensitive issues. We are building a comprehensive library of books to use as additional resources to teach specific topics through circle time such as self-esteem, dealing with emotions, anxiety.

9. Monitoring and review

9.1 The PSHE subject leader is responsible for monitoring the standards of children’s work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

9.2 This policy will be reviewed at least every 2 years.