

# **St Mary's Catholic Primary School**

## **Personal, Social and Health Education & Citizenship Policy**

**Person Responsible:** Mrs A Piechota

**Date:** September 2016

**Review Date:** Autumn 2017

**Agreed by Governors:**

### **Introduction**

At St. Mary's, Personal, Social and Health Education (PSHE) is central to our school ethos. It supports children in their development. It underpins learning in the classroom and throughout the School.

PSHE contributes to the development of children's individual identity, and their sense of self-esteem. It gives direction in life, and develops decision-making skills. As children mature it underpins and supports their emotional development. Where self-esteem is high, learning and all of the social aspects of life become much easier.

When children enter St Mary's, they already have a range of life experiences developed at home. PSHE continues and supports the personal development of the child, as they progress through the school. Parents or adults who care for the children we teach are 'first educators' of our pupils. We work in partnership with them in developing their children's personal and emotional development. This work is important to the overall development of the child, it helps guide and develop children to be more caring, to be respectful, empathetic, and to become responsible young citizens. This policy has been compiled by the staff at St. Mary's to ensure a consistent approach to the teaching of PSHE.

## **Aim**

At St. Mary's we aim to:

- Develop positive social interaction, and the skills to love and work with others
- Develop a personal identity, to give a focus in life and to motivate the children we teach.

## **Objectives**

At St. Mary's our objectives are to:

- Enhance self-esteem, and to develop motivation
- Ensure that children understand that they must accept responsibility for their own actions
- Children to become independent, enabling them to make informed choices and decisions
- Improve interpersonal skills, thus developing pupils' who are able to work independently or collaboratively
- To develop a sense of responsibility for their actions, and to contribute to and accept rules
- To engender an increased understanding of the school as a community and the wider community
- To recognise that they have feelings and to manage their own behaviour, and the impact they have on the behaviour of others
- To develop their own spirituality and faith and appreciate the spirituality and faith of others
- To appreciate diversity and celebrate the gifts, talents and uniqueness of others
- To discover how to be happy, confident and responsible members of society
- To raise awareness of Global issues through RE and ongoing geography units as well as annual fundraising

## **Implementation**

PSHE guidelines are in place. ½ hour per week is allocated. –May be taken in block units.

PSHE development also takes place in our daily act of worship, at other times in the national and broader curriculum, also in the playground when children are supported by Teaching Assistants and Midday Supervisors. In this way, PSHE development occurs every day.

Effective PSHE teaching takes place through a range of teaching strategies. These teaching strategies are essentially active, in that children become involved in their learning, through role play and several types of discussion forum.

One specific discussion forum is Circle Time. This is used to develop personal skills, to explore feelings and allow children to learn about themselves and their interactions with others. It is also a tool for exploring speaking and listening.

On many occasions, visitors are used to support and extend our classroom teaching. Where we use visitors, a teacher always remains present in the classroom and has total responsibility for the children and the visitor.

PSHE is an on-going developmental programme. As part of this programme we aim regularly update staff on issues, and teaching strategies, thus providing them with the necessary skills for teaching PSHE.

There is an active School Council, elected by the children. It meets fortnightly and publishes minutes. Children are encouraged to voice their opinions in a constructive manner. They offer suggestions for school improvement.

Resources have been purchased to support the teaching of PSHE including Drug Awareness Packs, Teacher Support Packs and children's books.

## **Cross-curricular links**

All curriculum areas contribute in some way to PSHE, in developing skills, attributes, values or feelings. Some curriculum areas have specific contribution; for example, parts of sex education are delivered through Science. Where children are able to learn about themselves, to work independently, or collaboratively, a contribution is being made to PSHE.

## **Differentiation and Special Educational Needs**

Children develop differently; they differ in levels of maturity, life experience and have very different attitudes and feelings. Where children have a Special Educational Need, care is taken in terms of materials and language used to address issues. This is particularly the case where an issue may be of a sensitive nature.

## **Assessment, recording and reporting**

Ongoing teacher assessment is used. End of year reports contain information regarding development.

Progress will inform teachers of short term planning needs.

## **Equal Opportunities**

Refer to school's policy on equal opportunities.