
OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY PERSONAL SOCIAL HEALTH EDUCATION (PSHE) AND CITIZENSHIP POLICY

(To be read in conjunction with policies on Behaviour and Discipline, Drugs, Healthy Schools, E safety, Anti Bullying, safeguarding)

Aims and objectives

We believe that education in personal, social, health education enables 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 to 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 about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

Our objectives in the teaching of PSHE and citizenship are to:

- know and understand what is meant by a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for other people and show sensitivity towards others;
- be thoughtful and responsible members of their community and their school;
- become active members of our democratic society;
- develop self-confidence and self-esteem;
- make informed choices regarding personal and social issues;
- develop good relationships with other members of the community.

The aim is to provide our pupils with the opportunity to experience PSHE to the fullest extent by:

- Embedding high quality PSHE experiences with the school day.
- Making purposeful links with other subjects to make learning relevant.
- Making a curriculum that equips children to deal with life's daily challenges.

Teaching and learning

We use a range of teaching and learning styles to meet the PSHE requirements of the National Curriculum. We have a scheme of work called 'My life' which is progressive from key stage one, lower key stage two and upper key stage two. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We also encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising within relevant community or national projects based on current needs. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as local workers, emergency services and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE curriculum planning

We organise the PSHE curriculum in a variety of ways. We ensure that the children are meeting the government compulsory guidelines by using the 'My life' scheme of work for support. It is taught flexibly through discreet lessons, within other relevant subjects as well as throughout the school day when

situations arise. For example- On other occasions, when teaching about local environmental issues in Geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. Also, there is a large overlap between the programme of study for Religious Education and the objectives of the PSHE curriculum. We also develop PSHE through various activities and whole-school events. For example, the school council representatives from each form meet regularly to discuss school matters. We offer residential visits in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and team building skills.

The Early Years Foundation Stage

We teach PSHE in Foundation Stage as an integral part of our topic work. In the Early Years Foundation Stage PSHE relates to the prime area of learning, 'Personal, Social and Emotional Development'. Children's PSED development is crucial for children to lead happy and healthy lives and underpins their cognitive development in other areas of the curriculum. It also helps children form strong, warm and supportive relationships with peers and adults. The PSED curriculum also considers the Characteristics of Effective Learning to develop their positive disposition towards learning, active learning and curiosity about the world around them. All of this learning is supported through a balance of adult directed inputs as well as child led activities in the continuous provision.

PSHE and ICT

ICT makes a contribution to the teaching of PSHE in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. This scheme aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through discussion of e-safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

PSHE and citizenship and inclusion

We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship, teachers take into account the targets set for the children in their , some of which may be directly related to PSHE and citizenship targets.

For more able pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Assessment

Our teachers assess the children's progress in PSHE by using a pre learning task, observing their participation and their relationships with their peers and adults, then finishing with a post assessment task. We have clear expectations of what the pupils will know, understand, and be able to do at the end of each Key Stage which are shared with the children on the PSHE topic pages.

Summative assessment is completed at the end of each topic based on teacher judgement and post assessment tasks.

Monitoring will be carried out throughout the year at regular intervals to ensure effective PSHE provision.

Monitoring and review

The planning and coordination of the teaching in PSHE are the responsibility of the PSHE subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE;
- gives the headteacher an annual summary report in which the strengths and weaknesses in the subject are evaluated, and areas for further improvement are indicated.

The quality of teaching and learning in PSHE is monitored and evaluated by the headteacher as part of the school's agreed cycle of monitoring and evaluation.

Monitoring will be carried out throughout the year at regular intervals to ensure effective PSHE provision.