



An Daras Multi Academy Trust
St Catherine's C of E School

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

St. Catherine's C of E Primary School

Policy Statement for Personal, Social and Health Education and Citizenship

In conjunction with Policy Statement:
Relationships Education and Relationships, Sex and Education Policy

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning of PSHE & C at St. Catherine's. This will be reviewed, in consultation with staff, pupils and Governors, as part of annual review, to incorporate use of the Cornwall (Brook Learn) PSHE materials into the teaching of PSHE & C.

Aims

At St. Catherine's School we believe that

- ◆ Teaching PSHE & C helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives, thus promoting well-being and self esteem.
- ◆ PSHE & C encourages children to become informed, active, responsible citizens in both the school and wider community.
- ◆ PSHE & C is vital to children's emotional growth and achieving a real sense of self-worth.
- ◆ PSHE & C encourages respect for and consideration of other people's contributions and needs and enhances children's ability to work successfully as part of a group.
- ◆ PSHE & C give children the knowledge and skills to be safe in all aspects of their life including Online Safety.

Principles of Teaching and Learning PSHE & C

PSHE & C and Online Safety is important because:

- ◆ It develops children's self awareness and empathy towards others.
- ◆ It encourages self-esteem and promotes well-being.
- ◆ It allows children to explore spiritual, moral, social and cultural issues within a safe environment.
- ◆ It informs children about the main political and social institutions that affect their lives and their rights and responsibilities within this framework.
- ◆ It encourages understanding and tolerance of all individuals and the skills necessary to achieve positive, worthwhile relationships with others.

PSHE & C is a required subject in the National Curriculum. PSHE is taught both through discrete lessons and in cross-curricular subjects, such as Online Safety, Literacy, RE, history, geography, science, PE, art, DT and music. Most elements of PSHE & C are taught through the Cornwall PSHE (Brook Learning) scheme units which provide clear learning objectives for children in a carefully structured spiral curriculum. It allows for a cross-curricular approach through whole school themes, which results in shared language and progression that can be planned and assessed.

Other teaching and learning opportunities include:

- ◆ Some aspects are incorporated into the science, Literacy, history, RE, geography, art, DT, music and P.E. curriculum.
- ◆ Other resources and outside agencies, (Fire Service, School Nurse, Police Service) may be used for other aspects of the curriculum.
- ◆ Participating in the School Focus Groups.
- ◆ Whole school support/ events for a variety of charities.
- ◆ Collective Worship themes.

- ◆ Capabilities curriculum.

For working in PSHE & C children may be organised in a number of ways:

- As pairs or individuals.
- As small groups.
- As whole class.
- As mixed age groups with other classes.
- As a whole school.

Teaching Assistants and HLTAs may be used in PSHE & C as deemed appropriate by the class teacher:

- To enable SEN pupils to take a full part in lessons.
- To make positive contributions to topics under discussion.
- To lead sessions as appropriate.

Children's skills and knowledge are developed in the following ways:

- ◆ Listening to and discussing stories/accounts of others' lives.
- ◆ Taking part in topical and relevant debates.
- ◆ Using Circle Time to explore issues and make decisions.
- ◆ Being given responsibilities for roles within the school community, (eg. Monitors/Playground Leaders/Playground Buddies/ members of Focus Groups).
- ◆ Meeting with and talking to other individuals.
- ◆ Making real and informed choices about their lives.
- ◆ Being given the factual information necessary to understand themselves, their bodies and how to be responsible for their health and well-being.
- ◆ Giving children the skills and confidence to ask for help and advice.
- ◆ Giving children the skills to understand and be in control of their emotions and behaviour.
- ◆ With a mixture of individual, group, whole class and whole school recording and some practical work.
- ◆ Using a variety of resources, including: fiction and non-fiction books; posters; games; videos; flash cards and ICT.

Progress and continuity within the curriculum

Skills, knowledge and understanding are appropriately developed as children progress through the school.

Work is planned to incorporate and move on from previous experience and prepare the way for following experience. There is opportunity for all learning styles to be catered for and individuals to be supported as necessary.

By the end of Primary education:

| | |
|------------------------------------|--|
| Physical health and fitness | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ The characteristics and mental and physical benefits of an active lifestyle. ▪ The importance of building regular exercise into daily and weekly routines and how to achieve this; e.g. walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ▪ The risks associated with an inactive lifestyle (including obesity). ▪ How and when to seek support including which adults to speak to in school if they are worried about their health. |
|------------------------------------|--|

| | |
|-----------------------------------|--|
| Healthy eating | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ What constitutes a healthy diet (including understanding calories and other nutritional content). ▪ The principles of planning and preparing a range of healthy meals. ▪ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ▪ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ▪ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ▪ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ▪ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. ▪ The facts and science relating to allergies, immunisation and vaccination. |
| Basic first aid | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ How to make a clear and efficient call to emergency services if necessary. ▪ Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p> |
| Citizenship | <p>Pupils should experience:</p> <ul style="list-style-type: none"> ▪ Developing confidence and responsibility and making the most of their abilities. ▪ Preparing to play an active role as citizens. ▪ Developing a healthy, safer lifestyle. ▪ Developing good relationships and respecting the differences between people. |

▪ Curriculum map/ Relationships and sex education curriculum map/ Cornwall Healthy School

Relationships, Health, Living in the Wider World

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---------------------------------|--|---|--|---|--|
| Year 1 | Welcome to School | People who care for us | Healthy Friendships | Our Health | We all have feelings | Managing our time safely online: Jessie & Friends 1 Watching videos |
| | Emergencies and getting help | Rights Responsibilities and respect | Our bodies and boundaries – NSPCC PANTS | Healthy Food Choices | Good and not so good feelings | |
| Year 2 | Respecting Uniqueness | Everyday Safety | Learning About Work | Sharing photos online: Jessie & Friends Sharing pictures 2 | Jessie & Friends Playing games 2 | Keeping Our Teeth Clean |
| | Our communities | Basic First Aid | Horrible Hands | Online interactions and information sharing: Jessie & Friends Playing games 1 | Big Feelings | |
| Year 3 | World of Work | Road Safety | Physical Activity | The internet and everyday life. Turn off Let's Play | Expressing Feelings | Sun Safety |
| | Spending and Saving Money | Teamwork Skills | Everyday drugs | Everyday feelings | Strategies to support wellbeing | |
| Year 4 | What makes a good friend | Resolving conflict and managing pressure | Money choices | Safely enjoying the online world. Play, like, share 1 – Alfie | Play, like, share 3 – Fans | The environment |
| | Respecting Others | Everyday safety and basic First Aid | Volunteering and citizenship | Keeping personal information private. Play, like, share 2 – Magnus | Managing Feelings | |
| Year 5 | A diverse community | Illness | Puberty 1 – bodies and reproduction | Online content | Mental health and keeping well | Risk & peer pressure |
| | Respectful relationships | Nutrition & healthy eating | Puberty 2 – body changes | Online contact | Managing challenge and change | |
| Year 6 | Different types of families | Keeping your body safe 1 | Spending decisions | Online friendships and keeping safe. Share Aware 1- Alex | Social Media | Changing schools |
| | Healthy / harmful relationships | Consent - Keeping your body safe 2 | Exploring risk in relation to gambling | Skills for using the internet safely. Share Aware 2 – Lucy | Feelings and common anxieties when changing schools | |

The role of the PSHE & C co-ordinator is to:

- Lead staff in policy development.
- Support colleagues and liaise on matters concerning PSHE & C.
- Give advice/support when needed.
- To be responsible for ordering/caring for resources.
- To keep up with developments in this area.
- To help with planning across the Key Stages.
- To monitor progress throughout the school.
- To provide INSET when required.
- To monitor and evaluate teaching of PSHE & C through the school.

Monitoring, Assessment and Recording

Each child is assessed termly, against the criteria Sex and Relationships; Drugs Education; Healthy Eating; Health Related Exercise; Emotional Health and well-Being and Citizenship as appropriate to current learning. Th Mostly recorded as teacherassessments of skills and abilities. Reports to parents are given via parent meetings and annual report.

Foundation Stage

Nursery and Reception follow the EYFS (Early Years Foundation Stage).

Resources

- ◆ Stored in Rainbow Room
- ◆ Variety fiction/non-fiction in Infant and Junior libraries.

EVALUATION

The PSHE Coordinator will ascertain the views of children and parents through the use of a questionnaire as part of the self-evaluation process.

A report for the Governors will be submitted annually with termly updates as required on any developments or activities highlighted in the School Development Plan.