



St Cuthbert Mayne Catholic Primary School



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'Recognising the value and worth of each individual'

Policy on Personal Social Health Education (PSHE)

Policy compiled by: Natalie McCarthy
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Mission

At St Cuthbert Mayne Catholic Primary School, the teachings of Our Lord Jesus Christ embedded in the Gospel values are at the centre of all of that we do here. This policy reflects the values and mission of our school, in relation to the teaching and learning of our pupils and all staff. Our Mission is to provide an enriching learning environment and curriculum in which children use our school values to acquire essential life skills to enable them to become lifelong learners. Our behaviour, learning and gospel values will be understood and demonstrated by all members of our school community. Learning will be planned to meet individual needs ensuring the unique dignity of every child and enabling them to become, in the future, fully developed individuals able to promote the 'Common Good' in society and have life to the full.

Our Mission Statement

Quality Education with Catholic Christian Values

To provide a Catholic Christian based education with God at the centre of all learning.

To create a strong, positive interaction between home, parish and school.

To recognise the value and worth of each individual child and member of staff; building on strengths and addressing weaknesses.

To provide challenge in the delivery of the National Curriculum, taking into account individual needs and abilities with an emphasis on excellence.

'I have come that you might have life and have it to the full'
John 10:10

Foreword from Bishop Richard Moth



“The Church as a mother is under an obligation to provide for its children an education by virtue of which their whole lives may be inspired by the spirit of Christ.”¹

These words, from Decree of the Second Vatican Council on Education, speak of the motivation for our Catholic schools. Our schools are places where the relationship with Christ, to which all are called, enables those we educate to take their place in the Church and Society conscious of their dignity as children of God.

Our schools provide the “principal means of helping parents to fulfil their role in education.”² In entrusting their children to our schools, parents provide them with the best possible start in life, grounded in the deepening of their faith through prayer and the recognition of the presence of God in all things.

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our Catholic schools. To this end, RSE is rooted in the Catholic Church’s teaching of the human person and firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils.

I am pleased to commend this RSE policy to you and am confident you will find it both invaluable and reassuring as you prepare for the new academic year.

With every Blessing,

+Richard

Loving for life

This policy has been written in accordance with our school Mission Statement which aims to provide a stimulating and relevant curriculum so that each individual can reach their full potential

¹ VATICAN II, Declaration *Gravissimum Educationis* on Christian Education, n.3. (GE)

² Code of Canon Law, c. 796§1.

and create a safe working environment where there is mutual respect and trust amongst everyone.

We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship and Sex Education (RSE), are all underpinned by a theology of relationship and are all encompassed in the title 'Relationships and Sex Education' (RSE).

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our Catholic school. Our approach to PSHE therefore is rooted in the Catholic Church's teaching of the human person and is presented positively and prudently.

Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically, and physically towards our understanding of Christian maturity.

Rationale

Children grow up in a complex and ever faster changing world and are exposed to an increasing range of influences. The school and its curriculum aim to build on and complement the learning that has already started at home, in relation to moral values and attitudes, and awareness of society. Parents or adults who care for the children we teach are the 'first time educators' of their children. Schools work in partnership with them in developing children personally and emotionally and as young citizens.

The skills knowledge and attitudes developed will enable young people to lead healthy, fulfilling and meaningful lives, in which they:

- respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal;
- develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it;
- value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development;
- develop their varied abilities and talents fully, setting achievable goals, learning to work and try hard, and understanding both success and failure;
- learn to live and enjoy a healthy lifestyle;
- develop an active role as a member of a family, and of the community;
- value family and marriage as one of the foundations of a civilised society, and a firm basis for the nurturing of children;
- understand the principles of our society and democracy;
- value their role as a contributing member of a democratic society;
- take pride in our county and our country and in our nation's great institutions, its traditions, heritage and history;
- respect the rule of law and encourage others to do so;

- respect religious and cultural diversity and develop an understanding of the beliefs and practices of major world religions and especially Christianity as the national religion and its importance in our history, culture, language and architecture;
- respect the beauty and diversity of the environment and accept responsibility for its maintenance for future generations;

Personal, Social and Health Education (PSHE) and Citizenship are central to our school's ethos, supporting children in their development and underpinning learning in the classroom, in school, and in the wider community.

Aims

- The development of a personal identity and high levels of motivation
- The development of positive social interaction and the skills to live and work with others
- The development of the ability to be an active citizen

Objectives

- 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

Principles of teaching and learning and inclusion

The PSHE and citizenship framework for Key Stages 1 and 2 contains specific reference to knowledge, skills and understanding that children need to develop in order to contribute to, and participate in, inclusive learning environments. For example, they learn about and deal with bullying and racism and learn to recognise and challenge stereotypes. They contribute to the development and review of relevant school policies and participate in projects and initiatives that promote inclusion. The PSHE and citizenship framework therefore provides the basis for schools to develop a 'curriculum for inclusion' so that children, as well as adults, take responsibility for meeting the requirements of the inclusion statement.

PSHE and citizenship can be delivered in a cross-curricular way, or through a discrete lesson to deliver a planned scheme of work. Children's learning in PSHE and citizenship is fundamentally improved by a positive ethos in the school. All activities in school contribute to the ethos, such as the work of mid-day supervisors in the playground, assemblies and the wide range of extra-curricular activities on offer.

Effective teaching of PSHE and Citizenship involves a range of teaching strategies, including group work, circle time, debate, discussion, role-play and the use of visitors and outside agencies.

The teaching strategy of circle time may be central to the delivery of the social and moral elements of PSHE and citizenship. It extends the role of the teacher to that of a facilitator, enabling children to learn about themselves and their interactions with others.

Where visitors are used to support and extend classroom teaching, they should be used to complement the school's scheme of work. The teacher should always be present and retains overall responsibility in the classroom.

Differentiation and Additional Educational Needs

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex education and relationship or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils, including able children (those identified as being Gifted or Talented) and those children who need additional support with English as an Additional Language.

Where children's Individual Support Plans identify targets relating to their personal development, the teacher should ensure that opportunities are planned to support the pupil in achieving these. The programme should be broad and balanced and provide for pupils' different learning styles.

Equal opportunities

Our school's equal opportunities policy and racial equality policy applies to PSHE and citizenship. Where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of society. Stereotyping, in terms of ethnicity, race and gender should be avoided, and pupils' progress should be monitored, ensuring that no child is disadvantaged. Equally, a child's cultural differences will always be respected.

Citizenship within the PSHE and citizenship framework

'Preparing to play an active role as citizens' is one of four strands of the joint PSHE and citizenship framework for Key Stages 1 and 2. Aspects of citizenship also occur in other strands of the framework:

- In 'Developing confidence and responsibility and making the most of their abilities' children should be taught at Key Stage 1 to recognise what they like and dislike, what is fair and unfair, and what is right and wrong. They learn to share their opinions on things that matter to them and explain their views. At Key Stage 2 they are taught to talk and write about their opinions and explain their views on issues that affect themselves and society. They learn to face new challenges positively, by collecting information, looking for help, making responsible choices and taking action.
- In 'Developing a healthy, safer lifestyle' at Key Stage 1, children learn how to make simple choices to improve their health and well-being; about rules for,

and ways of, keeping safe; and about people who can help them to stay safe. At Key Stage 2 they learn to recognise the different risks in different situations and how to decide to behave responsibly; that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know; and how to ask for help.

- In 'Developing good relationships and respecting the differences between people' at Key Stage 1, children learn to recognise how their behaviour affects other people and to identify and respect differences and similarities between people. At Key Stage 2 they develop this further, learning that their actions affect themselves and others; to care about other people's feelings; and to try to see things from others' points of view. They realise the nature and consequences of racism, teasing and bullying and aggressive behaviours, and how to respond to them and ask for help.
- The 'Breadth of opportunities' section describes learning opportunities to help children to develop and put into practice knowledge, skills and understanding, for example through taking responsibility, participating, making real choices and decisions, and considering social and moral dilemmas.
- PSHE and citizenship also contributes to career-related learning at Key Stages 1 and 2, enabling children to develop ideas and beliefs about the world outside and beyond school and to increase their awareness of the world of work.

Key Stage statements

During Key Stage 1 pupils learn about themselves as developing individuals and members of their communities, building on their own experiences and on early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and are becoming aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

During Key Stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and in a group, for their own learning; and to resist bullying.

Cross-Curricular PSHE

PSHE and citizenship provides many opportunities for cross-curricular links, for example with literacy. Children listen to and read stories that enable them to consider other people's lives and experiences and in addition to this they research issues through a range of non-

fiction texts and other written sources. They use writing skills to express their views and communicate them to a variety of audiences.

Numeracy also provides opportunities, children use numerical skills to develop financial capability, learning that money comes from different sources and can be used for different purposes, to look after their money and to realise that future wants and needs may be met through saving. They use data-handling skills and present the results of research in various graphical forms.

In science lessons, it will be possible to address issues such as life cycles and healthier living and opportunities can be provided to investigate and discuss environmental issues in addition to cultural changes and differences through the foundation subjects. Overarching all of these will be the use of ICT for researching, recording and presenting information.

The PSHE and citizenship programme will be delivered through a wide range of opportunities:

- community involvement;
- communication activity;
- information communication technology ;
- consideration of social and moral dilemmas;
- participation in decision-making processes, including involvement in the school council;
- understanding of local, national and international organisations;
- understanding of environmental issues.

Continuity and Progression

A balanced range of teaching strategies is needed to provide for the effective delivery of citizenship for all children. At Key Stage 1, teaching approaches should build on the principles for early years. The scheme of work for Key Stages 1 and 2 emphasises active learning and participation, where children are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups, and learn from each other. While there are opportunities for direct teaching, the units make full use of group work, circle time, role-play, visitors, case studies and simulation to involve children actively. To ensure that children are actively involved in preparing to play an active role as citizens, they should progressively have opportunities to:

- **take some responsibility for their own learning**, by making informed choices within learning activities, reflecting on and recording what they have learnt and achieved and learning how to set targets to establish next steps;
- **explore and discuss topical issues**, including taking part in group and class discussions relevant to their own lives, their school and wider communities and issues of global concern, and beginning to explore how issues affect others in the world;
- **participate in groups of different sizes and composition**, taking on leadership as well as membership roles, sharing the responsibility for group decisions and contributing to the decision-making processes of the class and school;
- **explore and discuss** the varied attitudes and values underpinning some of the issues they encounter, considering social and moral dilemmas and other people's experiences, thinking about, and beginning to express, views that are not their own, for example through role-play;
- **work with adults other than teachers**, using visits and visitors appropriately, meeting and talking to people from, for example, environmental groups, local,

national or international voluntary organisations, and people who work in the school and neighbourhood, such as religious leaders, health professionals, emergency service professionals, local councillors and MPs;

- **work outside the classroom**, becoming actively involved in the decision-making and organisation of the school and, for example, helping to look after the school environment, supporting peers or younger children in the playground, taking part in activities with different members of the school and local community; and
- **take time to reflect** on all their experiences in both the formal and informal curriculum, identifying what they have learnt and enabling them to transfer that to situations in their own lives, now and in the future.

Health and Safety

Provision for PSHE and citizenship in the curriculum needs to be consistent with school and LEA policies on guidance and care of children, behaviour and discipline, and health and safety. Additional guidance is available about off-site educational activities.

Assessment, recording and reporting

Assessment of Learning

There are no statutory requirements for end of Key Stage teacher assessment in PSHE and citizenship at Key Stages 1 and 2. However, teachers are expected to make regular assessments of children's progress in PSHE and citizenship. Parents should be informed of their child's progress, through the school's reporting system. Assessment in PSHE and Citizenship should be active and participatory, addressing progress in pupils' development of skills and action as well as knowledge and understanding. It should allow the learner to reflect on their experiences, pose questions, make judgements in the light of evidence about their strengths and needs, and plan how to make progress against criteria agreed with the teacher.

We will ensure that the progress and achievement of all pupils is recognised and that methods used do not imply that pupils are failing as citizens or judge the worth, personality or value of an individual or their family.

Assessment for Learning

Assessment should:

- be planned from the beginning as an integral part of teaching and learning;
- provide regular opportunities for pupils to receive feedback on their progress and achievements, helping them to identify what they should do next;
- involve pupils in discussion about learning objectives and desired outcomes;
- include pupils in self-assessment and peer assessment;
- reflect evidence of progress in skills of participation as well as knowledge and understanding; and
- allow for some evidence of achievements to be collected or displayed on a wider profile of pupils' achievements in the school.

Personal Finance and Economic Well-being

The main aims of personal finance education are:

- To develop financial capability for both girls and boys at all ages

- To enable children to make informed judgments and to take effective decisions regarding the use and management of money in their present and adult lives

Young people need to:

- Be skilled in managing their financial affairs
- Recognize the importance of using financial resources responsibly
- Understand key financial and economic ideas

Economic well-being enables young people to:

- Begin to understand the nature of the world of work
- The diversity and function of business
- Develop as questioning and informed consumers
- Become aware of changing career opportunities and develop the knowledge and skills to make informed decisions

Themed Weeks/Activities

To enhance the profile of PSHE at St Cuthbert Mayne Catholic Primary School, the school will aim to provide themed weeks annually. These may include:

- Arts Week
- Science week
- Anti-bullying Week

Children in Year 6 also plan and run small stalls as entrepreneurs at the Summer Fayre, gaining business/financial skills and knowledge.



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