



St. Mary's C.E. (A) Primary School
Greenfield

PSHE & Citizenship Policy 2017

(incorporating Sex and Relationships Education)

'We enjoy learning and achieving in a Christian environment'

St Mary's CE (A) Primary School, Greenfield

PSHE & CITIZENSHIP POLICY

2017
(incorporating Sex and Relationships Education)

Name of School: St. Mary's C.E.(A) Primary School, Greenfield

Name of School PSHE Co-ordinator: Mrs L Wray and Mrs J Humphreys

Signature _____

Name of Head-teacher: Mrs T Burton (Acting Headteacher)

Signature _____

Name of School Governor with a
Responsibility for PSHE issues: Mrs Debbie Dorobat

Signature _____

Date of Policy: _____

Review Dates: _____

Mission Statement

'We enjoy learning and achieving in a Christian environment'

St Mary's C.E. (A) Primary School is distinguished by its commitment to Christian Education, worship and value, including teaching a respect for people of other beliefs. This is central to the aims of this policy.

Healthy School Statement

St. Mary's is a Healthy School with healthy attitudes embedded in the curriculum and extra-curricular activities. Children are encouraged to be active and maintain healthy relationships with their peers and adults, as well as making choices about healthy lifestyles.

Building Learning Power Statement

At St. Mary's, we encourage all pupils to build their own learning power. Building Learning Power emphasises the development of lifelong learning values and skills. We aim to ensure that all children develop persistence and curiosity for learning and become adventurous risk takers who are not afraid of the 'don't know' state of mind. At St. Mary's, children will develop the ability to take responsibility for their own learning and self assess and be able to articulate themselves as a learner. They will have the opportunity to develop the ability to know what's worth learning, know how to face confusion and know the best learning tool for the job.

We recently signed the Pledge for Peace within Oldham raising awareness within our school of the need for peace within our expanding community and runs alongside not only our British Values and PSHCE Programme but the Christian ethos that gives St Mary's its distinctive character.

We deliver British Values assemblies on a regular basis and all classes have a British Values display.

Equality Statement

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

Introduction

This policy is a statement of the aims and principles of Personal, Social and Health Education and Citizenship which has been developed through consultation with the staff, pupils (through the School Council), parents and governors of the school during the Spring Term 2017. It will be reviewed in line with the schedule in the School Development Plan and was approved by the Governing Body (see page 2 for the date).

Definitions:

PSHCE: Personal, Social, Health and Citizenship Education addresses the personal, social, health, citizenship, emotional and spiritual well-being of pupils. We seek to create a learning environment, which enables children to feel good about themselves as they grow towards adulthood.

Sex and Relationships Education: This is defined as: “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.” DfE 0116/2000. In the context of a primary child we believe in empowering pupils to make informed choices to stay healthy and safe.

In partnership with others, the school aims to prepare pupils for the opportunities, responsibilities and experiences of life. We feel it is important to encourage children to form supportive relationships by developing skills, understanding and positive attitudes. The school therefore addresses Sex and Relationships education within its PSHCE programme. (See Appendix A)

Drugs Education: In creating a safe environment, the governors take seriously their duty of care to each pupil by educating and providing a safe environment where the pupils are protected from the misuse of legal substances such as alcohol, tobacco, medicines and solvents, as well as illegal substances. We have a comprehensive teaching programme to promote healthy lifestyles and understand the consequences of misuse of these substances.

We encourage pupils to seriously consider consequences, habits and the importance of healthy life styles. We see this as the joint partnership responsibility of parents, carers and family and school.

In accordance with our anti bullying policy we actively promote respect, personal responsibility and the unacceptable behaviour of bullying and discrimination
See relevant policy.

Citizenship: Linked to our teaching of citizenship and local community involvement and responsibility we educate pupils to understand the importance of positive social behaviour in and out of school and engage only in law abiding activities this teaching is underpinned by our school Christian ethos and community action RE units of work.

British Values: We have regular assemblies and termly lessons focussing on British Values, the school council have a strong lead on this. Focussing on:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Pledge for Peace: Recently the Mayor came in and we signed the Pledge to peace this raises awareness within our school of the need for peace within our expanding community and runs alongside not only our British Values and PSHCE Programme but the Christian ethos that gives St Mary's its distinctive character.

Aims

Following the SMSC format:

To enable each child to develop a deep sense of self-worth, self-respect and social awareness, in the knowledge that we are all important as God's people.

To provide a secure, stable, supportive environment where trusting relationships are built within a Christian framework of understanding and forgiveness:

To develop skills, knowledge and understanding so that pupils;

- stay as healthy as possible;
- keep themselves and others safe;
- have worthwhile and fulfilling relationships;
- respect the differences between people;
- develop independence and responsibility;
- play an active role as members of a democratic society;
- make the most of their own and others' abilities;
- behave responsibly both in the classroom and in the wider school, respecting adults and peers;
- interact with adults and their peers confidently;
- make a positive contribution to the school, local and wider community.

Objectives

In order to achieve our aims we will:

- Have a named PSHE Co-ordinator.
- Operate a PSHE timetable, with half termly, whole school topics, following the SEAL themes. (See Appendix A)
- Follow a scheme of work established to match learning to age groups.
(All teachers have copies)
- Use the SEAL resource (Social and Emotional Aspects of Learning) alongside the topics within the Scheme of Work.
(see Appendix B for further definition of SEAL)
- Build up a collection of resources relevant to all Key Stages, and the topics covered.
- Integrate PSHE issues throughout the whole creative curriculum, including use of ICT.
(See Appendix C for useful websites)
- Reflect on PSHE topics during collective worship.
- Participate in local and charity events in order to support local, national and global causes.
- Have visitors in school to highlight PSHE topics. For example, the school nurse, community police officers, charity workers, theatre/drama groups and link school visits.

- Relate SMSC with PSHCE.
- Regular assemblies for British Values and PSHCE focussed assemblies half termly.

Location of Policy

The Head teacher has a copy in the office, there is a copy in the PSHE co-ordinator file located in the class 3 cupboard, and all staff are given school policies on induction. There is also access to all policies on the staff common drive and on the school website.

Co-ordinator's Role

The co-ordinator has a certificate in PSHE and will

- Ensure there is a policy and scheme of work in place.
- Over-see the school's provision of PSHE through staff meetings and lesson observations.
- Attend networks and relevant courses
- Have responsibility for the purchase of resources and monitor their use.
- Monitor the teaching of lessons and the pupils' work.
- Promote the issues covered in PSHE and Citizenship lessons to midday supervisors in consultation with the Senior Midday Supervisor and SLT.
- Be involved in SMSC focus within school.

Links with other Policies

This policy will be implemented alongside other related policies – Spiritual development, Positive Behaviour and Anti-bullying, , Drugs Education, Inclusion, Science, Physical Education, Religious Education, SMSC and other relevant links.

Links with school and wider community/outside agencies

The pupils are encouraged to create links with children in other schools, e.g. Linking Project and Saddleworth South Cluster Council(2016). Visitors are invited into school, for example, school health adviser, dental hygienists. There is a school Governor with responsibility for PSHE.

School Groups and Committees

The following groups meet regularly and contribute to the decisions that affect the school and its environment and also that of the wider community.

- School Eco Council
- Saddleworth Cluster Council
- Greenfield Cluster Heads
- Saddleworth Collaborative Heads
- Resources and Premises Governors Committee

- Playground Pals
- SMSC

Equal Opportunities

We are committed to ensure the provision of relevant PSHE and Citizenship education to all children and young people, with regard to ability, social and cultural background, religion, sexual orientation, physical and emotional needs. To ensure that the school follows a consistent approach to SMSC and all relevant focusses. All staff are aware of the Restorative Approaches.

Assessment Recording and Reporting

There are two broad areas for assessment:

- Assessment of the children's knowledge and understanding of the issues taught.
- Assessment of how well the children can use their knowledge and understanding in developing the range of skills and attitudes.

This will be through teacher questioning and observation during lessons and through the marking of children's work. Recently we introduced each year group with an assessment for each theme of the SEAL scheme of work. Staff use these as a guidance for their end of theme and end of year assessments. Following the same, working towards, expected and exceeding.

Monitoring and Evaluation:

The Scheme of Work and policy are constantly reviewed in line with the School Development Plan and including Drugs and Sex and Relationships Education.

Sex and Relationships Education (SRE)

Aspects of SRE are taught as an integral part of the school's PSHE provision throughout the school from Reception to Year 6. In this way, children/young people are able to develop their ideas, knowledge, skills and attitudes gradually and appropriately. We have recently bought resources to support the teaching of SRE across school, however there is a compulsory focus for Year 5 and 6. We have a school nurse visit our year 6 class in the Summer term.

Statement of aims for SRE

SRE contributes to the foundation of PSHE and Citizenship by ensuring that all pupils:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Recognise the value of family life, stable and loving relationships, including marriage, for the nurture of children;
- Are able to name parts of their body and describe how their bodies work;
- Recognise how their bodies change as they get older
- Are prepared for puberty;
- Can protect themselves and ask for help and support;
- Understand the pressures and outside influences that may influence their behaviour and develop skills in dealing with these;
- Develop critical thinking as part of decision making;
- Understand the diversity of relationships that exist in society, promoting equality and respect.

SRE will

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the children/young people;
- Include the development of communication and social skills;
- Encourage the exploration and clarification of values and development of positive attitudes.
- Include parents and update them with any lessons concerning this topic.

Statement of values for SRE

SRE will reflect the values of the PSHE programme. SRE will be taught in the context of relationships. In addition, SRE will promote a child's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. Any issues that arise will be dealt with in a sensitive and honest manner.

Requirements of SRE

- National Curriculum Science at Key Stages 1, 2. These areas are compulsory.
- Year 5 and 6 will follow the new resources.
- PSHE and Citizenship Framework (non-statutory).
- Follow the SMSC focus.

Partnerships

(a) With parents

Parents are aware of their right to withdraw their children from SRE lessons and will be informed when these lessons are to take place. Parents should notify the Head Teacher in writing in advance of the lessons taking place

(b) With pupils

Pupils complete questionnaires, when appropriate to need, relating to all areas of PSHE, including SRE. Issues are also discussed with the School Council.

(c) With outside agencies

The school nurse visits each class, when appropriate, to give talks about hygiene and looking after our bodies. Year 6 are given age appropriate puberty talks by the nurse.

The SRE Programme

SRE will be taught through the planned delivery of PSHE through the topics of relationships and Being Healthy. (See Scheme of Work)

Resources

Resources relevant to each topic and Key Stage within the PSHE Scheme of Work are kept within individual classrooms.

Signed: Graham McGuffie
Chair of Curriculum Policy and Standards Committee

Date: 9th March 2017

Last Review: Spring 2017
Next Review: Spring 2020

APPENDIX A

Social and Emotional Aspects of Learning (SEAL)

There are 5 aspects:

Personal

Self-awareness
Managing feelings
Motivation

Interpersonal

Empathy
Social Skills

The above will be taught through 7 themes over the course of the year

New beginnings – Sept/Oct
Getting on and falling out – Nov/Dec
Say no to bullying – Anti-Bullying Week – Nov
Going for goals – Jan/Feb
Good to be me – Feb/mar
Relationships – Mar/Apr
Changes – June/July

School Timetable for PSHE and Citizenship

Autumn 1: General issues including rules and target setting/New Beginnings

Autumn 2: Getting on and Falling Out/Bullying (through Anti Bullying Week)

Spring 1: Going for Goals

Spring 2: Good to be me/Keeping Healthy

Summer 1: Relationships/Keeping Safe

Summer 2: Changes/Citizenship