



Rationale

Our PSHE (Personal, Social, Health, Economic) and Citizenship education is based upon our mission statement principles of 'build, nurture, respect, enable and love unconditionally' which are at the heart of everything we do at St Mary's. We are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

This policy has been drawn up in line with the National Curriculum Framework for PSHE and Citizenship (including DfE PSHE guidance 2021 and DfE guidance on Relationships and Sex Education updated 2021), together with the British Values (DfE guidance 2014 and outlined in the Prevent Strategy updated 2023).

Co-ordinator

The PSHE coordinator is responsible for:

- Drawing up a scheme of work for PSHE Citizenship
- Monitoring its delivery
- Reviewing and updating the resources needed
- Monitoring and reviewing the policy on a regular basis
- Attending relevant meetings.

Aims of PSHE and Citizenship

St. Mary's Catholic Primary School believes that by teaching PSHE and citizenship we are developing the self-awareness, positive self-esteem and confidence to enable children to

- Stay as healthy as possible (mentally and physically)
- Keep themselves and others safe
- Develop social skills
- Have worthwhile and fulfilling relationships
- Respect the difference between people
- Develop independence and responsibility
- Awareness of money and economic education
- Play an active role as members of a democratic society
- Make the most of their own and other's abilities
- Manage their feelings
- Develop their self-awareness
- Create an environment where good learning takes place

Education for citizenship comprises four interrelated strands:

1. Social and moral responsibility: on entry to school, we will provide opportunities for children to develop self-confidence and learn socially and morally responsible behaviour both in and out of the classroom, towards those in authority, and towards each other.
2. Community involvement: children will be given opportunities to become involved in helpful ways in the life and concerns of the local community.
3. Political literacy: children will begin to develop an awareness of the institutions, issues, problems and practices of our democracy.

4. Cultural awareness: children must be encouraged to understand and value the multi-cultural and multi-ethnic nature of our society and to foster positive attitudes to all people.

British Values

In guidance for maintained schools, issued by the Department for Education in November 2014, '*Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools*', a list was provided that describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

These are:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

At St Mary's Catholic Primary School, this knowledge and understanding is primarily taught through the PSHE and citizenship curriculum, as well as in other curriculum areas where appropriate.

Implementation

The school will adopt a whole school approach to implementing the PSHE and Citizenship curriculum, as we believe the many aspects of school life influence the children's development in these areas. This policy is linked to a number of other school policies including Mental Health, Behaviour and Discipline, Safeguarding, Relationships and Health Education, Drugs and Alcohol, Health and Safety, Equality, Tackling Extremism and Preventing Radicalisation and the school's Mission Statement. It will also reflect the ethos of the school.

Foundation Stage

We teach PSHE and Citizenship to children of Foundation age as an integral part of the topic work covered during the year. For the Foundation Stage children, we relate the PSHE and Citizenship aspects of the children's learning to the objectives set out in the Early Learning Goals (ELG's). Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELG's.

Provision

The whole school approach requires different forms of curriculum provision:

- Delivery of the 'Come and See' Programme which is underpinned by Gospel Values and the Catholic ethos of our school and the new Religious Education Directory for specified year groups
- Discrete curriculum time
- Teaching 'Building Learning Power' skills across curriculum
- British Values teaching which is embedded in subjects across the curriculum
- Social and emotional sessions where needed
- Teaching PSHE and Citizenship through and in other curriculum subjects
- PSHE and Citizenship activities also taught through school events e.g. Enterprise fair, planning and delivering charity events.

Discrete Provision

This will be a separately planned time such as circle time discussions. The children should be taught:

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- To share opinions on things that matter to them and explain their views
- To take part in discussions with one other person and the whole class
- To take part in a simple debate and topical issues
- That they belong to various groups and communities, such as Church, family and school
- What improves and harms their local, natural and built up environments and about some of the ways people look after them
- To contribute to the life of the class and the school
- How to make simple choices that improve health and well being
- To listen to other people and play and work co-operatively
- To manage and control their feelings during conflicts and disputes
- To develop a simple understanding of democracy and the basic institutions that support it
- Why and how rules are made and enforced
- To consider how they learn
- To learn about well-being for themselves and others and the 10 key factors needed to ensure they achieve this – this will be taught through topic and through the year

Much of the above is linked to the teaching of other curriculum areas, but by having a separate time to reinforce the above skills, we will enable the children to prepare for working on school councils and other democratic bodies in the future.

Teaching and Learning

A range of strategies should be used. These include:

- Active learning
- Enquiry
- Discussion and debate.
- Participation in PSHE and Citizenship activities e.g. assemblies and visitor workshops
- Making links with curriculum topics e.g. Healthy Eating, Harvest
- Providing resources that reflect diversity and that are free from discrimination and stereotyping
- Pupil's develop their knowledge, skills and understanding by working together on:
- School based projects i.e. school's healthy tuck shop, School Council projects, developing the school grounds and outdoor learning programme.
- Making decisions i.e. what rules they would like in class and on the playground, questions about what they would like to learn about in their topic work.
- Taking responsibility and reflecting on their experiences, i.e. how to be proactive about protecting themselves and knowing where to get help if they are concerned about their welfare by participating in workshops e.g. online safety, anti-bullying, NSPCC, dog safety, health workshops, fire safety, water safety.
- Taking responsibility in school i.e. as school councillors, peer mediators, prefects, buddies for younger pupils and mental health ambassadors.
- Links with local, national and global communities, e.g. local French twinning association, , participation in the Torbay and Devon Civic Award, John Muir Award, Faith in Action Award, Rotary Club.
- Opportunities will be provided for visitors to come into school to share their expertise and skills and complement the work of the teacher. Visitors may include the school nurse, dentist, local fireman, doctor, priest, and voluntary organisations and charities and people from different backgrounds and cultures. Visitors to the school will be subject to checks prior to their visit, in line with the school's Tackling Extremism and Preventing Radicalisation Policy.

Parents

The close relationship with parents plays a vital part within the ethos of the school. It is also particularly important in the development of PSHE and Citizenship, as differences between home backgrounds will

influence the approach used by the teacher when considering the needs of individual children when planning the delivery of the curriculum.

Equal Opportunities/ SEND / Inclusion

All children matter and are given every opportunity to achieve their best. We achieve this by planning to meet the needs of all including those with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, who are from a different ethnic group and or diverse linguistic backgrounds. This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment. Staff are also aware that there are areas of the curriculum that might be difficult for some children depending on their life experiences and current family circumstances. Staff share information via CPOMS and talk regularly at staff meetings about specific children and their needs.

Teaching and Outside Agencies

At St Mary's Catholic Primary School, Relationships Education lessons will be taught by class teachers with support from the school nurse or other agencies where appropriate. Outside agencies may be used to support and assist the teachers in the development of the classroom-based work. Lessons will only have a teaching input from anyone other than the class teacher, when there a clear enhancement that they can bring. In this instance these sessions will be jointly planned and run jointly between teaching staff and visitors. The school's procedures for working with external agencies and teaching and learning policy will be followed, including DBS checks.

Assessment, Recording and Reporting

Teachers assess the children's work in PSHE and Citizenship by making informal judgments as they observe them during lessons and may note this on planning.

The policy will be reviewed as part of an ongoing programme of curriculum review. Governors will work alongside the coordinator to ensure the policy is being followed, to successfully deliver the planned outcomes.