

# St Joseph's Catholic Primary School



## CRC Article 29(goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## Personal, Social Health Education and Citizenship Policy

This policy reflects the values of St. Joseph's Catholic Primary School in relation to the teaching and learning of Personal, Social and Health Education and Citizenship. It gives a framework to which staff, teaching and non-teaching, work. It gives guidance on planning, teaching and assessment. We believe PSHE to be an essential element in the preparation of our children for adult life. In our school, PSHE must be in accordance with the teachings of the Catholic Church. Throughout our school we maintain high expectation and strive to achieve the best from all our pupils.

### Aims and Purposes:

- To encourage the children to take responsibility for their own wellbeing, both now and in the future by teaching them about healthy exercise, food, hygiene, use of drugs and their general lifestyle.
- In line with our school aims, we hope to build positive mental health attitudes in children by enhancing their self images and an awareness of making the right choices in support of a happy healthy lifestyle.
- To develop respect and understanding of their own body and to foster an appreciation of individual differences (see Sex and Relationship Policy).
- To foster a respect for the needs and achievements of others and to value everyone.
- To develop a confidence in the school to allow children to speak freely about problems and concerns.
- In school to establish an environment where staff, governors, parents and children work together in confidence to achieve their own potential.
- That all household products, including medicines, can be harmful if not used properly.
- To agree and follow rules for their school and classroom, and understand how rules help them.
- That they belong to various groups and communities, such as family, school and the church.
- What improves and harms their local, natural and built environments and about some of the ways people look after them.
- To contribute to the life of the class and school.
- To realise money comes from different sources and can be used for different purposes.
- Take part in a simple debate about topical issues.

## **Early Years**

Under government guidance the Early Year Foundation Stage supports children's social and emotional development through the EYFS curriculum and the SEAL document.

## **Overview**

PSHE will be delivered through curriculum areas such as Religious Education and Literacy.

## **Planning and evaluation**

All staff will show planning for PSHE through the main planning of R.E. or other subjects. These plans will identify assessment opportunities, learning objectives and cross curricular links.

## **Assessment, Recording and Reporting**

Assessment is carried out through the RE curriculum and RE assessment levels, as identified in the whole school assessment policy.

## **ICT**

ICT will be used where relevant and during cross-curricular activities.

## **Equal Opportunities**

All staff will plan and deliver PSHE, by taking into account the needs of all the children in their particular class, regardless of gender, race, religion and special educational needs. This will be in line with the whole school Equal Opportunity Policy.

## **Special Educational Needs**

Provision for children with SEN is carried out in accordance with the agreed whole school policy. Children with SEN are identified by the class teachers in conjunction with the Special Needs Co-ordinator. Teachers will differentiate appropriately, giving opportunities for all children to access the curriculum.

## **Health and Safety**

Reference to issues specific to PSHE that include Health and Safety are carried out in accordance with the agreed whole school policy. Children are allowed to bring in their own sun protection, however each class has its own bottle of sun protection that children can apply themselves with permission from their parents.

## Role of the Co-ordinator

Within the school the role of the co-ordinator may be broken down into these major areas:

- To develop and monitor planning.
- Planning evaluation every term.
- Data analysis at the beginning of each academic year.
- Book trawls every term.
- One learning walk every academic year.
- To support staff and provide INSET where appropriate.
- To manage and maintain the resources.

Updated: November 2016