



# PSHE & Citizenship Policy

Date: Spring 2025

Date for Review: Spring 2027

## **This policy is for whole school and EYFS**

Throughout the policy the term "PSHE" will refer to all the above titles unless stated. This policy should also be read in conjunction with the school's Relationships & Sex Education (RSE) policy.

## **1 Aims and objectives**

Personal, social and health education (PSHE) and Citizenship, and British Values, enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of well-being and self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. They recognise what it means to be healthy, both physically and emotionally.

We believe that sex and relationship education should be supported by the school's wider curriculum for personal, social and health education. In this way we ensure that our pupils:

- Receive their sex education in the wider context of relationships; and
- Are prepared for the opportunities, responsibilities and experiences of adult life.

The aims of personal, social and health education and Citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues; including being safe online and in the virtual world
- understand what makes for good relationships with others and respecting differences between people
- have respect for others
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- develop self-confidence and self-esteem, well-being and good mental health
- make informed choices regarding personal and social issues
- develop good relationships with other members of the school and the wider community.

We believe that sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work



- can protect themselves, including when online and in the virtual world and ask for, and know where to go for help and support; and
- are prepared for puberty.

## **2 Teaching and learning**

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active Citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or bring and buy sale, or involvement in activities which help other individuals or groups less fortunate than themselves. Pupils can participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local Faith Groups, whom we invite into the school to talk about their role in creating a positive and supportive local community.

## **3 PSHE and Citizenship curriculum planning**

We teach PSHE and Citizenship in a variety of ways. Juniors and Infants have one lesson every week. Also, we introduce PSHE and Citizenship through other subjects when teaching about issues through our Curriculum themes and RE. In addition, our Science curriculum covers aspects of PSHE such as Sex Education and Drug Education.

We also develop PSHE and Citizenship through activities and whole-school events, e.g. the school council and Year 6 leadership. There are regular house meetings. Class and school rules are revised on a regular basis. We offer a residential visit every year for pupils in Years 3,4, 5 & 6 where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

## **4. Health and Relationship Education – working with parents**

We will always seek to work in partnership with parents as we feel this is essential when preparing to deliver an effective sex and relationship education programme.

We are aware that the teaching of some aspects of sex and relationship education may cause concern to some parents. We as teachers act in 'loco parentis' and therefore, assure parents that personal beliefs and attitudes will not influence the teaching of sex and relationship education within the PSHE framework.

We believe parents are the key people in:

- teaching their children about sex and relationships
- maintaining the culture and ethos of the family
- helping their children cope with the emotional and physical aspects of growing up; and
- preparing them for the challenges and responsibilities that sexual maturity brings.

We will help to support parents in:

- helping their children learn the correct names of the body
- talking with their children about feelings and relationships; and



- answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.
- The DfE statutory guidance [Relationships Education, Relationships and Sex Education, and Health Education](#) states schools must consult parents in developing and reviewing their policy and should also ensure that, when consulting parents, examples of the resources they plan to use are provided on request.
- Parental engagement and consultation are a vital component of effective relationships and sex education and St Joseph's In The Park recognises the importance of strong, constructive and open conversation with parents in the education of their children.
- The school endeavours to cover all aspects of the RSE curriculum within PSHE teaching at each key stage. However, we recognise the Programmes of Study published in this policy are working documents that we continually update in line with new resources and guidance. On an ongoing basis, specific updates regarding RSE curriculum content and policy revisions are shared with parents for consultation. Reminders of any particularly sensitive topics, e.g. puberty, are communicated to parents via email and google classroom.

## 5. WORKING WITH THE WIDER COMMUNITY

We believe that people in the wider community, e.g. health professionals, social workers, have much to offer at all levels of planning and delivery of PSHE and relationship education. We feel they are able to bring a new perspective and offer specialist knowledge, experience and resources.

People entering school to help deliver PSHE and relationship education will be made aware of the school's policy and programme and should abide it.

At St. Joseph's In The Park we work closely with health professionals in the development and implementation of PSHE and relationship education programmes. They are able to:

- complement the role of the teacher to support sex and relationship education
- provide links between school and other relevant professionals and services such as local G. Ps etc
- provide specific and up-to-date knowledge about puberty, health and wellbeing.

### *ANSWERING DIFFICULT QUESTIONS*

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head if they are concerned.

## 6. Foundation Stage

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



Citizenship education in the Foundation stage through development of a child's knowledge and understanding of the world.

## **7 Teaching PSHE, Citizenship, Relations and SMSC to children with special educational needs**

At our school we teach PSHE and Citizenship to all children, whatever their ability. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's specific needs.

Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable a child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning PSHE and Citizenship. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event at a local church hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **8 Assessment and recording**

Teachers assess the children's work in PSHE and Citizenship by making informal judgements through classroom observation. We have clear expectations of pupil knowledge, understanding and ability by the end of each Key Stage. Any concerns may be discussed with a member of SMT or at a staff meeting if applicable.

## **9 Resources**

We keep resources for each unit of work in PSHE and Citizenship in a Microsoft Teams folder accessible by teaching staff. We also have additional resources in the Parklands Building workroom. Our PSHE and Citizenship and science subject leaders hold a selection of reference materials for teaching sensitive issues.

## **10 Spiritual, Moral, Social and Cultural Development**

St. Joseph's In The Park aims to encourage the Spiritual, Moral, Social and Cultural (SMSC) development of children. Please note the following points:

- the word "Spiritual", according to the ISI framework, is not synonymous with religion and should be interpreted broadly
- we recognise that the pupils' parent/guardians have the major role in promoting spiritual and moral values

We are mindful of Regulatory Requirements which teachers should be aware of when planning work for the term, but it is not realistic to plan this for every session. Teachers should also be prepared to use unplanned situations to achieve this aim.



## 11 Spiritual, Moral, Social and Cultural Development in the Curriculum

All elements of the curriculum and collective worship should contribute to the SMSC Development of pupils. Co-ordinators should be aware of the contribution each subject can make to children's spiritual and moral development. Following are some examples of how some subjects in our curriculum are able to contribute, although some subjects and activities are likely to be more relevant than others.

<b>Art</b>	By helping pupils to learn to look for beauty in the world
<b>Collective Worship</b>	By allowing times of reflection and celebration
<b>English</b>	Consideration of right and wrong in stories, ideas of beauty, poetry, human achievement
<b>Science</b>	By learning about the human body and the functions of different organs and parts of the body. We teach the children about the human impact on the environment through the teaching of natural resources and recycling
<b>History</b>	Consideration of right and wrong in events from the past
<b>Music</b>	By allowing the children to experience some of the most beautiful and thought-provoking pieces of music from a range of traditions
<b>RE</b>	By giving pupils, the knowledge and time to appreciate the wonders of creation, whether or not they believe in the Creator
<b>Geography</b>	The values of other cultures throughout the world, our dependence on others for our wellbeing and our responsibility for others and the human impact on the environment
<b>Physical Education</b>	By giving children an awareness of the relationship between physical health and spiritual wellbeing, the values of loyalty, fairness that team games promote
<b>DT</b>	By encouraging children to reflect on the values of artefacts and design and appreciate the good design, the inspiration and effort that has gone into making artifacts
<b>ICT</b>	How information technology has contributed to our wellbeing and its impact on mental health and wellbeing. How understanding of safer internet use is essential in maintaining positive relationships.

Religious Education also has a special role in this process. It should enhance pupils own spiritual, moral, cultural and social development by:



- developing awareness of the fundamental questions of life raised by human experiences and how religious teachings relate to them
- responding to such questions in the light of their own experience and with reference to the teachings and practices of different faiths
- reflecting on their own beliefs, values and experiences in the light of their study
- developing a positive attitude towards other people and their right to hold beliefs different from their own, and live in a religiously diverse society.

In addition, expectations in all areas must be adjusted according to the age and ability of pupils. (Improving the SMSC development of pupils through pastoral care and well-being surveys). SMSC should enable pupils to:

- develop their self-knowledge, self-esteem, self-confidence, Well-being and good mental health
- distinguish right from wrong and to respect the civil and criminal law,
- accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- develop a broad, general knowledge of public institutions and services in England
- acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions
- respect fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## 12 Promoting SMSC

By the end of Infants, pupils should have had opportunities to enhance their own SMSC development by:

- talking and listening about things that matter to them
- listening to what others have to say
- talking about some of the puzzling questions in life
- exploring the sense of belonging to a community
- exploring the difference between right and wrong
- expressing themselves creatively in art, drama, dance etc
- discussing feelings, eg happy/sad/angry
- exploring times of quiet reflection on a story or other experience
- talking about things being fair/unfair
- responding to the wonder and beauty of the natural world.

By the end of Juniors, pupils should have had opportunities to enhance their own SMSC development by:

- discussing matters of personal concern arising from their personal beliefs and commitments
- showing care and consideration in listening and talking about the beliefs of others
- exploring questions of the meaning and mystery of life
- developing an understanding of what it means to belong to a community
- discussing the differences between right and wrong and the nature of individual responsibility
- expressing ideas and innermost thoughts in art/music/drama etc
- discussing feelings, emotions and their own well-being and mental health
- developing ideas of fairness.



## **13 Equal Opportunities**

St. Joseph's In The Park is committed to a policy of equal opportunities for all pupils. SMSC Development is an entitlement for all pupils regardless of their own particular set of beliefs.

## **14 Assessment, Recording and Reporting**

While this aspect of the pupil's development is important, it is inappropriate to make judgements on an individual's spiritual development. It is the provision that is recorded and monitored.

## **15 Monitoring and Evaluation**

The school will audit SMSC provision, and the coordinator monitors and evaluates the SMSC development of pupils through:

- Lesson observations
- Pupil and staff interviews
- Displays
- Work sampling
- Collective Worship observations

## **16 Visits and Visitors**

Visits play an important part in the SMSC Development of pupils. Of particular benefit are visits to places of worship, places of natural beauty or special scientific interest.

## **17 Health and Safety**

Teachers should be aware of the school's Health and Safety Policy, especially when taking pupils on visits.

## **18 Monitoring and Review**

The PSHE & Citizenship co-ordinator is responsible for the review and development of this aspect of the school. They also: support colleagues in their teaching, by keeping informed about current developments and by providing a strategic lead and direction for this area.

This policy is reviewed every two years or earlier if necessary.