

St. Joseph's Catholic Primary School

Personal, Social, Citizenship and Health Education (PSCHE) Policy November 2008



At St. Joseph's we live out the mission statement which is to 'live, love and learn by the example of Jesus'.

The teaching of the PSCHE curriculum supports our implementation of the 'every child matters' where we aim to provide a safe, healthy, enjoyable and achieving environment where economic well-being and children's contribution to society are focussed on and given much attention.

1 Aims and objectives

Personal, social, citizenship and health education (PSCHE) 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 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.

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;
- understand what makes for good relationships with others;
- 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, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

2 Teaching and learning style

We use a range of visual, auditory and kinaesthetic 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, Mass or

open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. Circle Time takes place each week in the classroom. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

3 PSCE curriculum planning

We teach PSCE through the 'Telling Tales' Scheme of Work for Key stage 1 and Key Stage 2. We also follow the 'Journey in Love' Scheme of Work in Key Stage 1 and Key Stage 2 for our Sex Education.

We also teach PSCE through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for Religious Education and the aims of PSCE and citizenship, we teach a considerable amount of PSCE and citizenship through our Religious Education lessons.

We also develop PSCE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit in Key Stage 2, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills. Weekly Circle Time and Golden Time sessions take place in each class.

4 Teaching PSCE to children with special needs

We teach PSCE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSCE we take into account the targets set for the children in their Individual Education Plans (IEPs).

5 Assessment and recording

Teachers assess the children's work in PSCE both by making informal judgements as they observe them during lessons and Circle Time and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

We report children's achievements to parents each year. We do not set formal examinations in PSCE. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

6 Resources

We keep resources for PSICHE in the resource room. These are available for all teaching staff to access. We have additional resources in the library. Our PSICHE subject leader holds a selection of reference materials for teaching sensitive issues, as does the School Nurse.

7 ICT in PSICHE

ICT is used in the teaching of PSICHE at St. Joseph's. There are a number of resources, for example, KnowledgeBox, that teachers use to support their teaching. The internet is used for research and information.

The Learning Platform soon to be used at St. Joseph's will enable the children to share achievements with family and peers using their secure e-portfolio, access message boards, resources and school work from home and create a learning environment that is unique to them.

The learning platform will enable teachers to share resources, experiences and best practice with colleagues and with other schools, track student progress, gather information for report writing and keep records more easily and efficiently and communicate in a number of different ways, with a large number of people. Parents will be able to monitor their children's progress remotely without having to contact the school, access essential school news and policy documents and support pupils more effectively by understanding new learning methods and having access to more information about what their children are learning.

The Learning Platform will support our school's progress in PSICHE by improving the efficiency of administrative tasks, increase communication between the school and the wider community, create links with other schools within our local community and forge closer links with our local secondary schools and other agencies.

7 Monitoring and review

The PSICHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSICHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Review Date: November 2009

Catherine Reynolds (PSICHE Subject Leader)

