



SACRED HEART RC PRIMARY SCHOOL

PSHE and Citizenship Policy

Sacred Heart Roman Catholic Primary School and Nursery is just like a family, where everyone is welcomed, respected and cared for and where LOVE is at the heart of everything we do:

Learning and living by Jesus' example in the Gospels.

Offering a safe, healthy and stimulating environment in which to grow.

Valuing and respecting everyone including our wider community.

Empowering children to achieve and meet life's challenges.

Mission statement:

Sacred Heart RC Catholic Primary School is an inclusive, vibrant, Catholic community school. Our mission statement captures the mission of our school which is;

Learning to love, Loving to learn – Loving God, Loving each other, Loving learning.

The children are introduced to Sacred Heart's learning powers from the beginning of their education. The learning powers spell out SHEART, which are;

- Share
- Have a go
- Enjoy Learning
- Always improving
- Resistance
- Thinking

Aims and objectives

At Sacred Heart RC Primary School, Personal, Social and Health Education (PSHE) and Citizenship aims to support the schools vision, mission and value statements. This will enable children to acquire knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens in a rapidly changing world. Children will be encouraged to develop a sense of worth by playing a positive role in contributing to school life, the parish and wider community. They will learn how society is organised and governed and experience the process of democracy in school through the school council. We provide opportunities for children to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society, following the teachings of Jesus.

Our aims are to up hold the values of our school which will enable the children:

- To recognise their own worth, work and play well with others and become increasingly responsible for their own learning.
- To respect others and form good relationships with everyone in the school and wider community.
- To understand our common humanity, diversity and differences.
- To know and understand what constitutes a healthy lifestyle.
- To develop safety awareness.



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- To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.

Teaching and Learning

The content of the PSHE curriculum includes learning outcomes based on the Caritas in Action material published by Salford Diocese which focused on the social aspect of faith. Every year group will work on a common theme across each half term which is supported by mental health emotional well-being activities for KS2.

We also use the resources from the PSHE Association and teach the core themes Health and Wellbeing and Living in the Wider World. (See the SRE Policy 2023 for details on the teaching of Relationships).

Within the theme of Health and Wellbeing, children learn about: -

- healthy lifestyles
- mental health
- ourselves – growing and changing
- keeping safe
- drugs, alcohol and tobacco
- living in the wider world

Within the theme of Living in the Wider World, children learn about: -

- shared responsibilities
- communities
- economic wellbeing including money, aspirations, work and career
- media literacy and digital resistance

A range of teaching strategies and learning styles are used in delivering PSHE. These include:

- Circle time activities and class discussions
- Prayer and worship activities
- Reflection
- Role-play and drama
- Visits and visitors when appropriate
- Class teaching and group work
- Whole school focus e.g. anti-bullying day
- Religious Education
- Statutory elements of the Science curriculum.

The long term subject overview outlines the focus for PSHE provision in each half term. It ensures there is comprehensive coverage and progression across the year groups.

We have also introduced the Zones of Regulation into our Key Stages 1 and 2 which is a concept designed to help students gain skills in self-regulation.

- The Zones of Regulation use four colours to help children self-identify how they're feeling and categorise it based on the colour.



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- Children learn to identify the 'zone' they are in and how to use strategies or tools to stay in a zone or to move from one to another.
- Strategies include calming techniques, cognitive strategies and sensory supports.
- Children also explore reading facial expressions, recognising a broader range of emotions, perspective of others, their own triggers, and when and how to use the tools.

We encourage the children to take part in a range of practical activities to promote active citizenship, for example charity fund raising, the planning of special school events such as an assembly or open day, or involvement in an activity to help other individuals or groups who are less fortunate than themselves. Children have opportunities to meet and work with members of the community, such as volunteers and representatives from our church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Children will also take on different roles of responsibility during their school life. We will teach children the value of reflection in helping them to understand their spiritual, physical and moral development.

We also develop PSHE and citizenship through activities and whole-school events e.g. the school council representatives from each class who meet regularly to discuss school matters, Key stage 1 and Key stage 2 visits to church and each year group participating in annual school trips. We offer a residential trip in Year 6, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operation skills.

We also have introduced the Enrich, Endeavour and Enjoy award. The award links with our PSHE theme 'Living in the Wider World'. The Award has three separate themes, 'It's all about me', 'On my doorstep' and 'Get fit, stay fit'. Certificates are presented at the end of every term to children who have completed at least three activities. During the year, the Year 3 and 5 children will be given the opportunity to apply for a Blue Peter badge and evidence of the activities undertaken as part of the Enrich, Endeavour and Enjoy award support their application.

Learning in PSHE will link to and complement learning in Religion, Science, P.E. and ICT/Computing.

EYFS

In the foundation stage Personal Social and Emotional Development (PSED) is one of the prime areas of learning. It is particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn how to form relationships and thrive. The learning intentions within PSED will help children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and have confidence in their own abilities.

We use the Colour Monsters resources to help the children with their emotional development. There are large colour monster displays containing pictures and words in each classroom so the children can add their name card/photograph/lolly stick name to the emotion they are feeling. At a point during the day, an adult will offer to discuss how the child is feeling, particularly if the emotion is a negative one. The Colour Monster displays give children the language to help them describe and express how they are feeling which is such an important part of their emotional development.



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The following statements from the 2020 Development Matters are prerequisite skills for PSHE within the national curriculum:

Three and Four-Year-Olds

PSED

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Reception

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs. - personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.

ELG

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self



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- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.

Equality of Opportunity

Teaching will take into account the age, ability, readiness, cultural backgrounds of children and those with English as a second language, to ensure that all can fully access PSHE education provision.

Our teachers provide learning opportunities matched to the individual needs of all children, including children who are gifted and talented. We ensure that children with SEND receive access to PSHE through the level of differentiation or by adapting the content or delivery in line with our Special Educational Needs and Disability Policy 2020.

This policy is informed by the school's Child Protection and Safeguarding Policy 2020 and we will ensure that where pupils indicate that they may be vulnerable and at risk, they will get the appropriate support.

Assessment and Recording

Assessment needs to value and recognise what pupils have done or completed successfully, thereby raising self-esteem.

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences.

Children's successes and achievements will be reported and recorded in a variety of ways. For example:

- House points
- Individual class rewards
- Letters and postcards home
- Phone calls home
- Dojo Points

Teachers will evidence their PSHE work through photographs and children's responses. They will be updated regularly on a power point for each year group.

Resources

- Statements To Live By
- Caritas In Action
- PSHE Association Resources
- Assemblies
- Stirling wellbeing scale (KS2)



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- 'Come and See' teaching resource

Monitoring and review

The PSHE and Citizenship Co-ordinator is responsible for monitoring standards of children's work and the quality of teaching. This person supports colleagues in the teaching of PSHE and Citizenship, by giving them information about current developments in the subject. Strengths and weaknesses in the subject and areas for further development are discussed with the head teacher and colleagues whilst being part of the general review programme listed in the School Development and Improvement Plan.

PSHE is on the two-year assessment and monitoring cycle and feedback will be given to all staff and the governor responsible for PSHE and Citizenship.

The policy is displayed on the school website and parents/carers can obtain a hard copy on request.

Date: April 2023

Review Date: April 2025