



English Martyrs'  
RC Primary School

## PSHE and Citizenship (PSHEC) Policy

### **MISSION STATEMENT**

Our English Martyrs' School community  
aims to follow the example of Christ  
in welcoming, recognising, fostering and developing each individual  
as a unique and special gift of GOD with value and dignity.

Date Reviewed: May 2021

Review Date: May 2024

English Martyrs' Primary School teaches PSHEC according to the PSHEC programmes of study: Key stages 1 and 2, National curriculum in England published by the Department for Education 16 February 2015

This policy reflects the purpose and aims of the National Curriculum. It should be read in conjunction with the school's Calculation Policy, Curriculum Policy, Planning Policy, Presentation Policy and the Teaching and Learning policy.

We believe the view of PSHEC as outlined in the National Curriculum 2013:

A high-quality PSHEC education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. PSHEC has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of PSHE. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how PSHEC can be used to explain what is occurring, predict how things will behave, and analyse causes.

#### **Aims:**

**Key stage 1:** During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

**Key stage 2:** During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying

## **Curriculum**

In Nursery and Reception, the staff follow the 'Statutory Framework for Early Years ' (DFES 2017), which gives the children opportunities to find out about the world they live in.

PSHE and Citizenship concepts are mainly discussed through the 'Knowledge and Understanding of the world' strand, which involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

PSHE teaching at both KS1 and KS2 is an integrated subject within the EMS Curriculum. Each year group follows a series of topics - one for each half term. Where possible there is a matching unit/s from the Southwark PSHE Framework, a scheme of work to assist teachers in planning and delivery of PSHE teaching.

The school's PSHE curriculum map (Appendix 1) shows how the units are distributed across the years in a sequence which endeavours to make links across the curriculum, promote curriculum continuity and progress in children's learning. Medium term planning ensures that the sequence of units promotes continuity and progression.

The exemplar scheme is underpinned by assumptions about the aims and purposes of teaching PSHE at Key stages 1 and 2, which also underpin the National Curriculum programme of study. Within each unit, staff are not only expected to develop the children's: scientific knowledge and understanding, process skills and attitudes to scientists, but also support the progression of other areas of the child's development. The scheme also ensures children make progress in PSHE by providing opportunities for them to do so as they move through Key stages 1 and 2.

PSHE is allocated 1 hour per week in both key stages. PSHE is usually taught as a discrete subject but often with cross curricular links to other subjects.

Short term planning is the responsibility of individual teachers who build on the medium term plan by taking into account the needs of the children in their particular class.

The Southwark PSHE Framework provides teachers with a clear knowledge and skills focus.

## **Learning environment**

All classrooms should have a PSHE working wall/PSHE area. A poster should be displayed on this wall which includes information about what the children are learning about. The key vocabulary for skills and knowledge should also be displayed. There should also be a display to celebrate children's work.

## **Assessment Recording and Reporting**

A baseline assessment such as Draw/Write, Spider Diagram, Questionnaire, Quiz or Explain to an Alien should be used before the start of each unit. AFL should be built in the lesson(s) to gauge understanding, adapt teaching and maximise learning. Some strategies

that can be used are: building on baseline assessment, mini- plenaries and structured questioning. At the end of the unit progress should be measured from the starting point. To meet age related expectations, children should reach the step shown on the Southwark PSHE Framework at the end of each term. Pupils are assessed by the teachers and reported to the PSHEC Lead at the end of the half term. These are then reported onto SLT.

## **Resources**

PSHEC learning often involves using a range of resources, some of which are kept in the classroom. Other resources – which may be shared amongst other classes – are kept in the resource room.

## **Role of the Subject Leader**

Moderating of the standards of children’s work and the quality of teaching in PSHEC is the responsibility of the PSHEC Subject Leader alongside members of the Senior Leadership Team. The work of the PSHEC Subject Leader involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Subject leader gives the governors a termly report in which the strengths and weaknesses in the subject has been evaluated and areas for further improvement indicated. This will inform the evolution of the school’s development plan.

The Subject Leader also:

- Ensures teachers understand the requirements of the National Curriculum and helps them to plan lessons.
- Leads by example by setting high standards in their own teaching.
- Model lessons for teaching across the school.
- Prepares, organises and leads CPD and joint professional development.
- Works closely with the class teachers, SENCO and SLT.
- Monitors through book-looks and learning walks.

Frequency of monitoring

Every 3 years

Review to reflect current good practice. Review to reflect new legislation