

# St Charles Catholic Primary School



## PHSE and Citizenship Policy

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# **St Charles School Policy**

## **Physical, Social, Health and Economic Education (PSHE)**

(See also Anti-Bullying Policy, Behaviour and Expectations Policy, Safeguarding and Child Protection Policy, Health and Safety Policy, RSE Policy and E-Safety Policy)

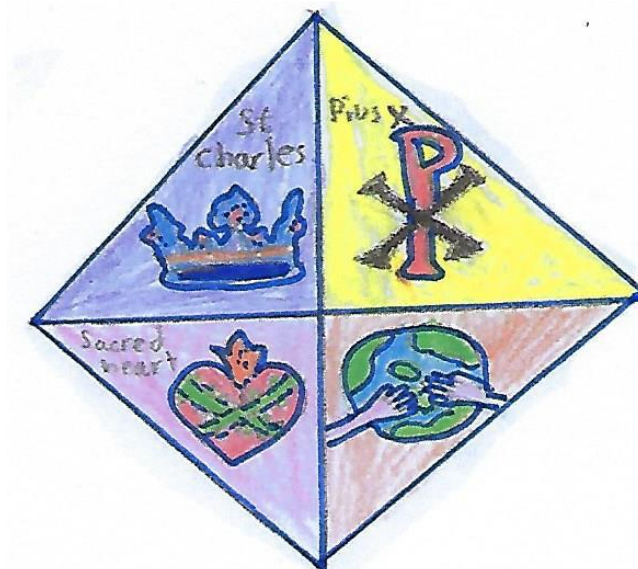
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St Charles Catholic Primary school

# Our Mission Statement

✠ *Love God, Love your Neighbour* ✠



*(Design by Claudia 5A - 2020)*

*Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.*

*We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.*

*In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.*

## **Our Aims**

- *To appreciate that we are all uniquely created and loved by God.*
  - *To deepen each child's understanding of the Catholic faith.*
- *To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.*
  - *To understand the importance of forgiveness and reconciliation.*
- *To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.*
- *To provide an excellent education so children learn and achieve their potential.*
  - *To respect and care for one another in a happy, welcoming and nurturing community.*
- *To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizens.*

## **Aims of National Curriculum**

### *Aims for the School Curriculum*

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

## **Commitment, Purpose and Rationale**

### *The importance of Personal Social and Health Education and Citizenship*

In the light of our Mission Statement we are committed to the importance of personal, social, health and economic education and citizenship as they help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives with God at the centre. We aim to produce informed, active and responsible citizens of the future.

By taking part in a wide range of activities and experiences, both within and beyond the curriculum, children learn to recognise their own worth, attempting to work well with others and becoming increasingly responsible for their own learning.

Children reflect upon their experiences to understand how they are growing both physically, mentally, socially and, above all, spiritually. Children can learn to respect our common humanity; diversity and differences so that they go on to form the effective, fulfilling relationships that are an essential part of life and learning. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.

## **Policy statement - PSHE**

Personal, social, health and economic education (PSHE) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals, as members of families and of social and economic communities. (Healthy Schools PSHE Education Guidance booklet, 2008)

PSHE education can make a substantial contribution to schools meeting the Every Child Matters outcomes and the three core themes: Health and Wellbeing, Relationships and Living in the Wider World. (PSHE Association website)

At St. Charles PSHE is at the centre of teaching and learning. It has a positive influence on the ethos and relationships within the school and requires commitment and understanding from the whole school community. It influences and is influenced by the school's Christian aims and values.

## **Citizenship**

"An understanding of democratic participation and the confidence and competence to participate can only be acquired gradually through practice, it cannot be taught as an abstraction."

(Hart, 1992: 5)

At St. Charles Citizenship alongside PSHE is an integral part of our school community. Throughout both Citizenship and PSHE the pupils learn about themselves as developing individuals and as members of their communities. They learn the basic rules and skills for keeping themselves healthy and safe. 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, develop a sense of belonging and begin to take on different roles and responsibility i.e. sports monitors, prefects, student council. They begin to take an active part in the life of their school and its neighbourhood.

## **Aims of PSHE and Citizenship**

The inclusion of positive, person-centered education is at the heart of the Catholic Christian education. This education is basically about the development, growth and journey of the whole person towards becoming 'fully human, fully aware' as a unique creation made in God's image.

Overall aims need to support the personal, moral and social development of all pupils, ensuring that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based on mutual respect, dignity and responsibility free from any abuse.

Citizenship at Key Stages 1 and 2 aims to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Citizenship helps children develop as members of schools, neighbourhoods and wider communities. It is concerned with issues of right and wrong, rights and responsibilities, fairness, rules and laws, power and authority, equality and diversity, communities and identifications, democracy, conflict and cooperation. As children grow and develop, citizenship helps them to think and talk about issues relating to these concepts as they encounter them in their own lives and in the lives of others (including as depicted in the media).

Citizenship is part of the non-statutory framework for PSHE and citizenship at Key Stages 1 and 2 that was revised in February 2015. The framework provides schools with a basis on which to plan and develop a curriculum that: enables you to build on what you are already doing in a flexible and innovative way; is relevant to pupils, connecting with their interests and experiences; encourage pupils to investigate and think critically about issues of current interest, using problem-solving, reasoning and evaluation skills; relates to pupils' abilities and backgrounds; and provides pupils with opportunities to discuss and address real-life issues, and to see that they can participate in activities that make a difference in their schools and the wider community. *(from QCDA guidelines in citizenship)*

At St. Charles our children have opportunities to use their citizenship and PSHE skills through our school council. The aim of our school council is to ensure that every child at St. Charles has an opportunity to participate in school decisions and developments, take part in activities that will help our school and the wider community and to be a voice for the children in their class expressing their concerns, want or needs. Being a part of the school council helps to develop young people's sense of agency which is a necessary precursor to their public life in adulthood.

Additionally, integrated into PSHE is Relationships and Sex Education (RSE) and Drug education. PSHE aims to provide children with the knowledge, understanding and awareness of RSE and Drug education which will give children within our school the ability to make informed decisions in life. (See separate RSE and Drug Education policies)

## **PSHE, Citizenship and Every Child Matters Objectives**

At St. Charles we understand that PSHE and Citizenship play a vital role in achieving the five national outcomes within Every Child matters. From the teaching of PSHE and Citizenship within our school students will develop values, attitudes, knowledge, skills, and understanding in order to meet the Government's aim for every child, regardless of background or circumstance to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

## **Scheme of Work and Curriculum Organisation**

### **The Framework for PSHE**

This policy outlines our commitment to providing pupils with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and balanced life-skills PSHE curriculum, through our three strands of Relationships Education, Health Education and Living in the Wider World, is

essential for us in helping our children to stay healthy and safe, while preparing them to make the most out of school, work and life. Through quality delivery, our PSHE programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and
- successful learners who enjoy overall learning, making progress and achieving success

These aims will be achieved by providing pupils with the knowledge, skills, attitudes and attributes to be able to:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop skills to make and maintain positive relationships
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self esteem
- gain accurate knowledge and understanding about sexuality and relationships
- develop personal responsibility for one's actions
- know where to get confidential advice and support

## **The Framework for Citizenship**

This comprises of 5 strands:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens



- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- Breadth of opportunities

## **Forms of Curriculum Provision**

PSHE and Citizenship cannot always be confined to specific timetabled time.

At St. Charles Primary school PSHE and Citizenship is delivered within a whole school approach which includes:

1. Discreet curriculum time: PSHE is taught throughout the school as a separate subject, with a timetabled 30-minute session per week. During this time the knowledge, skills and understanding in the non- statutory guidance for PSHE and citizenship are developed, bullying, emotional and social issues are explored. This time is alongside the teaching of the RSE curriculum. (see Appendix 1)
2. Opportunities through other subjects: learning opportunities for PSHE. exist across the curriculum, through implementing appropriate strategies, e.g. group-work requiring communication and co-operation, and through developing related areas of content, particularly in R.E., P.E. and Science. All curriculum leaders are aware of where PSHE is being taught in their subjects.
3. Through PSHE and Citizenship activities and school events: assemblies, wellbeing weeks, visits, supporting charities, health promotion week, the life bus, road safety talks, year six relationship conference, school council, friendship monitors, etc.
4. Through pastoral care and guidance.

Education in PSHE and citizenship cannot be confined to a taught programme alone. Pupils learn above all from the personal relationships and the attitudes they

experience in their whole life in the school, in every part of the curriculum and in every activity.

In a Catholic school, the relationship between teachers, pupils, governors and parents should reflect and communicate the Catholic understanding of what it means to be a human person.

The Bishop's statements in 1987 and 1994 affirm that a school programme in PSHE should be managed and organised according to the following principles:

- it should be progressive and developmental, from the Nursery to Year 6.
- it should be integrated into the whole of the school curriculum, recognising the contribution that each element of the curriculum can make.
- education in this area should take into account all aspects of the growth and development of our pupils; spiritually, physically and morally.

Valuable opportunities for PSHE arise naturally during the school day. However, to rely on these alone would not guarantee entitlement of provision for all pupils, therefore such opportunities are seen as additional to timetabled sessions. (See Appendix 1)

## **Approaches to Teaching and Learning**

A programme of education in PSHE and Citizenship aims through its teaching and learning, to encourage children to make informed choices, build up a value system and develop a healthy lifestyle. In order to achieve these goals, certain factors may be important:

### **Creating a Safe and Supportive Learning Environment**

PSHE often works within pupils' real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and a respectful

learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings and sensitive issues.

### **Confidentiality**

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.

Teachers are advised not meet with pupils alone. If unavoidable staff must try to leave doors open during one-to-one conversations with pupils or seek another colleague's presence. Glass panels are positioned in all doors for the security of both the child and the adult.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carer and provided with the support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work withing the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

### **A Range of Learning Approaches**

Active and interactive engagement is the most effective in PSHE. In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.

### **Relevant resources**

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

## **Groupings**

The PSHE curriculum will be delivered through a variety of whole class lessons, smaller group work and where relevant, in one-to-one sessions.

## **Responding to Pupils' Questions**

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate. Staff aims to answer children's questions in an honest, direct and truthful manner in accordance with the school's ethos and the mission statement.

## **Meeting the Needs of SEND Pupils**

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

## **External Agencies**

PSHE and Citizenship is primarily class teacher led, however at times the school may invite visitors to talk to the children. External agencies should be involved in the programme when such involvement is deemed necessary and should compliment or reinforce curriculum content taught in class.

When negotiating for an outside visitor to come and work with the children those arrangements will include information about the values and ethos of the school. All outside visitors and agencies will be booked subject to being approved by the LEA.

The school will actively co-operate with outside agencies such as the Healthy Schools advisory team, NHS dieticians and nutritional advisors, the road safety team and other borough approved agencies. This contact may include advice in dealing with various aspects of PSHE, citizenship and RSE, resources and materials, training and advice. At St. Charles PSHE and citizenship is currently supported by the following organizations:

- Road Safety and Travel Plan team
- Healthy Schools team
- Public Health Nutritionist – Schools Nutrition & Dietetics Service

All visitors must support school policies about the role of external visitors. There is regular monitoring of the appropriateness of the use of these agencies supporting PSHE and citizenship in our school. For example, the role of the anti bullying drama 'caught in the act' is evaluated annually by PSHE and Citizenship lead and class teachers. At St. Charles all members of staff have access to outside agencies via the named PSHE and Citizenship Subject leader.

Check points for staff

- ✓ Has the external contributor been made aware of relevant policies?
- ✓ How will the external contributor be made aware of the school's ethos and values?
- ✓ Has the external contributor been made aware of:
  - The size of the group
  - The age and nature of the group/class
  - Any relevant issues regarding special educational needs
  - Child protection and confidentiality
  - Ground rules usually followed in the classroom
  - The aims/objectives of the session(s)
  - How the sessions will be organised
  - What resources are available
  - How the sessions will be evaluated
  - Safety/fire drill procedures

## **Curriculum Content**

At St. Charles we deliver PSHE and Citizenship through discreet curriculum time, through other subjects e.g. Science- healthy eating, biology of the body, Religious Education – morals, beliefs, Geography – climate change, our environment, cultural diversity and through various activities throughout the school e.g. certificate assemblies celebrating good work and good behavior. Both key stages would aim to

build knowledge and develop understanding to enable children to make informed choices, build up a value system and develop a healthy lifestyle.

At St Charles, we deliver a broad and balanced life-skills PSHE curriculum, through our three strands of Relationships Education, Health Education and Living in the Wider World. These are essential for us in helping our children to stay healthy and safe, while preparing them to make the most out of school, work and life.

In the teaching of PSHE and Citizenship at St. Charles we use various documents to aid our teaching. Alongside our RSE scheme of work, (see Appendix 1 and RSE Policy) teachers are advised to use other resources and lessons available to aid their lesson planning.

At St. Charles, the school council takes place where class representatives meet to discuss various issues and feedback to their classes.

### **Equal Opportunities**

In a programme of this nature we would undertake to ensure that teaching and learning:

- Offers accessibility to all pupils.
- Emphasises the dual responsibilities to persons of both sexes in human relationships.
- Includes an awareness of disability and our multi-cultural environment.
- Offers a differentiated programme for children identified with a special educational need.

Additionally, the Gender Equality Duty is legal requirement which came into force in April 2007. It requires all public bodies including schools to:

- Promote equality of opportunity between women and men
- To eliminate unlawful discrimination and harassment.

More information may be found in the Equal Opportunities Policy.

### **Role of Parents**

The prime responsibility for bringing up children rests with parents. Schools should therefore recognise that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which maturity brings. The teaching offered by schools should be complimentary and supportive to the role of parents, and should have regard to parents' views about its content and presentation. The more successful schools are in achieving this, the less the likelihood that parents will wish to exercise their right of withdrawal.

### **The Right of Withdrawal**

On entry to the school, parents are invited to read the PSHE policy, including specific references to our additional Sex Education provision within PSHE. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or cultural views they may have which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our equal opportunities policy. This helps to establish a consultation process and partnership with parents, who we regularly keep informed about content of the sex education programme and can view resources, as well as address any questions or issues they have in relation to the content of these additional lessons.

From September 2020 parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum. In accordance with this, it is made clear to parents of year 6 children that they can withdraw their children from the additional sex education lessons we deliver in Year 6.

If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then complete a 'Request for Withdrawal from Sex Education Lessons' form, see Appendix 3 of this policy, and send this to the

headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

## **Resources**

Each teacher has a folder containing the relevant resources for PSHE for that year group. Resource boxes have been provided to each key stage consisting of age appropriate resources and stories used to assist the teaching of PSHE and Citizenship. Also, online resources from the RSE programme, TenTen are available to aid teachers in their lesson planning. Additional resources will be distributed to year groups as they are purchased.

## **Assessment**

Pupils' knowledge and skills in PSHE may vary greatly and are not necessarily ability related. Assessment is central to learning and should be useful and manageable. Most assessment in PSHE. will be informal, and self-assessment by pupils has a valuable role.

At St. Charles assessment of PSHE and Citizenship is carried out through:

- Sharing booklets or work per term with the coordinator.
- Teachers informally assess all children in PSHE lessons through teacher verbal feedback.
- Pupils can contribute to assessment for learning through self-assessment and peer-assessment in their booklets or through questioning.
- Teachers report on child's progress in PSHE through parent consultations, end of year reports and through 'Good Work' and 'Good Behaviour' certificate assemblies.



*Examples of work can be photo, draw and write poster work, group work, picture, role play, display work, peer or self-assessment sheets, quizzes and questionnaires; discussions and debates; games and outdoor activities; performances and productions; visits and field trips; special tasks such as problem solving and responding to challenges.*

## **Specific Issues**

### **Child Protection**

The school has a separate child protection policy. Effective PSHE and citizenship may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

### **Answering Difficult Questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. In this situation teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship and that questions are answered as honestly as possible with the teachings of the Catholic Church at mind. Questions do not have to be answered directly and should be addressed later or passed to parents after discussion with teacher. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Co-ordinator if concerned.

### **Controversial and Sensitive Issues**

Staff are aware that views around some PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught with our schools ethos and mission statement in mind. Topics are presented so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Relationships and Sex education and Drug Education are taught within PSHE and citizenship, and also as part of the Science curriculum. These subjects have their own separate policy and are therefore not discussed at length in this policy.

### **Monitoring and evaluation**

This will take place in line with school policy, involving feedback from teachers on units of work, and scrutiny of planning and children's work. The PSHE and citizenship 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 PSHE 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.

### **Training staff to deliver PSHE**

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

## **Dissemination**

This policy will be shared with members of St. Charles staff and governors where changes to the policy will be discussed. Parents and careers will be informed of undated policy by letter and will be invited to look at or download policy from school website. They will also be made aware that a copy of the PSHE and Citizenship policy can be reviewed from the school on request. Additionally, where relevant sections of the policy will be shared with members of the student council who can then feed back to their classes informing them about the significant information.

A copy of this PSHE and Citizenship policy will be available from the PSHE Co-ordinator and will also be in the school library.

# Appendix 1

## TenTen curriculum

### HEP planning: Core theme 1: Health and wellbeing

### HEP Planning: Core theme 2: Relationships

### HEP Planning: Core theme 3: Living in the wider world

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Module 1- Created and loved by God  Unit 1: Religious understanding		Module 2- Created to love others  Unit 1: Religious understanding	Module 2- Created to love others  Unit 2: Religious understanding	Module 3- Created to live in community  Unit 1- religious understanding	Module 3- Created to live in community  Unit 2- Living in the wider world
Reception	Module 1- Created and loved by God  Unit 1: Religious understanding	Module 1- Created and loved by God  Unit 2: Me, My Body, My Health	Module 1- Created and loved by God  Unit 3: Emotional Well-being	Module 1- Created and loved by God  Unit 4: Life Cycles	Module 2: Created to love others  Unit 3: Keeping safe	Module 3- Created to live in community  Unit 1: religious understanding
Year 1	Module 1- Created and loved by God  Unit 1: Religious understanding	Module 1- Created and loved by God  Unit 1: Religious understanding	Module 2- Created to love others  Unit 2- Personal relationships	Module 2- Created to love others  Unit 3- Keeping safe	Looking after myself ■ Being Safe	Module 3- Created to live in community  Unit 1- religious understanding
	Keeping well and clean ■ Physical Health and Fitness ■ Healthy Eating ■ Health and Prevention		Losing and finding  ■ Mental Wellbeing			

Year 2	<p>Module 1- Created and loved by God</p> <p>Unit 1: Religious understanding</p>	<p>Module 1- Created and loved by God</p> <p>Unit 2: Me, My Body, My Health</p>	<p>Module 1- Created and loved by God</p> <p>Unit 3: Emotional Well-being</p>	<p>Module 3- Created to live in community</p> <p>Unit 1: Religious understanding</p>	<p>Global Food</p> <p>■ Being a responsible citizen</p>	<p>Exploring our families</p> <p>■ Families and people who care for me</p> <p>■ Being Safe</p>
	<p>Module 1- Created and loved by God</p> <p>Unit 4: The cycle of life</p> <p>■ Science Curriculum</p>	<p>Coping with conflict</p> <p>■ Caring Friendships</p> <p>■ Respectful Relationships</p> <p>■ Mental Wellbeing</p> <p>■ Internet Safety and Harms</p>		<p>Module 3: Created to live in community</p> <p>Unit 2: Living in the wider world</p>		<p>Money, shopping and saving</p> <p>■ Economic Wellbeing</p>
	<p>Healthy People</p> <p>■ Mental Wellbeing</p> <p>■ Physical Health and Fitness</p> <p>■ Healthy Eating</p> <p>■ Health and Prevention</p> <p>■ Science Curriculum</p>	<p>Making and breaking friendships</p> <p>■ Caring Friendships</p> <p>■ Mental Wellbeing</p>				
Year 3	<p>LKS2</p> <p>Module 1: Created and loved by God</p> <p>Unit 1: Religious understanding</p>	<p>LKS2</p> <p>Module 2: Created to love others</p> <p>Unit 1: Religious Understanding</p>	<p>LKS2</p> <p>Module 2: Created to love others</p> <p>Unit 2: Personal relationships</p>	<p>Me and my community</p> <p>■ Being a responsible citizen</p>	<p>LKS2</p> <p>Module 2: Created to love others</p> <p>Unit 3: Keeping safe</p>	<p>LKS2</p> <p>Module 3: Created to love others</p> <p>Unit 1: Religious understanding</p>
	<p>Healthy lifestyles</p> <p>■ Healthy Eating</p>	<p>Emotions and feelings</p> <p>■ Being Safe</p>		<p>Where do things come from?</p>		<p>Aspirations</p> <p>■ Economic Wellbeing</p> <p>■ Careers</p>

	<ul style="list-style-type: none"> <li>■ Physical Health and Fitness</li> <li>■ Health and Prevention</li> <li>■ Mental Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>■ Mental Wellbeing</li> </ul>		<ul style="list-style-type: none"> <li>■ Being a responsible citizen</li> <li>■ Economic Wellbeing</li> </ul>		
	<p>Keeping safe</p> <ul style="list-style-type: none"> <li>■ Being Safe</li> <li>■ Mental Wellbeing</li> <li>■ Health and Prevention</li> </ul>					<p>Managing money</p> <ul style="list-style-type: none"> <li>■ Economic Wellbeing</li> </ul>
Year 4	<p>Module 1: Created and loved by God</p> <p>Unit 1: Religious understanding</p>	<p>Module 1: Created and loved by God</p> <p>Unit 2: Me , my body, my health.</p>	<p>Module 1: Created and loved by God</p> <p>Unit 3: Emotional Well-being</p>	<p>Module 3: Created to live in Community</p> <p>Unit 1: Religious understanding</p>	<p>Module 3: Created to live in Community</p> <p>Unit 2: Living in the wider world</p>	<p>Module 1: Created and loved by God</p> <p>Unit 2 continued: Me My Body My Health</p>
	<p>Mental Health</p> <ul style="list-style-type: none"> <li>■ Mental Wellbeing</li> </ul>	<p>Friendships and inclusion</p> <ul style="list-style-type: none"> <li>■ Respectful Relationships</li> <li>■ Caring friendships</li> <li>■ Mental Wellbeing</li> </ul>		<p>Persuasion and pressure</p> <ul style="list-style-type: none"> <li>■ Respectful Relationships</li> <li>■ Being Safe</li> <li>■ Online Relationships</li> <li>■ Mental Wellbeing</li> </ul>	<p>Healthy lifestyles</p> <ul style="list-style-type: none"> <li>■ Healthy Eating</li> <li>■ Health and Prevention</li> <li>■ Physical Health and Fitness</li> </ul>	<p>Managing money</p> <ul style="list-style-type: none"> <li>■ Economic Wellbeing</li> </ul>
Year 5	<p>Module 1: Created and loved by God</p> <p>Unit 1: Religious</p>	<p>Module 2: Created to love others</p> <p>Unit 2: Personal relationships</p>	<p>Module 1: Created and loved by God</p> <p>Unit 4: Life cycles</p>	<p>Module 2: Created to love others</p> <p>Unit 3: Keeping safe</p>	<p>Module 3: Created to live in community</p> <p>Unit 1: Religious</p>	<p>Self-respect and personal goals</p> <ul style="list-style-type: none"> <li>■ Respectful</li> </ul>

	understanding				understanding	Relationships
	Module 2: Created to love others Unit 1: Religious understanding	<p>Friendships and coping with bullying</p> <ul style="list-style-type: none"> <li>■ Caring Friendships</li> <li>■ Respectful Relationships</li> <li>■ Online Relationships</li> <li>■ Being Safe</li> <li>■ Mental Wellbeing</li> </ul>		What makes a democracy? ■ Being a responsible citizen	<p>Module 1: Created and loved by God</p> <p>Unit 2 continued: Me My Body My Health</p>	<p>Working together and aspirations</p> <ul style="list-style-type: none"> <li>■ Respectful Relationships</li> <li>■ Careers</li> </ul>
		<p>Stereotypes and diversity</p> <ul style="list-style-type: none"> <li>■ Respectful Relationships</li> </ul>			<p>Healthy lifestyles</p> <ul style="list-style-type: none"> <li>■ Mental Wellbeing</li> <li>■ Physical Health and Fitness</li> <li>■ Healthy Eating</li> <li>■ Health and Prevention</li> </ul>	<p>Money</p> <ul style="list-style-type: none"> <li>■ Economic Wellbeing</li> <li>■ Being a responsible citizen</li> </ul>
Year 6	<p>Module 1: Created and loved by God</p> <p>Unit 1: Religious understanding</p>	<p>Democracy and decisions</p> <ul style="list-style-type: none"> <li>■ Being a responsible citizen</li> </ul>	<p>Module 1: Created and loved by God</p> <p>Unit 2: Me, My Body, My Health</p>	<p>Module 1: Created and loved by God</p> <p>Unit 3: Emotional wellbeing</p>	<p>Module 1: Created and loved by God</p> <p>Unit 4: Life cycles</p>	<p>Module 3: Created to live in community</p> <p>Unit 1: Religious understanding</p>
	<p>Healthy lifestyles</p> <ul style="list-style-type: none"> <li>■ Health and Prevention</li> <li>■ Basic First Aid</li> </ul>	<p>Conflict resolution</p> <ul style="list-style-type: none"> <li>■ Caring Friendships</li> <li>■ Respectful Relationships</li> <li>■ Online Relationships</li> </ul>				<p>Module 3: Created to live in community</p> <p>Unit 2: Living in the wider world</p>

		<ul style="list-style-type: none"> <li>■ Mental Wellbeing</li> </ul>				<ul style="list-style-type: none"> <li>Aspirations, work and career</li> <li>■ Economic Wellbeing</li> <li>■ Careers</li> </ul>
		<ul style="list-style-type: none"> <li>Protected characteristics and bullying</li> <li>■ Respectful Relationships</li> <li>■ Online Relationships</li> <li>■ Mental Wellbeing</li> </ul>				<ul style="list-style-type: none"> <li>Moving on</li> <li>■ Mental Wellbeing</li> </ul>

**Foundation Stage**

At St Charles the assessment of PSHE in the foundation stage is carried out throughout the Early Learning Goal's (ELGs). As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals. 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 reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

**Appendix 2**

**Sunsmart Sun Protection policy**



At St. Charles RC Primary School we want children to enjoy the summer term safely. We are keenly aware of the dangers of skin cancer in later life as a result of childhood sun burn.

**Stay in the shade 11-3pm.**

**Make sure you never burn.**

**Always cover up e.g. wear a hat**

**Remember children's skin burns**

**Then use suncream factor 15 plus**

## **Education**

- Foundation Stage, Key Stage 1 and Key Stage 2 children will be taught by their class teachers at the beginning of the summer term about the dangers of the sun and how we can learn to enjoy the sun while protecting our skin.
- Parents and guardians will be sent a letter explaining what the school is doing about sun protection and how they can help their child.

## **Shade**

- The lunch hours occur in the hottest part of the day. A shade canopy has been provided for the Nursery and Key Stage 1 playground. The large trees provide shade for Key Stage 2. Playground staff encourages children to base themselves in the shade, in particular targeting fair skinned children. Activities and games are provided in the shade area.
- All children must wear a sunhat at playtime on sunny days in the summer term. No hat, no play. Sunhats are available from the school office for £3.00.
- Teachers and playground staff should wear hats to be good role models.
- It is important to remember that skin can burn even on cloudy days.

## **Suncream**

- We encourage all parents to apply a layer of suncream to children each morning in the summer term.
- Staff should include suncream in first aid kits for outings during the summer months (parents will need to inform class teacher of any allergies).
- Nursery staff adheres to this policy. Due to the children's age if parents send in suncream staff supervises re-application.

## **Appendix 3**

### **Parent Request for Withdrawal from Sex Education Lessons**

**TO BE COMPLETED BY PARENTS**

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

**TO BE COMPLETED BY THE SCHOOL**

Agreed actions from discussion with parents	

