



Personal Social Health and Economic Education and Citizenship POLICY

PSHE&C

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1. Introduction

1.1 The PSHCE programme at St Christopher's aims to provide all pupils, including those in the EYFS, with the skills, knowledge and understanding to make informed choices and decisions about their futures in Britain and the wider world. It also aims to prepare pupils to face future challenges with confidence, flexibility and sensitivity. PSHCE includes Sex and Relationships education (supported by our RSE Policy) as well as supporting pupils in their personal and social growth, generally enabling them to empathise with others and to build positive relationships. Our policy refers to principles within the Government Prevent strategy 2011 and Dfe Non-Statutory Guidance 2013-14 as well as the ISSR standards and the Equality Act 2010 (with particular reference to Protected Characteristics).

1.2 The School actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and values (in accordance with SMSC Policy).

1.3 It encourages children to reflect on the moral codes of society and various cultures, including their own, and prepares them for the opportunities, responsibilities and experiences of adult life.

1.4 A healthy lifestyle has a crucial role to play in terms of self-fulfilment and the achievement of all round potential. As such its promotion through informed decision-making is integral to the ethos of St. Christopher's Health Education is delivered via PSHCE and as a cross-curricular theme in all sections of the school.

PSHEE and Citizenship is linked closely to other cross-curricular policies, which can be consulted for more information, including:

- SMSC policy
- RSE Policy
- Anti- Bullying log
- School Behaviour Policy
- Child Protection
- Health and Safety
- Equality
- Safeguarding

2. The Aims of Personal, Social and Health Education and Citizenship (PSHCE)

- To ensure pupils make excellent progress towards achieving their academic and personal potential.
- To help pupils develop a greater sense of understanding and responsibility towards themselves, others and the school.
- To further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

- To encourage pupils to accept responsibility for their behaviour.
- To develop the necessary thinking skills to make informed choices.
- To enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- To encourage respect for democracy and support for participation in the democratic process.
- To encourage pupils to examine and evaluate their attitude towards important social issues.
- To increase awareness of issues on the world-wide stage and promote a caring and sympathetic approach to the plight of others less fortunate than members of the school.
- To form responsible attitudes towards the maintenance of good health through an understanding of the factors that lead to a healthy lifestyle.
- To consider issues of personal safety, including when travelling.
- To consider issues of e-safety, informing pupils of the need for care when using the internet, and the processes involved for reporting issues and concerns they may have. Given the pervasive nature of digital interactions, comprehensive online safety education is essential. The Netflix series "Adolescence" has shed light on the mental health impacts of toxic online environments, underscoring the need for nuanced online safety education that begins in primary schools.
- To increase the pupil awareness of the importance of wellbeing in school (wellbeing ambassadors).

We set a standard and a set of values that we believe will help to produce good citizens who will be able to take their place in society and play their part.

The ethos of the school promotes general decency, consideration for and understanding of others.

Class Teachers will be responsible for the imparting of these values during lessons and in addition the pupils all attend assemblies that are geared to addressing these areas.

PSHCE follows closely the recommendations in the National Curriculum for Key Stage 1-2 and EYFS.

Children need the self-awareness, positive self-esteem and confidence to:

Stay as healthy as possible – physically and emotionally

Be aware of the importance and relevance of positive values as British values and institutions

Keep themselves and others safe

Having an awareness of the practical nature of economic decisions

Have worthwhile and fulfilling relationships

Respect the differences between people

Develop independence and responsibility

Play an active role as a member of a democratic society

Be prepared for the opportunities, responsibilities and experiences of life in British society

Make the most of their own and others' abilities.

3. PSHCE Curriculum

PSHCE education is delivered during PSHCE lessons delivered by class teacher, including year group talks delivered by specialist outside speakers. The content of PSHCE lessons, is set out in the Jigsaw Curriculum schemes of work.

PSHCE is delivered in the following ways:

- Jigsaw (PSCHE Curriculum scheme)
- In all curriculum lessons where spiritual, moral social and cultural issues are addressed, e.g. The Religious Education Curriculum (relationships, ethics, lifestyle and cultures), Geography and History (local area/community lifestyles and cultures), PE and Science (Health education) and English (through literary and non-literary texts).
- Reflective activity in each JIGSAW lesson
- Mental Health and Wellbeing - Zones of Regulation. Self-regulation of emotions throughout the school day. Mindfulness activities, breathing exercises and emotional triggers and the toolkits needed to manage emotions.
- Assemblies
- Via displays and notices e.g. Class Charters for behaviour
- Reward systems including whole school reward systems like House-Points
- Extra- curricular activities
- Educational visits
- The School Council
- Special days (fundraising, cultural experiences and Curriculum or Special days)

Citizenship comprises three interrelated strands.

1. Social and moral responsibility - pupils learn self-confidence, and social and moral responsible behaviour towards authority and each other.
2. Community involvement - pupils learning to become involved in the life and concerns of their neighbourhood and their wider communities.
3. Political literacy - pupils learn about the issues, problems and practices of our democracy and how citizens can make themselves effective in public life.

Through a variety of learning experiences our School helps each child:

1. Be aware of the importance and relevance of positive values as British values.

2. Actively develop values of democracy, rule of law, individual liberty and mutual (and religious) respect and tolerance.
3. To acquire a broad general knowledge of and respect for public institutions and services in England.
4. Understand how citizens can influence decision-making through a democratic process.
5. Understand that the rule of law protects individual citizens and is essential for their wellbeing and safety.
6. Understand that there is a separation of power between EXECUTIVE and JUDICIARY so that courts and law is independent from Parliament.
7. Understand that freedom of belief, lifestyle and faith is protected in law and that discrimination against others is wrong.
8. Become a positive member of the wider community, with social and moral independence.
9. Develop an awareness of different careers and career choices they can make.

Appendix 1 PSHCE SCHEME OF WORK – (JIGSAW SCHEME OF WORK)

The Jigsaw Scheme is planned around 6 half-termly units. These units are:

1. Being Me in My World
2. Celebrating Difference
3. Dreams & Goals
4. Healthy Me
5. Relationships
6. Changing Me

Appendix 2: The school values system and the Cycle of Whole School Assembly focuses

Assemblies during the course of the Year will visit each the school values as well as reinforce main points from Jigsaw.

There are 12 school Values. These are celebrated every half term:

1. Moral Conduct
2. Self Esteem
3. Resilience
4. Communication
5. Independent Learning
6. Co-operation
7. Friendship
8. Honesty
9. Kindness
10. Trust
11. Courage
12. Happiness