

Holbrook Primary School PSHE and Citizenship Policy

Background and Philosophy

The personal, emotional and social development of children plays a significant part in their ability to learn and achieve. The school curriculum should promote children's self esteem and emotional well-being. It should help children form, and maintain, worthwhile and satisfying relationships based on respect for themselves and for others at home, at school, at work and in the wider community. PSHE & C, including sex, relationships and drugs education contributes significantly to all five national outcomes for children: being healthy; staying safe, enjoying and achieving, making a positive contribution and economic well being. Within the new National Curriculum Orders- Curriculum 2000, it is made explicit that the personal and social needs of the child are not peripheral but central.

At Holbrook, we aim to equip children with the skills necessary to lead healthy and responsible lives as individuals and as active members of society. We hope to ensure that children are able to respond positively to challenges and responsibilities and to cope with changes and adversity.

We are committed to the National Healthy Schools Programme and to achieving Healthy School status. Our PSHE and citizenship curriculum, including sex, relationships and drugs education support the aims of that programme.

Aims

The PSHE programme will reflect the ethos of the school. It will demonstrate and encourage the following values:

- Respect for self

- Respect for others

- Responsibility for one's actions

Through a broad, balanced and differentiated curriculum we aim to:

- develop skills of communication, enquiry, participation and decision making;

- give children practical knowledge of issues they face as they get older;

- help children understand and manage a wider range of relationships as they mature;

- develop respect for diversity and differences between people, their values and opinions;

- develop a sense of well-being and self-esteem;

- develop an awareness of rights and responsibilities.

help children understand and respect our common humanity, diversity and differences so that they can go on to form effective and fulfilling relationships that are an essential part of life and learning;
develop an awareness of the use/ misuse of medicines and the role of drugs;
enable children to choose activities and food that will keep them healthy.

Objectives

The PSHE & C curriculum at Holbrook will enable children to:

- take increasing responsibility for their own lives;
- develop self-esteem and feel positive about themselves;
- take part in discussions and in decision-making;
- develop relationships through work and play;
- consider social and moral dilemmas faced in every day life;
- ask questions;
- ask for help;
- develop a healthy, safe lifestyle;
- make the most of their abilities;
- prepare to play an active role as citizens;
- respect the differences between people.

Content and Delivery

Our PSHE & C programme is based upon the National Curriculum Framework for personal, social and health education and citizenship at key stages 1 & 2, Curriculum Guidance for the Foundation Stage and Excellence and Enjoyment: Social and Emotional Aspects of Learning. It provides a context within which to focus on achieving successful accreditation to the National Healthy Schools Standard.

The content of the PSHE & C curriculum is divided into 4 main strands:

Personal development- developing confidence and responsibility and making the most of their abilities;

Healthy Lifestyle- developing a healthy, safer lifestyle;

Relationships- developing good relationships and respecting the differences between people;

Citizenship- preparing to play an active role as citizens.

The planned curriculum has a variety of issues and concepts that are introduced and revisited as children move through the school. Through this approach we hope to develop children's skills as they mature. (see appendix)

PSHE & C will be provided through a combination of:
discrete curriculum time;

teaching through and in other subjects/ curriculum areas;
circle time
assemblies
PSHE & C activities and school events/trips.

The teaching of PSHE & C is a whole staff responsibility as the skills and attitudes permeate across all aspects of school life. However, the day to day planning and teaching of lessons is the responsibility of individual class teachers following our scheme of work which is based on, as a core, the SEAL materials along with 'Health For Life' and 'I am, I know, I can'.

Partnerships:

Pupils

We recognise that our PSHE & C programme will be more effective by involving pupils in the following ways: consultation through our School Council and Class Councils; through Circle Times and through discussions/debates.

Parents

We value our partnership with parents in the education of their children and take every opportunity to inform them through: the school prospectus; inviting parents to discuss their child's development and any matters they are concerned with; inviting parents to a meeting to discuss sex education prior to videos shown in school during KS2. (see Sex Ed. Policy)

Parents do have a right to withdraw their children from sex and relationship lessons. Any parent wishing to do so should discuss it first with the Head Teacher. This does not include those elements that are in the National Curriculum document for science.

We also need to make it clear that even when a child has been withdrawn from sex and relationship lessons, if the child should ask questions at other times, these will be answered honestly by staff.

The Wider Community

The learning environment extends beyond the classroom and we take every opportunity to involve outside agencies such as health: the school nurse; local business and voluntary organisations.

Confidentiality

In the context of PSHE & C, children sometimes make personal disclosures and generally the member of staff concerned will maintain a child's confidentiality. However, children must be aware that it is necessary for the school to act upon certain disclosures, and so a promise

of confidentiality can not be made. If it is believed that a child is at risk or in danger, or, if there has been an illegal activity, the Headteacher must be informed and action will be taken in the best interests of the child.

Answering difficult questions

Sometimes during PSHE & C sessions, a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered immediately, and can be addressed individually later. Individual teachers must use their skill and discretion in these circumstances and refer to the Headteacher if they are concerned. No teacher, or adult supporting the delivery of the PSHE programme, is obliged to answer personal questions from the children.

Assessment, Monitoring and Evaluation

Children's progress in PSHE& C is measured against QCA end of Key Stage statements which have been broken down into year group 'I can' statements within the scheme of work.

The subject leader is responsible for monitoring children's progress and evaluating the effectiveness of the policy. The subject leader will report to the Head Teacher and Governors at the end of Autumn Term 2, Spring 2 and Summer 2.

Links with other policies:

Sex Education Policy

Drugs Policy

Health and Safety Policy

Child Protection Policy

Behaviour Policy

Anti-bullying Policy

No Smoking Policy