



THE CATHEDRAL SCHOOL
OF ST. SAVIOUR AND ST. MARY OVERIE

PHSE Policy

Policy for PHSE

1 Introduction

Personal, Social and Health Education is central to the educational entitlement of all children at Cathedral School, and, as a cross - curricular dimension, permeates all aspects of life in school. It is encompassed within the teaching of several subjects, notably, PE, Science, RE and a number of the cross - curricular themes. It is an integral part of the whole curriculum, and is not a separate subject.

As a school which aims to be a Rights Respecting School as defined by UNICEF, Cathedral School recognises that personal, social and health education is of paramount importance in ensuring understanding of and respect for views and expression of those views (Articles 12 and 13 of the UN Convention on the rights of the Child), as well as developing an understanding in children of the concepts of rights and responsibilities. The UN Convention is, we believe, a foundation stone of our provision of PSHE for learners at Cathedral School.

The way the curriculum is managed, its organisation and the varying teaching styles used are central to the schools philosophy and ethos, its aims, attitude and values. All contribute to the personal and social development of children in school.

2 Aims and Objectives

Through a variety of learning experiences Cathedral School enables each child to:

- develop self awareness, positive self esteem and confidence
- develop a healthy lifestyle
- learn to keep themselves and others safe
- learn to value and respect the differences between themselves and others
- develop independence and responsibility
- play an active role as members of society
- make the most of their abilities
- acquire personal qualities and values
- develop social skills
- value and respect belongings / living things/ environment
- be able to share / co-operate
- recognise and reflect on their rights and responsibilities as outlined in the UN Convention on the Rights of the Child, and the implications this has for their future development and conduct as citizens.

3 Skills

All children should be encouraged and taught the following skills:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;

- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues; develop good relationships with other members of the school and the wider community

4 Attitudes

All children should be enabled through PSHE to become healthy, independent and responsible members of society and be encouraged to play a positive role in contributing to the life of the school and the wider community.

5 National Curriculum Programmes of Study

Alongside National Curriculum subjects, cross - curricular themes form an integral part of the social personal development of our children. Health education considers the physical and sexual development of the child. PSHE will be taught within the National Curriculum framework using the SEAL documentation as guidance and support.

6 Planning

Areas of school life which have an influence on children's personal and social development include:

The school environment, the care given to the children's surroundings, the use made of playgrounds and other spaces, the safety of the premises.

Relationships between staff and children, children and children, children and parents. The use of people and organisations in the community to support pupils personal and social development, including health professionals, local employers and specialist organisations.

The attention given to the care and support for members of the school community, including staff, children, parents and Governors.

A classroom climate which encourages all children to explore and encourages a high level of interest.

Opportunities for development outside the classroom situation through responsibilities, extra - curricular activities, educational visits.

Differentiation takes place at all levels of the curriculum:- teaching materials, lessons, resources being adapted to the needs of the child. SEN support both for the gifted and less able is given as indicated in the relevant policy.

7 How it is taught?

Foundation Stage

We teach PSHE in Nursery and Reception classes as an integral part of the topic work covered during the year. In 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 Foundation Stage Guidance. Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set

out in the Foundation Stage Guidance. PSHE is observed on a daily basis as the children progress through the day. It is also taught through 'Circle Time' and lessons using books and stories.

Key Stage 1 and 2

In Key Stage 1 separate PSHE lessons are planned into the timetable using the school's PSHE scheme of work. PSHE is also taught as an integral part of the curriculum through other subjects such as; history, geography, P.E, Science, R.E and literacy.

Planned opportunities for personal and social development exist across the curriculum, not only in time designated as P.H.S.E Work to develop this cross-curricular dimension may be included in class, or school based topics, for instance a project on 'Ourselves'. This could include work in Science, RE, English or History. A topic in Science on 'Healthy Bodies' could focus on food and diet, exercise, smoking or drug or solvent abuse.

We provide opportunities for personal and social development through a variety of strategies:

- Individual, peer group, collaborative group work
- Discussion and role play
- Involvement in a range of problem solving activities
- Preparation and presentation of tasks for different audiences
- Positive self-assessment
- Positive marking, with verbal or written comments.

Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, children are encouraged to form their own attitudes and values. By building positive working relationships between children and staff, all members of our school family are valued as individuals. They learn to see the need for good manners, self discipline and appropriate behaviour in whatever situation they find themselves in.

Children are encouraged to share their thoughts and ideas.

7 Record Keeping

Notes on a child's personal, social and health development are kept as part of the school's assessment packs, monitored and managed by each class teacher. Information on children in the foundation stage are kept in a child's early years profile.

8 Monitoring, Continuity and Progression.

All staff encourage positive approaches to behaviour and our discipline policy reflects this. It sets clear guidelines for both parent and child.

Cathedral School provides opportunities for parents, the community and outside agencies to contribute to the personal and social development of its children through their active involvement in the life and philosophy of the school.

9 Resources

An inventory of all PSHE resources in each classroom and communal staff areas is kept by the PSHE co-ordinator.

10 Equal Opportunities

In P.H.S.E care should be taken to ensure that Equal Opportunities are addressed. Please refer to the school policy.

11 Areas for future development

- To look for further ways to build positive achievements for the children
- To continue to develop the resources available for Health Education
- To keep all staff informed of current practice and courses available
- To use staff INSET sessions for training.
- To raise awareness among all staff of their contribution to the children's personal and social development and to agree the overall aims, objectives and priorities
- To provide appropriate support and training for staff

Appendix

Confidentiality

All staff should feel that the school has clear policies on confidentiality and on the teaching of sensitive and controversial issues.

All staff need to be clear about the rules of confidentiality which apply in these circumstances.

The following general principles should be considered:

- Children's records and information about them are confidential and care should be taken on when passing information to different agencies.
- Staff are not able to offer children or their parents unconditional confidentiality. If staff receive information about behaviour likely to cause harm to a child or to others, they need to pass it on to the appropriate agency.
- Staff should make it clear to children that although most information can be kept confidential, some may need to be passed on in the child's best interests
- Where outside agencies and others provide support for the P.H.S.E programme, they must be made aware of and abide by the policy about disclosure and confidentiality. However, they may also have a role in providing advice and support directly to the children.
- Other professionals are bound by their own codes of confidentiality e.g. the School Nurse, the school Police Liaison Officer.

In lessons, teachers should establish from the beginning that it is inappropriate to disclose personal information. Ground rules in which children agree not to pressure one another to answer questions about their own experiences also apply to staff. Governors should be consulted in the instance of any change to the curriculum.

In the first instance, the Headteacher should be informed of any circumstances which staff are unhappy with. In his / her absence the Deputy Headteacher should be informed.