

CHINTHURST SCHOOL



PSHE POLICY

TB/WB/SN February 2016 (Review Date February 2017)

PSHE at Chinthurst

‘Personal, social and health education (P.S.H.E.) and citizenship, help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.’

(National Curriculum Handbook for Teachers)

‘Chinthurst School is a non-denominational school with a Christian ethos and is committed to ensuring that pupils reach their full potential in terms of their physical, academic, creative, social, emotional and spiritual development. The school provides a happy environment where the pupils grow in self-confidence and become responsible, adaptable and caring members of the community’.

At Chinthurst, we aim ‘to provide a friendly and happy ‘family’ environment in which each pupil is encouraged to act with courtesy, consideration, and tolerance towards others’. Social issues and behaviour towards others are introduced and discussed with the pupils in a variety of ways; whole school assemblies, class assemblies, year assemblies, and tutor groups as well as informally in daily situations which may arise. In addition, 1 weekly session is built into the timetable, where all pupils are introduced to a more structured programme of themes.

The school curriculum covers many areas of study, but it does not necessarily prepare children to deal with everyday life. The Education Reform Act recognised that children should receive a ‘broad and balanced curriculum which prepares them for adult life..’ including such areas as Citizenship, Health Education, and Careers.

At Chinthurst, all pupils are encouraged to take part in a wide range of activities across the curriculum, and to contribute fully to the life of their school community. In doing this, they learn to recognise their own worth and the importance of working well with others. The P.S.H.E. Programme at Chinthurst is designed to raise the pupils’ awareness of others as well as to help them to develop their own inter-personal skills, which are vital in preparing children for adult life.

Children need to reflect on their own experiences and learn to understand how they are developing both personally and socially. They need to learn to understand our common humanity with its diversity and differences, so that they can go on to form effective and fulfilling relationships themselves.

The aim at Chinthurst is that we will work with parents and the broader community in order to develop the knowledge, skills, attitude and values required to:

1. become confident and effective members of a modern, multicultural and technological society;
2. take control of and be responsible for their own lives;
3. fulfil their potential.

The effective delivery of PSHE and Citizenship contributes towards the maintenance of good behaviour and an orderly atmosphere at Chinthurst and also strengthens the links between the local community and the School.

AIMS

There are four themes by which the aims for PSHE/Citizenship are described:

1. DEVELOPING CONFIDENCE, RESPONSIBILITY AND ACHIEVING POTENTIAL

What

- a. talk and write about *and explain* their opinions on issues that affect themselves and society.
- b. face new challenges positively
- c. recognise their successes and failures, to set personal targets
- d. know that the onset of puberty can have significant effects on a young person's emotions and views.
- e. know of a range of jobs carried out by people they know and as encountered in their school work, e.g. Scientists, Artists, Sports People, Vets, Doctors, Dancers, Composers, Musicians.
- f. be prudent with their money and to understand the benefits of saving for certain purchases

How

- i. helping to make and follow classroom rules.
- ii. responsibility for keeping their classrooms clean and tidy and have a 'duty rota'.

- iii. having their achievements (in and out of school) recognised and celebrated by various systems, e.g. achievement assemblies, positive reinforcement during normal classroom lessons, etc.
- v. residential and/or activity trips are offered to all pupils during their time at the School and all pupils are encouraged to participate.
- vi. the School and local community have extensive activities and clubs on offer to the pupils .
- vii. our work on PSHE and Citizenship which has been used to enhance the quality of display work and assembly themes.
- viii. allowing pupils to support others, e.g. mentor, supporter, befriender
- ix. a discussion of the travel options available to pupils for their journey between home and school - considering issues such as safety, health and pollution.
- x. the maintenance of a prep diary and the collation of an achievement portfolio.

2. PREPARING TO BE AN ACTIVE CITIZEN

What

- a. contribute to the life of the class and school communities.
- b. make sensible choices, know their own likes and dislikes and develop a sense of fairness/unfairness and a sense of right/wrong.
- c. identify, describe and deal effectively with their feelings towards themselves and others (especially their family).
- d. realise their strengths and learn from their experiences, successes and failures.
- e. understand that they will already belong to certain communities, e.g. family, clubs, school.
- f. understand that money can come from different sources and that sometimes it can be used for any reasonable purpose and at other times it must be used for specified purposes.
- g. learn about the damage and good that can be done to our local environment and who the people are that affect it.
- h. understand that resources come from various sources and that they are usually provided under certain restrictions. Pupils should also understand that the allocation of these resources have significant effects on individuals, communities and the sustainability of the environment.
- i. research, discuss and debate topical issues (local, national and international), with one other person or the whole class, such as:
 - where the raw materials for consumer products come from and how they are produced (to include food, plastics, etc.);
 - aggressive behaviour;
 - dealing with harassment;
 - the concepts of fairness, good/bad and right/wrong;

- simple political issues;
 - simple environmental issues such as litter, landfill, pollution, etc.;
 - the prudent use of money.
- j. understand the need for rules and laws and their adherence. Pupils should also know how they are made and enforced and how they can take part in making and changing them.
 - k. understand about the basic local and national democratic institutions.
 - l. understand about the basic structures within the welfare state such as education, health, support for the unemployed, etc.
 - m. understand about the role of voluntary, community and pressure groups in society.
 - n. explore how the media presents issues such as marriage, the family, adolescence, different religions, etc.
 - o. develop skills which enable them to be effective in personal relationships.
 - p. respect rational argument and show a readiness and an ability to negotiate and amend their opinion in order to reach a consensus and resolve conflict reasonably using non-violent ways.
 - q. understand about the basics of the world of work - opportunities, working hours, salary, holidays, etc.
 - r. develop skills which enable them to respond effectively to anti-social and aggressive behaviours, such as teasing, bullying, racism and to ask for help.
 - s. reflect on spiritual, moral, social, and cultural issues at appropriate times, such as in assemblies, when they can imagine themselves experiencing events in other people's lives.
 - t. know that all members within a family, school or broader community have certain responsibilities, duties and rights. Pupils should also understand that different rights and responsibilities need to be considered together to avoid conflict, e.g. a parent has a duty to deal with a child's inappropriate behaviour and will need to take into account the rights of that child.
 - u. know about and value their own culture and society .
 - v. respect and understand the diverse national, regional, religious and ethnic identities, societies and cultures in the U.K.

How

- i. the School Community has developed and put into action a '**code of behaviour**'. This code is simple to understand and to remember. It was drawn up following consultation and agreement between the pupils and all staff (teaching and non-teaching) and is annually reviewed.
- ii. discussions on issues such as how to save and spend money sensibly (including pocket money and contributions to charities), and the sources and use of financial and natural resources.

- iii. allowing pupils to participate in the School Council and associated procedures - this is a useful vehicle for delivering an understanding of the democratic process.

3. DEVELOPING SKILLS AND KNOWLEDGE FOR A SAFER AND HEALTHIER LIFESTYLE

What

- a. **family life** - the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.
- b. **safety rules** for different environments e.g. at home, on the road, at school, during play and about people who can help them to stay safe.
- c. that **World Health** has a global dimension and to understand the responsibility of groups, organisations and society for the health of the individual and the community.
- d. what contributes to a healthy lifestyle:
- the importance of exercise in promoting good health;
 - the association between diet and health; the nutritional value of various foods; the importance of good food preparation and handling;
 - the names of the main parts of the body;
 - the maintenance of good personal hygiene;
 - that all household products can be harmful if not used properly;
 - how some diseases (**e.g. bacteria and viruses**) spread and can be controlled;
 - the use/misuse, effects and dangers of legal and illegal drugs such as alcohol, tobacco, medicines, etc.;
- e. the physical, emotional and social aspects of an individual's development as a male or female, personal relationships; responsible attitudes and appropriate behaviour. Pupils should know about the process and changing needs as people grow older (e.g. how the body changes as they approach puberty). Preparation for changes such as starting a new school can be related to this theme.
- f. that some kinds of physical contact are acceptable and appropriate and that others are not. N.B. The concepts of acceptable and appropriate are subject to cultural and religious influences as well as the relationship between the individuals.
- g. that pressure to behave in an unacceptable or risky way can come from a variety of sources, usually people they know.
- h. how to ask for help and how to resist the pressures to do what they know is wrong.

How

- i. approaching Health Education topics by a process of enquiry and investigation through practical projects and surveys - including observation, measurement and analysis.
- ii. our work on PSHE and associated investigations has influenced the lunchtime menu, and the nature of break time snacks which can be brought in to school.
- iii. discussing issues that affect their health and well-being such as smoking;
- iv. selecting healthy options in school meals, what to watch on television and what games to play.

4. DEVELOPING POSITIVE RELATIONSHIPS AND RESPECTING OTHERS

What

- a. play and work cooperatively.
- b. be aware of different types of relationships within families and between individuals, e.g. husband/wife, partners, brother/sister, friends.
- c. realise that other people and living things have needs, and that they may have responsibilities to meet them, e.g.
 - i. taking care of family and friends.
 - ii. looking after pets properly.
 - iii. listening to and understanding other peoples views.
 - iv. caring about other people's feelings and trying to understand their point of view.
- d. recognise how their behaviour affects other people.
- e. recognise, respect and celebrate the differences and similarities between people and to recognise and challenge stereotypes. Pupils should also know that the perceived differences, similarities and stereotypes arise from factors such as culture, ethnicity, race, religion, gender, disability, wealth/poverty.
- f. know that all forms of teasing and bullying are wrong and that aggressive anti-social behaviours, such as racism, can have serious consequences on individuals and communities.
- g. discover how various individuals and groups, in different times and places, have reacted to the kinds of issues with which they have been faced.
- h. know where individuals, families and groups can get help and support on issues such as bullying and racism.

How

- i. sharing equipment with other pupils or their friends in a group task.

- ii. meeting and talking with local people such as religious leaders, police officers, firemen, the school nurse or those who work for environmental pressure groups or international aid organisations.
- iii. taking part in activities with a variety of local groups, including the Fire, Police and Library services, the elderly and children with special needs. This type of activity is particularly good at allowing pupils to:
 - appreciate and experience what others contribute/have contributed to the local community, and how the community has developed over time;
 - learn about and pursue opportunities they have to involve themselves responsibly and effectively in the local community, e.g. collating food parcels for the elderly at Christmas.
- iv. communicating with children in other countries by use of the Internet or postal service.

PSHE WITHIN THE WHOLE SCHOOL CURRICULUM

PSHE is an important part of the pupils education and is evident in many areas of school life. PSHE is taught not only through the specific PSHE lessons, but is also evident in other subject areas such as the Science curriculum (eg. Health and Sex Education) and Art curriculum (eg. recycling), Design Technology (Food technology) and RS (religions, cultures and practices).

PSHE topic areas are also interwoven and evident in assemblies, school visits and is modeled and reinforced throughout the school in the way that teachers interact with pupils and staff and pupils interact with each other. The overarching values of tolerance and respect for each other are very important to the Chinthurst ethos.

ICT

Teachers are asked to find opportunities to link the PSHE curriculum with ICT at every opportunity.

PSHE THROUGH SPECIAL EVENTS AND ACTIVITIES

- i. At Christmas pupils bring in food and pack up parcels for delivery to the elderly.
- ii. On various occasions, pupils visit the elderly or Tadworth Court (eg; Choir).
- iii. At various times there are organised visits into the School by local community groups and visiting speakers, e.g. the local nurse / policeman
- iv. Large group events such as assemblies which can be used to address many aspects of PSHE/Citizenship. Assemblies can

- also offer opportunities for pupils and others to present, music, art and literature from a variety of cultures.
- v. Organised school trips and visits to venues such as museums, art galleries or community projects.

COMMUNITY PROJECTS

These are usually ongoing. Presently there has been a focus on developing the awareness of creating a 'Greener Environment' by highlighting the issues of recycling / our own responsibility to keep our own environment clean / and growing our own vegetables initiative.

MENTORING

- i. Mentoring provides opportunities for all pupils to act as mentors to younger pupils and to be mentored by senior pupils: Tutor groups / Prefects system / dining table monitors
- ii. 'Buddy system' helps new pupils settle in and allows pupils who are alone the opportunity to build new friendships.

THE SCHOOL COUNCIL

This is an excellent method of imparting the concepts of the need for rules, the democratic decision making process and accountability. Through the School Council, pupils have:

- i. contributed in an effective manner to school policies such as the 'Code of Behaviour' policy.
- ii. explored opportunities of how to improve the School
- lii been consulted on suggesting healthy eating options for the menu

GUIDELINES FOR TEACHERS

A number of areas, which are raised in 'self-awareness' and 'Health Education', deal with issues which require sensitive handling. Before dealing with areas that explore children's feelings and relationships, it may be necessary to be aware of recent experiences that any children may have had, so that you can avoid activities, which might upset them.

Eg; 'Bereavement', 'Family separations' etc..

Whenever any sensitive issues are being explored in discussions, it is important to make children realize that they do not have to share personal experiences with the rest of the group unless they want to.

Many of the issues raised are whole school issues, and can be introduced to the whole school at the same time. Alternatively some issues may be more effectively dealt with across a year group through team teaching. It is always helpful for staff to look at the themes in advance and discuss approaches and ways of working.

AREAS OF STUDY

The knowledge, skills, and learning, which are covered are broken into 5 key areas:

1. Self-awareness
2. Health Education
3. Other People and Relationships
4. Citizenship and Responsibilities
5. Environmental Education

PROGRAMME OF STUDY

The Programme of Study is organized into suggested topic areas to be covered. Each topic comes with photocopiable worksheets for the pupils as well as teachers notes and advice. The Programme of Study is designed to encourage thought and discussion. It is not a 'rigid' scheme of work, and any worksheets should not be treated as exercises that have to be completed. They are simply a teaching aid to direct thought and understanding

It is suggested that the topics are introduced broadly in the order set out below, however, the 'Programme of Study' deliberately allows for a degree of flexibility in how and exactly when these topics are dealt with, as well as the inclusion of any other 'topical' issues.

This 'Programme of Study' should be seen as a 'working document' and a framework that can be regularly reviewed and added to.

**P.S.H.E.
PROGRAMME OF STUDY**

Years 3 & 4

1. Me as a Person

- Thinking about me
- A future me
- A confident me

2. Me and My Health

- Me and my opinions
- Me and my Health
- Me and My Body
- Me and Drugs

3. Me and My Relationships

- Me and my Actions
- Me and People from our World
- Me and People I know

4. Me as a Citizen

- Me and my Opinions
- Me and my responsibilities
- Me and my Behaviour
- Me and my Decisions

1. Me as a Person

- Making decisions for me
- Understanding a changing me
- A money-minded me

2. Me and My Health

- Me and my Peers
- My Health and Safety

3. Me and My Relationships

- Me and Other People
- Me and Stereotypes
- Me and People who help me

4. Me as a Citizen

- Me and my Identity
- Me and Democracy

1. Self Awareness

- Me – Passport information
- My Timeline
- A week in my life
- My positive qualities

2. Health

- Diet – healthy foods and food facts
- Fitness and exercise
- My Typical Day
- Looking after myself – clean body and clean clothes

3. Drugs

- Types of drugs
- Dangers / Advice / Keeping safe

4. Conflict

- My rights and Responsibilities
- Coping with conflict situations

5. Growing up

- Growing and changing
- Physical changes
- Coping with changes

6. Feelings

- Our own feelings
- Coping with difficult personal situations - loss
- Understanding others' feelings
- Our feelings towards others
- Friendship

7. Bullying

- What is bullying?
- Why are there bullies?
- How to deal with a bully

8. Differences

- Understanding People who are different from us
- Nationality / Culture / Belief / Customs
- Physical differences – colour / sex / disabilities
- Are you prejudiced?

9. Our Environment

- Litter
- 5 point plan
- recycling and cutting out waste

10. Organization

- Do you organize your time well?
- Learning can be easy – 'learning skills'

