



Personal, Social, Health & Citizenship Education Policy

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***Loving Learning,
Striving for Success,
Achieving Everyday***



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Personal, Social, Health and Citizenship Education Policy

This policy was written in July 2013 and consultation was carried out with staff, pupils, parents and governors. It has been amended in September 2015. It will be reviewed in September 2016.

1. School Background Information

Colegrave Primary School is located in Stratford, in the London Borough of Newham. It has approximately 600 children on role and caters for children between the ages of 4 and 11 inclusively.

2. Key contacts:

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| 2.1 | PSHE Co-ordinator: | Kirsty Addae |
| 2.2 | Child Protection Co-ordinator: | Eugene O’Riordan |

3. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- 3.1 School Handbook / Prospectus
- 3.2 Staff Handbook / Induction materials
- 3.3 Governor Handbook / Induction materials
- 3.4 Pupil documentation

4. National Curriculum Context

- 4.1 National Curriculum Document 2013 sets out that;

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.

- 4.2 Despite PSHCE being a non-statutory subject in the National Curriculum, we at Colegrave Primary School believe that; The personal development of pupils play a significant part in their ability to learn and to achieve. Therefore the inclusion of PSHCE in the taught and hidden curriculum is fundamental.

5. School Statement

At Colegrave Primary School we believe that Personal, Social Health Education and Citizenship enables children to become healthy, independent and responsible members of society. In

encouraging our pupils to play a positive role in contributing to the life of the school we help to develop their sense of self worth. We ensure that they experience the process of democracy through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

6. Aims

We aim to support pupils to:

- 6.1 Develop confidence and responsibility and to make the most of their abilities.
- 6.3 Develop a healthy, safer lifestyle.
- 6.4 Develop good relationships and to respect the differences between people.
- 6.5 Develop an understanding of their rights and responsibilities.

7. Model of Delivery

The development of the PSHCE curriculum at Colegrave consists of a combination of structured termly planning and a variety of whole school approaches such as assemblies, Anti Bullying week, Black History Month and school council.

In the Early Years we relate the PSHCE aspects of the children's work to the objectives set out in the Foundation Stage framework and the Early Learning Goals for Personal, Social and Emotional development and Understanding of the World. The children develop a positive image of themselves and others and develop the knowledge and skills and understanding that helps them make sense of the world.

- 7.1 Timetable allocation 30 minutes per week
- 7.2 Other provision Assemblies once per week linked to PSHCE theme.
Year 6 SRE lessons taught.
- 7.3 Staffing All teachers are expected to deliver PSHCE including drugs and SRE. Teachers who wish to withdraw themselves from this subject should discuss the matter with the Head teacher.

8. Overview of PSHCE Curriculum

SEALS Curriculum

Theme 1	New Beginnings
Theme 2	Getting on and Falling out
Theme 3	Going for Goals
Theme 4	Good to Be Me
Theme 5	Relationships
Theme 6	Changes
Theme 7	Say No to Bullying

Colegrave Primary School Scheme of work

Autumn Term 1 Years 1 3 4	We're All Stars Community rights and responsibilities. Getting to know each other. Working together	Years 2 4 6	It's Our World The wider community and local democracy, Rights and responsibilities, Environmental awareness and sustainability issues.
Autumn 2 Years 1 3 5	Be friendly, Be wise Making and sustaining friendships, conflict resolution, Anti Bullying, Keeping safe at home and outdoors	Years 2 4 6	Say No! Drugs Education: medicines and legal drugs, Drugs Education: illegal drugs and risk-taking behaviour, feeling safe, Anti bullying
Spring 1 Years 1 3 5	Living Long, Living Strong Change and hygiene, Healthy Eating and exercise, Goal setting and motivation.	Years 2 4 6	Money Matters Understanding finance and money, Shopping and budgeting, Risk and debt, Goal setting and motivation.
Spring 2 Years 1 3 5	Daring to be different Identity and self esteem, Difference and Diversity, Peer influence and assertiveness	Years 2 4 6	Who likes chocolate? Fair trade, Globalisation, Inequalities, Hunger and poverty, Media and stereotyping.
Summer 1 Years 1 3 5	Dear Diary Comfortable and Uncomfortable, felling, problems in relationships, Anti bullying, Help and support	Years 2 4 6	People Around us Global citizenship, Different identities around the world, challenging prejudice, support networks – relationships and families
Summer 2 Years 1 3 5	Joining in and joining up Needs and responsibilities, Participation, local democracy, voluntary groups, fundraising	Years 2 4 6	Growing up SRE: Growing up and developing, changing and relationships Managing change and transitions.

9. Healthy Schools

Colegrave Primary School is currently working towards getting the Healthy Schools Award. This will involve making sure the food we eat at school is healthy and balanced, educating our children on how to look after their bodies through physical activity and how to keep our bodies fit and healthy.

To obtain this award we will be working closely with other subject areas such as Design & Technology, Science and PE to promote healthy living.

10. Training

All staff will be given appropriate training and support and the co-ordinators will have access to specialist training.

11. Resources

Governors and staff will ensure that the resources used

10.1 Reflect the needs and ages of pupils.

10.2 Reflect the cultural diversity of the school community

Are reviewed and updated when this policy is revised. Resources will be located with other humanities resources in an accessible location.

Books can be found in the staff library.

12. Parents / Carers Involvement

In order to enable the parents / carers to play an active role in their child's personal and social development

11.1 Awareness raising sessions on key issues will be actively sought.

11.2 Parents will be involved in any development and review of the policy and programme.

11.3 The full policy will be made available to parents / carers on request.

11.4 A summary will be included in the school prospectus.

11.5 The school will inform parents / carers of their child's progress in termly and annual reports.

13. Agency Involvement

Guest speaker with specialist knowledge can be used providing they work within the agreed protocol. As part of our Healthy Schools work we have close links with the cycle training and the school nurse, who can provide inset training for staff and taught sessions for pupils when necessary. If deemed appropriate support from other agencies may be sought.

14. Monitoring and Evaluation

The PSHCE Co-ordinator will be responsible for:

13.1 Ensuring the policy and programmes are implemented as agreed.

13.2 Supporting staff to assess pupil's progress.

13.3 Monitoring planning and teaching.

Confidentiality Policy

1. Aim

To ensure that all members of the school community understand their respective roles in relation to confidentiality.

2. Pupils

The school will ensure that pupils:

- 2.1 know that teachers cannot offer unconditional confidentiality.
- 2.2 are reassured that their best interests will be maintained.
- 2.3 know that if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- 2.4 are encouraged to talk to their parents or carers and are provided with support to do so.
- 2.5 are informed of alternative sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice centre.
- 2.6 are given the opportunity to agree ground rules for lessons where sensitive issues may arise. These ground rules should be behaviour focused and implementation should be consistent and rigorous.

3. Parents/carers

The school will ensure that parents / carers:

- 3.1 understand the school's policy in relation to confidentiality.
- 3.2 are encouraged to talk to their children and opportunities to support them in this are built into school planning.

4. Staff

The school will ensure that staff understand:

- 4.1 the school's policy in relation to confidentiality;
- 4.2 that they cannot offer unconditional confidentiality to pupils;
- 4.3 the boundaries agreed by the school in relation to sensitive issues;
- 4.4 the agreed procedure for recording and reporting disclosures and the nature of access to this information.

5. Headteachers and Governors

Headteachers and governors should monitor:

- 5.1 disclosures to staff within the agreed boundaries in the school.
(If disclosures are frequent this may point to deficiencies in young people's awareness of, or confidence in, sources of confidential medical advice. This should be addressed in the school's PSHCE programme)
- 5.2 for consistency in implementation of the policy, ensuring boundaries are not being overstepped and that new staff receive information about this policy in their induction.

6. Specialist Agency Involvement

Outside agencies working with the school will work within the agreed framework for Agency Involvement.

7. Boundaries

The following has been agreed by school staff:

- 7.1 If there is any possibility of abuse, school's child protection procedure should be followed.
- 7.2 If a pupil discloses information at an inappropriate time or place, the teacher should talk to the designated member of staff.
- 7.3 If the teacher is unclear about the seriousness of the disclosure, it is important to try to clarify the issue with the designated child protection officer.

8. Recording and reporting confidential information

- 8.1 The school has an agreed process for recording disclosures. All concerns must be recorded on the form for child protection. Additional forms can be found in the staffroom.

Procedure for Agency Involvement in the School

School Statement

The school has agreed to follow a framework for Agency Involvement in schools -

This means that any agency invited to work with the school to support the implementation of the PSHCE framework or Healthy Schools actions will have an organisational meeting with the appropriate member of staff before work in the school commences.