



# PSHE POLICY

# **GREAT BOOKHAM SCHOOL**

## **POLICY FOR PSHE**

### INTRODUCTION

This is a statement of the aims, principles and strategies for the teaching and learning of PSHE. It was developed through a process of consultation with staff, and Governors. It was formally adopted by staff and governors. The policy will be reviewed in 2027.

### WHAT IS P.S.H.E. AND CITIZENSHIP?

It is an integrated programme supporting all aspects of school life and the curriculum.

### CURRICULUM INTENT

Our PSHE curriculum develops the qualities, skills and attributes children need to thrive as individuals, family members and members of society both now and in the future. It has been carefully designed to develop confidence, resilience and self-esteem and provide all children with the skills and knowledge needed to live healthy, safe, productive, responsible and balanced lives, make informed choices and identify and manage risk.

### AIMS

Our aims in teaching P.S.H.E. and Citizenship are that all children will:

- Develop the necessary skills to prepare them for growing up
- To become active members of a democratic society
- To be aware of safety issues and how to be safe online
- Be able to appreciate the feelings and opinions of others
- Learn what is necessary to develop healthy bodies and healthy lifestyles
- Enjoy and value the friendship of others
- Gain an understanding of others culture.
- Be suitably prepared to play an active role as citizens, developing a healthy, safer lifestyle, good relationships and respecting the differences between people
- Show an interest in their work, sustaining concentration and developing independence in personal study
- Behave well in and around school, being courteous and trustworthy, showing respect for people and property and developing an awareness of their place in the community
- Form constructive relationships with children, teachers and other adults – working collaboratively when required
- Show respect for other people’s feelings, values and beliefs

- Show initiative and a willingness to take responsibility
- To promote pupils intellectual, physical and personal development and prepare them for the next stage in education
- Be supported and enriched by extra-curricular provision including sports
- Develop a spiritual dimension within their own life
- Learn right from wrong, developing a framework of moral values
- To be aware of British Values and how they are central to life in Britain
- To leave school with the confidence, skills and knowledge in financial matters to take part fully in society
- To help and support pupils through their physical, emotional and moral development
- To grow and develop and make responsible and well informed decisions
- To know about bullying, why it happens and the effects it has on people
- To know school safety rules relating to medicines, alcohol and other drugs

### THE TEACHING OF CITIZENSHIP AND P.S.H.E.

P.S.H.E. and Citizenship is taught in a weekly session but is also integrated with other curriculum areas particularly R.E., Science, Drama and P.E. It is present in all curriculum areas and in the general ethos of school life.

In accordance with the National Curriculum outlines, children will be given opportunities to develop confidence and responsibility and to make the most of their abilities.

They will be taught:

- To talk and write about their opinions, and explain their views of issues that affect themselves and society
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- To recognise, as they approach puberty, how people's emotions change at one time and how to deal with their feelings towards themselves, their family and others in a positive way
- About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- To look after their money and realise that their future wants and needs may be met through saving
- Pupils will also be prepared to play an active role as citizens

They will be taught:

- To research, discuss and debate topical issues, problems and events

- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- To resolve differences by looking at alternatives, making decisions and explaining choices
- What Fundamental British Values are and what democracy is, and about the basic institutions that support it locally and nationally
- To recognise the role of voluntary, community and pressure groups
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- To explore how the media presents information

Pupils will be led to develop a healthy and safe lifestyle.

They will be taught:

- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- That bacteria and viruses can affect health and that the following simple, safe routines can reduce their spread
- About how the body changes as they approach puberty
- Which commonly available substances and drugs are legal and illegal, their effects and risks
- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use and judging what kind of physical contact is acceptable or unacceptable
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- School rules about health and safety, basic emergency aid procedures and where to get help

Pupils will learn about developing good relationships and respecting the differences between people (see Sex and Relationships Policy)

They will be taught:

- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view

- To think about the lives of people living in other places and times, and people with different values and customs
- To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- To recognise and challenge stereotypes
- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- Where individuals, families and groups can get help and support

### CONTINUITY AND PROGRESSION IN P.S.H.E.

Planning in P.S.H.E. is a process in which long, medium and short-term perspectives are considered.

The children will be given opportunities to:-

- Take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender)
- Feel positive about themselves (for example, on the successful achievement of personal targets by contributing to a whole school production or event)
- Participate (for example, in the procedures of the School Council)
- Make real choices and decisions (for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)
- Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers.)
- Develop relationships through work and play (for example, communicating with children in other countries by satellite, e-mail or letters, with local children via School Council ELP Confederation)
- Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)
- Prepare for change (for example, transferring to secondary school)

Long-term planning is shown in the 12-term grid prepared by Subject Teams.

Medium-term planning is shown in the termly schemes of work presented in fortnightly/weekly format prepared by Year Teams.

Short-term planning is shown by individual teachers' weekly planning document.

## INCLUSION AND EQUAL OPPORTUNITIES

We aim to meet the individual and varied needs of all pupils so that every child has the opportunity, support and encouragement necessary to achieve their full potential.

## COLLECTIVE WORSHIP

This is an integral part of planned school life, recognising that spiritual insights will develop an awareness in pupils of how they relate to others and so play an important part in both moral and social development. They also provide an opportunity to consider life's fundamental questions.

CENTRAL resources in P.S.H.E. are the responsibility of the Curriculum Team. Apart from materials relating to specific curriculum areas i.e. R.E. scheme, Science scheme, they will be in the Library & Resources Room and will include moral stories, cultural information, stories and poems.

Human resources will include:-

- Teacher – pupil relationship or interaction
- TA – pupil relationship or interaction
- Pupil – pupil relationship or interaction
- The local community e.g. police, fire-brigade, drugs related drama group, St Nicolas Church
- Surrey Junior Citizen scheme

There is a planned budget for expenditure based on the School Development Plan.

INFORMATION technology is used in multi-media for the science element of P.S.H.E.

THE LIBRARY is used in P.S.H.E. for a wide range of issues including roles of people in society, keeping fit and healthy, family life, the world of work world-wide, environmental issues, recycling, stories with moral and multi-cultural and equal opportunities.

This policy should be read in conjunction with the Teaching and Learning policy, Health and Safety policy, Inclusion and Equal Opportunities, Sex and Relationship Education policy, Science policy, P.E. policy, Behaviour policy and R.E. policy.

## DISCIPLINE (see Behaviour Policy)

The rules within the school reflect its aims and as such the emphasis is upon instilling in pupils a sense of self-discipline. Pupils are expected to behave sensibly and safely at all times showing good manners and consideration towards adults and peers.

Children will respond to positive encouragement and will in general behave more responsibly if they are given responsibilities. Jobs such as looking after equipment, art areas, putting computers out etc., are not only very helpful they also provide a real opportunity for children to be involved and to be responsible members of the school. There are few specific rules and these are primarily concerned with ensuring the safety of the child.

Clearly, as teachers, we understand the need for mutual respect between the teacher and child. In matters of courtesy, it would be entirely appropriate for a teacher to hold a door open for a child, to 'ask them' more often than 'telling them' to do something. Children should be called by their proper name and never by nickname. Above all, children respond when discipline has a clear purpose, which is explained, and when it is administered in a fair and honest way.

When children, for whatever reason, behave inappropriately, the teacher will deal with it there and then:

- Reprimand
- Time out
- Suspension of privileges (always discuss with class teacher)
- Referral to Key Stage Leader
- Referral to Deputy Head Teacher
- Referral to Head Teacher

When a misdemeanour is serious, the parents should be involved but only after discussion with Key Stage Leader/ Deputy Head Teacher /Headteacher.

P.S.H.E – Long term plan

Year	Autumn	Spring	Summer
R	<p>New to School To say how we can look after ourselves. Class rules. Kindness</p>	<p>Work collaboratively. Taking turns. To know what to do when they disagree.</p>	<p>Set goals. Understand how to be patient. Describe themselves positively. Give examples of good behaviour. Play cooperatively.</p>
1	<p>Tell you some ways that I am different and similar to other people in my class, and why this makes us all special. Explain what bullying is and how being bullied might make somebody feel. Explain why I have special relationships help me feel safe and good about myself. I know that my body parts are private.</p>	<p>Explain why we think our body is amazing and can identify a range of ways to keep it safe and healthy. Know what improves and harms in our natural environments. Explore why we need money. Identify vocabulary to describe our feelings to others. Understand why babies need caring for.</p>	<p>Explain why I have special relationships with some people (marriage). Know how to make an emergency phone call. Understand why it is important to take turns. Know how to manage money. Understand why I am unique.</p>
2	<p>Explain why my behaviour can impact on other people in my class. Explain how it feels to have a friend and be a friend. Explain how it felt to be part of a group and can identify a range of feelings about group work. Give examples of how to spend a budget.</p>	<p>Make valuable contributions and choices. Understand how to stay safe on the roads. Learn to make new friends. Understand growing up and how you will change.</p>	<p>Explain that sometimes people get bullied because they are seen to be different. Explain how I play my part in a group/community. Tell you how I can treat minor injuries. Tell you how I can myself safe. Explain how we can work together.</p>
3	<p>Special person New school Targets Class charter</p>	<p>Similarities and differences Citizenship Rules and responsibilities Help and support</p>	<p>Similarities and differences Safety and risks</p>



	<p>Feelings Environment Relationships Reflection</p>	<p>Community Arguments Showing you care Helping others Rights and responsibilities</p>	<p>Safety and harmful materials Emergency service Feelings and changes Influences New beginnings</p>
4	<p>Getting to know you Lifestyles Coping with stress Feelings What makes me feel? Smoking Exercise/pulse rate Joints Leisure activities Points of view Budget</p>	<p>Doing the right thing Talking about issues Making decisions (including difficult decisions) Consequences Working with money How can I pay for goods and services Relationships- secrets</p>	<p>Growing Childhood Risk finance Stereotypes/ Challenging stereotype Growing and change Residential reflection .</p>
5	<p>Class charter Target setting Learning from mistakes Puberty Emotions and actions Managing worries positively Antisocial behaviour Family responsibilities Fair trade Tact and diplomacy Social responsibility</p>	<p>New Year's responsibilities Target setting Public services and who funds them Finance- what is deducted from my earnings Budget and debt Teasing Liking and loving Personal hygiene Protecting the environment Ignorance and prejudice</p>	<p>Sports leaders Democracy Protect yourself and evaluate risk Unsafe places Fire safety Healthy choices (smoking)</p>
6	<p>Skills for work Looking after local community Role of parliament Settling arguments Bullying</p>	<p>Affordability Moral judgement Sex relationship Education Opinions and judgement Moral judgements Making rules and laws Consumer opinions</p>	<p>Healthy lifestyle Relationships Citizenship Lifestyle- Drugs Moving on</p>