

BLEWBURY SCHOOL ***PHSCE Policy***

N.B. This policy should be read in conjunction with the SRE, Drugs Education, Confidentiality and Behaviour policies.

INTRODUCTION

At Blewbury School we regard PSHCE as an important component of the whole curriculum. We believe that as a health promoting school the promotion of health and well-being is central to the life of the school and its relationships with the surrounding community. At Blewbury School we take very seriously the responsibility to provide a broad and balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental, emotional, social and physical development of pupils at the school and in society.
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.
- Acknowledges and informs pupils about their rights as children and their responsibility for the rights of others under the United Nations Convention on the Rights of the Child.
- All children are entitled to receive sound information about keeping healthy and safe, emotionally and physically.

DEFINITION

PSHCE is concerned with the total well being of the individual. It is concerned with:

- Mental, emotional and physical well being of the individual.
- The responsibility of the individual towards others and the environment.
- The education and understanding of the mental, physical, emotional, spiritual, environmental, cultural and social influences that shape the community and the interactions of individuals within it.
- A holistic model of personal and social development which encourages the making of healthy choices.

Within PSHCE we recognise:

- **Health Education** involves engaging the children in activities that promote their physical well being and encouraging an adventurous approach to exercise, daily living, fresh air and exploration both in and out of school.
- **Citizenship** involves encouraging children to take a responsible role in society. It includes developing the children's awareness of their personal safety and the processes by which they can seek help and information as well as learning the behaviour expected of them as members of society.
- **Drug Education** involves educating the children in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and recreational drugs. See Policy on Drug Education and Drug Incidents.

- **Sex Education** is defined as the information by which a child is enabled to become more aware of him/herself as a person and understand the process of development and reproduction. See Policy on Sex Education.

At Blewbury School we believe that a **lifeskills** approach can be built on traditional life skills programmes and can effectively complement activities intended to enhance self-esteem, communication skills, values clarification and decision making. These policies are therefore closely linked with the school's Equal Opportunities Policy, Religious Education Policy, Behaviour Policy and routines of the school day.

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AIMS

In our school we will aim through implicit and explicit learning experiences to:

- Develop an awareness of social, economic, political and ecological issues.
- Nurture mutual trust and respect between individuals and groups.
- Develop understanding and tolerance.
- Encourage the development of informed and responsible healthy life choices.
- Develop positive attitudes towards health.
- Foster self-respect and self-esteem among all members of the community.
- Give opportunities for children to experience awe and wonder.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.

Within the taught and hidden curriculum i.e. the whole school environment, pupils should be given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home believing that these, along side school links, are essential dimensions of health education. The Framework we have developed is related to the real world and children's experiences.

MANAGEMENT

There is a designated PHSCE coordinator to oversee the planning in the school. The coordinator will be responsible for informing the rest of the staff about new developments and, where appropriate, for organising (and providing) appropriate training. The coordinator will advise colleagues on resources to aid planning and to use in the classrooms (including visits and visitors). A central resource area will be developed, maintained and reviewed annually along with other resources for PSHCE. The coordinator will monitor the curriculum and will report to the Head teacher annually on progress with regard to the school's development plan. The coordinator will attend Partnership and Network meetings and participate in developing the Partnership Development Plan. The coordinator will keep staff informed of developments.

TEACHING AND LEARNING

Activities will be planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used in the delivery of this policy. These will include:

- Circle time and class discussion;
- Imaginative writing;
- Reflection, sharing and showing;
- Role play and drama;
- The use of video and computer technology;

- Visits and visitors where appropriate;
- Class lesson time;
- Peer education;
- Structured group work;
- Play and games.

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Differentiation and progression will be ensured by a variety of approaches:

- The same activity but different expectations of outcome;
- The same theme but different levels of input;
- Allowing for different pace of working;
- Different groupings of children;
- Developing different modules of work at different times of the year for different abilities.

SPECIAL EDUCATIONAL NEEDS

Health Education can:

- Address children's individual needs.
- Increase access to the curriculum.
- Enhance learning skills and develop previous knowledge.

EQUAL OPPORTUNITIES

See Equal Opportunities Policy.

ASSESSMENT

The assessment of PSHCE will take place in all curriculum areas, however clear learning objectives will support the focus of assessed activities. Assessment and recording progress in PSHCE and Citizenship should be aimed at enhancing the quality of teaching and learning, help pupils take responsibility for improving their own performance and learning, and be informed by best practice. Arrangements should be a matter for the professional judgement of teachers, who should involve, wherever possible, the pupils through discussion, review and target setting.

RESOURCES

- *Real Health for Real Lives Ages 4 – 5 years, Ages 6 – 7 years, Ages 8 – 9 years, Ages 10 – 11 years*
- *Health for Life, Books 1 and 2*
- *SEALs Framework*

Although SEALs is a fantastic resource we are aware that it does not cover every area of the PHSCE curriculum therefore, we are combining both the SEALs and SMILE again framework to ensure the children at Blewbury School receive the very best PHSCE curriculum. For more details see the long term plan and scheme of work for PHSCE.

All the above resources can be found in the special needs room or in individual classrooms.

Designated Teacher:

Date of draft proposal:

Date agreed by staff:

Date agreed with Governing Body:

Signed on behalf of the Governing Body:

Date of Review: