



Stormont School

**CURRICULUM POLICY FOR
PERSONAL, SOCIAL & HEALTH
EDUCATION**

EYFS – Form 6

Issued August 2015
Issued by Deputy Head

Review Date August 2019
Review Cycle 4 year

The policy will be published on the website for current and prospective parents, governors and volunteers. It is available on the Central Resources Library for Staff. Hard copies are available from the School Office.

CURRICULUM POLICY FOR PERSONAL, SOCIAL & HEALTH EDUCATION

INTRODUCTION

This document is a statement of the aims, principals and strategies for teaching and learning of Personal and Social, Health and Citizenship Education at Stormont School. (We still refer to it as PSE as the girls know it by that name.)

This policy applies to all children in the school, from the EYFS - Reception to Form 6.

It was developed - through a process of consultation with teaching staff having taken into account the five outcomes and aims of **Every Child Matters** which are:-

OUTCOMES	AIMS
BE HEALTHY	<ul style="list-style-type: none">• Physically healthy• Mentally and emotionally healthy• Sexually healthy• Healthy lifestyles• Choose not to take illegal drugs
STAY SAFE	<ul style="list-style-type: none">• Safe from maltreatment, neglect, violence and sexual exploitation• Safe from accidental injury and death• Safe from bullying and discrimination• Safe from crime and anti-social behaviour in and out of school• Have security, stability and are cared for
ENJOY & ACHIEVE	<ul style="list-style-type: none">• Ready for school• Attend and enjoy school• Achieve stretching national educational standards at primary school• Achieve personal and social development and enjoy recreation• Achieve stretching national educational standards at secondary school
MAKE A POSITIVE CONTRIBUTION	<ul style="list-style-type: none">• Engage in decision making and support the community and environment• Engage in law-abiding and positive behaviour in and out of school• Develop positive relationships and choose not to bully and discriminate• Develop self-confidence and successfully deal with significant life changes and challenges• Develop enterprising behaviour
ACHIEVE ECONOMIC WELL-BEING	<ul style="list-style-type: none">• Engage in further education, employment or training on leaving school• Ready for employment• Live in decent homes and sustainable communities• Access to transport and material goods• Live in households free from low income

These are examples of some of the ways in which, apart from through the PSE Curriculum, Stormont aims to nurture the spiritual, moral, social and cultural development of pupils at the school. ***In addition to these areas, the promotion of fundamental British Values is a key aspect of the both PSE and the wider SMSC of the school.***

In addition, this policy adheres to the following guidance from the ISI standards:

- (a) Stormont actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- (b) Stormont ensures that principles are actively promoted which:-
 - (i) enable pupils to develop their self-knowledge, self-esteem and self- confidence;
 - (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - (vi) encourage respect for other people . specifically the following protected characteristics of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation
 - (vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;

The following understanding and knowledge is expected of pupils and details of which will be included in subject planning:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

AIMS	EXAMPLES OF SOME OF THE WAYS WE ACHIEVE THESE AIMS
(a) enable pupils to develop their self-knowledge, self-esteem and self-confidence;	<ul style="list-style-type: none"> • Self Assessment • School Council • Responsibilities • R-Time • House Points • Good Work Assemblies • Prize Giving • Clubs and Activities • Teams and Musical Groups • Sports Days and Galas • Class Assemblies and Drama Productions
(b) enable pupils to distinguish right from wrong and to respect the law;	<ul style="list-style-type: none"> • Assembly Programme • Form Time • Behaviour Policy • Code of conduct • Golden Rules
(c) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;	<ul style="list-style-type: none"> • School Council • Responsibilities of Monitors • House Points • Behaviour Incident Sheet • Charity Fundraising • Carols at Cooperscroft
(d) provide pupils with a broad general knowledge of public institutions and services in England;	<ul style="list-style-type: none"> • PSE lessons • School Council • Assembly Programme • Form Times • History and Geography
(e) assist pupils to acquire an appreciation of and respect for their own and other cultures	<ul style="list-style-type: none"> • Assembly Programme • R E • Circle Time • French /History/Geography • Art and Music
(f) encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;	<ul style="list-style-type: none"> • Assembly Programme • PSE lessons • RE, History/Geography

PSE is entwined in all aspects of school life and so this policy should be read in conjunction with many others - mainly the policies for Behaviour, Anti-Bullying, Collective Worship, Religious Education, MER, Science and Physical Education.

AIMS

- Through a variety of learning experiences Stormont ensures every child matters by helping each child:
- To become a happy and confident member of the school who enjoys all the experiences offered
- To think and act for herself questioning her own decisions and choices and those made by others
- To build on her strengths, interests and experiences

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- To acquire personal qualities and values
- To take her place in a wide range of roles in preparation for adult life
- To begin developing an understanding of community and global issues
- To develop confidence and independence and the ability to work collaboratively
- To value and respect herself and others and be able to build positive relationships
- To know herself better and think well of herself
- To be able to share and co-operate
- To appreciate the value of a healthy lifestyle
- To develop social skills and think creatively and critically
- To be able to reflect upon and self evaluate all learning experiences
- To value and respect belongings, living things and the environment
- To become a responsible citizen who makes a positive contribution
- To raise awareness of personal safety including strategies for self help and a knowledge of support available

Principles of the Teaching and Learning of Personal, Social and health Education

Personal, Social and Health Education is important because:-

- It focuses pupils' minds on important areas of social and emotional development
- It increases awareness of the need to stay safe and keep healthy
- It helps pupils to realise that a certain code of behaviour is expected both in and outside school and develops principles for distinguishing between right and wrong
- It helps pupils to become well adjusted socially
- It helps pupils to develop their own set of personal values
- It helps develop self esteem and emotional well being
- It helps to develop positive citizens who make a contribution to society. It increases awareness of the need to be thoughtful and caring towards other people and the environment.

Strategies for the Teaching of Personal and Social Education

PSE is taught through a variety of approaches depending on the subject material. On occasions the 'Circle Time' approach may be used. Pupils may work individually, in groups or as a whole form. Use is also made of role-play situations and drama activities.

Since much of the work covered in PSE is through discussion, role play and other group activities pupils with special needs are less likely to experience difficulties than in other more academic subjects. However, it may be of importance to ensure that a pupil is included in a specific group for physical, social or emotional reasons and this will rest with the discretion of the teacher. Written tasks are often of a collaborative nature in which case pupils with special needs or the most able pupils will be able to contribute their own ideas to a group and all will benefit from the strengths of others. ***Guidance from the Head of Learning Support will be sort with regards to any children with specific needs to be aware of.***

Assemblies are used to support work covered in PSE

Reception, Forms 1 and 2

In Reception and Forms 1 and 2 PSE is sometimes taught as a separate subject, but is mostly an integral part of the whole curriculum. Some areas of study are included in cross curricular topics, e.g. aspects of Health Education, whilst other areas are covered on a daily basis during the running of the school day, e.g. table manners, safety, respect for people and property. R-Time is used to reinforce many areas of learning and the Golden Rules are in place and used throughout the Lower School. (See Schemes of Work for the Lower School)

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Forms 3 - 6

PSE is taught as a separate subject in years 3 - 6 by either the Deputy Head or the Head. Each of these forms studies PSE for one 40 minute lesson per week. As in the Lower School, PSE is also an integral part of other subjects, notably P.E., Science and R.E. It will also be a part of Form Times. PSE is generally organised on a topic basis and several lessons may be spent on each topic (see Scheme of Work). However, there may be occasions when a PSE lesson needs to be used to deal with a current issue, e.g. friendships or bullying etc. (See Schemes of Work for the Upper School)

Strategies for Reporting and Recording

- Records of achievement for each pupil across all aspects of the curriculum provide a means of recognising and reflecting upon personal and social development.
- There are two ParentsqEvenings and two written reports a year. Teachers, Form Teachers and the Head/ Deputy Head will comment on the pupilsqpersonal and social development.

Role of the Co-ordinator

The Role of the PSE Co-ordinator is to:-

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in PSE throughout the school.
- Support colleagues in their development of work plans, their implementation of the scheme of work and in assessment.
- Monitor progress in PSE and advise the Head/ Deputy Head on action needed.
- Take responsibility for the purchase and organisation of central resources for PSE
- Keep up-to-date with developments in PSE and disseminate information to colleagues as appropriate.

Health and Safety

The school's policy on Health and Safety is followed and the policy on school visits is adhered to if the children are taken out of school on a visit.

Meetings are held from time to time to discuss the curriculum and to ensure progress and consistency of approach and of standards and matters relating to PSE are discussed regularly at Staff Meetings.

Each teacher of PSE produces forecasts for the appropriate study unit. These are monitored by the PSE subject co-ordinators and the Deputy Head.